

0-6 – 60-∞ Hand in Hand: Reflections from an Intergenerational Interaction Study*

Mehmet GULTEKIN** Umran ALAN*** Ozlem Melek ERBIL KAYA**** Asli YILDIRIM*****
Tugce SINOGLU GUNDEN***** Tuba OGUZ IPEK*****

To cite this article:

Gultekin, M., Alan, U., Erbil-Kaya, O. M., Yildirim, A., Sinoglu-Gunden, T., & Oguz-Ipek, T. (2022). 0-6 – 60-∞ Hand in hand: Reflections from an intergenerational interaction study. *Journal of Qualitative Research in Education*, 31, 21-55. doi: 10.14689/enad.31.1602

Abstract: This study aims to bring together a group of preschool children and older adults residing in a nursing home through some intergenerational interaction activities to examine the interaction between these two groups from the point of view of parents, teachers, older adults, and children. This basic qualitative research was carried out with a study group of 10 preschool children, 11 parents, 3 teachers, and 8 older adults residing in a nursing home, all of whom were determined via a criterion sampling method. Data were collected through semi-structured interviews with the participants and analyzed through an inductive approach. Intergenerational interaction practices provided in the context of the study were considered to be favorable, original, encouraging, positive experiences. The practices were found to be pleasing for both children and the older adults, as well as being awareness raising, interaction and empathy boosting, positive behavior yielding, educative, exciting for children and making them embrace of older adults and feel responsible. For the older adults, it has been concluded that intergenerational interaction practices were pleasing, fulfilling of longing for affection, satisfying, motivating and presenting different experiences. Moreover, adult participants made some suggestions regarding increasing the duration, extending the content and integrating intergenerational interaction activities with school program. As a result, it can be concluded that intergenerational interaction practices have yielded positive outcomes for all of the participants and initiatives and researches should be carried out to disseminate these studies.

Keywords: Intergenerational interaction, early childhood education, older adults, nursing home.

Article Info


Received:
31 Dec. 2021
Revised:
09 Feb. 2022
Accepted:
25 Mar. 2022


Article Type

Research

© 2022 ANI Publishing. All rights reserved.


* A part of the study was presented as an oral presentation at the 5th International Eurasian Educational Research Congress.


**  Anadolu University, Turkey, mgulteki@anadolu.edu.tr

***  Corresponding Author: Anadolu University, Turkey, ulan@anadolu.edu.tr

****  Anadolu University, Turkey, omkaya@anadolu.edu.tr

*****  Anadolu University, Turkey, ayildirim@anadolu.edu.tr

*****  Anadolu University, Turkey, tugcesinoglu@anadolu.edu.tr

*****  Pamukkale University, Turkey, toгуz@pau.edu.tr

Introduction

Community is defined as an impersonal social group whose individual members are aware that they are part of the same group and have certain common values, insights, traditions and characteristics (Rogoff, 2003). This group is made up of individuals from different generations. Every individual in a community, regardless of the age group they fall under, constitutes an important part of community and contributes to the community capacity. Community capacity refers to the interactive dynamic of people, organizations and social capital that exists in a particular community. This interaction can be used to solve problems in community and to increase or maintain the level of welfare (Chaskin, 1999).

The place where the first interpersonal interaction starts in the community is the family that is the fundamental building block of community. Although the culture-sensitive and the subjective nature of the concept of family makes it difficult to define (Amato, 2014) and there are different definitions on resources (Essizoglu, 2012), in the most general sense, a family can be defined as a group of two or more people living together and related by birth, marriage or adoption (Human Resources & Services Administration, 2017; U.S. Census Bureau, n.d.). Some variations have been observed in the family structure as a result of the changes and transformations that have taken place throughout the history of humanity. The industrial revolution and the new economic structure it brought forth certainly qualify as one of the most dramatic causes of change and transformation to community (Erkan, 2013; Essizoglu, 2012). The traditional large family structure of agricultural communities in the countryside, where the distribution of work took place within the family, gradually dissolved as a result of industrialization and started to be replaced by nuclear families residing in cities (Schwartz-Cowan, 1976; Ozdemir, 2007). As a result of the changes in the family structure -and also in the community- the young and old population in particular detach from each other (Chowdhary et al., 2000; Schwalbach & Kiernan, 2002) and the interaction between those group tends to decrease day by day.

Old age -late adulthood- and childhood represent two distinct periods of human life. Childhood covers the 0-18 age range and includes different periods within itself. Early childhood is the first period of childhood and covers the 0-8 age range. Being building blocks of human life early childhood is a critical stage that development and learning occur at the most rapid pace. In this context, early childhood education aims to maximize the potential of the child and to support their development positively by preparing a rich stimulating environment for children (Güven & Efe-Azkeskin, 2010). In early childhood education, the aim is to build a child's sense of self-awareness, to support all areas of their development, and to help them recognize the culture of their given society and adapt to social life.

Old age, like childhood, also consists of different periods. The lower limit of old age is considered to be 65 and it is divided into three groups: the young old (65-74 years old); the middle old (75-84 years old) and the old-old (85 years old and above) (Little, 2016).

Newman et al. (1985) defined aging as "a series of social experiences". Based on this definition, it is possible to define older adults as people who have gained life maturity by having certain social experiences. Transmitting the maturity of life existing in older adults to other generations plays an important role in preservation of history, culture and values of a society. In this respect, it can be argued that the population of older adults in a society serves as the living history of that culture. The commonly accepted opinion in many countries is that older people should be active within community, continue to engage in social life and be productive citizens (Gokce-Kutsal, 2007).

The daily interactions between old and young generations were more common in the past (Schwalbach & Kiernan, 2002) and the positive attitudes between different generations were developed in family settings (Hernandez & Gonzales, 2008). However, now, in many societies, greater distances than ever before separate grandparents and grandchildren. Grandparents and other members of families live separately in most families (Chowdhary et al., 2000). Apart from large family gatherings, children tend to not regularly meet with the older people in their families (Gilbert & Ricketts, 2008). Furthermore, the world older adults experienced as children compared to the world today's children experience is vastly different. Nowadays, high technology has become widespread, and the virtual world has become a major part of children's games. Therefore, although they are physically close to each other, children and older adults learn and socialize in different contexts and do not interact much in their daily life activities (Kuehne & Kaplan, 2001).

Decrease in the interaction between children and older people may result in negative circumstances. Children who do not have enough opportunity to interact with older adults may have limited experience and knowledge about aging (Newman et al., 1985). In addition to this, the scarcity of interaction between these groups may yield children to have negative attitudes towards older adults (McAlister et al., 2019). In a study conducted by Seetfeldt et al. (1977) with children between the ages of 3 and 11, the children described older people as sick, tired and ugly, and their attitudes toward aging were often negative. Burke (1981) carried out a study with children between the ages of 4 and 7 and found that children preferred young adults to old adults, and that they did not want to grow older, and they described older people as sad, lonely and busy. In a similar vein, Fillmer (1984) revealed that children prefer children prefer interacting with young adults rather than the older adults.

While lack of interaction between children and the older adults causes negative consequences, interaction between these groups has the potential to produce many positive results. The interaction between older people and children enables different generations to share their lives. In this process, people from both generations, that is, the younger and older, affect each other. Interaction between older adults and children play an important role in the transfer of cultural and social values to young generations. Growing and developing by witnessing a life cycle contributes children to concretize of the life cycle and intimate recognition of social roles. On the other hand, the interaction that older people have with children evokes a dynamic feeling of the past in them (Canatan, 2008; Oz, 2002). While older adults make notable contributions to the lives

of children through intergenerational interaction, young children bring significant energy, enthusiasm, and support to the lives of older adults (McAlister et al., 2019). "Intergenerational interaction" studies, referred to as "intergenerational interaction" or "intergenerational programming" in the literature, have been carried out to identify ways to improve the gradual decrease seen in communication between the older adults and children (Teater, 2016).

Intergenerational interaction programs are the tools that bring different generations together and provide cultural exchange and socialization between these generations (Kaplan, 2001). The objectives of intergenerational programs for children and older adults include establishing intergenerational friendship, promoting active aging, supporting older people in staying as independent as possible, raising awareness about the needs and aging processes of children and older adults, and creating learning opportunities for children (Kuehne, 1988; Martins et al., 2019; Osborne & Bullock, 2000). The first program to provide intergenerational interaction was carried out in 1965 through the Foster Grandparent Program (Jarrott, 2011). Since then, significant opportunities for interaction between older people and children have been developed, and the number of studies on this subject have been significantly increased (Marx et al., 2004; McAlister et al., 2019). Most of the intergenerational interaction studies, those evaluate the effectiveness of the practices in terms of the participants, point to the positive results. For example, a study by Greger (1992) found that the participation rate of older adults, who spent more time with children, in social events had improved. Ward et al. (1996) revealed that children and older adults singing together had a positive effect on the mental health of older adults. Using a 12-week intergenerational interaction program called Grandfriends, Low et al. (2015) reported in their study that nursing home residents who interacted with preschool children participated in daily activities more and had more fun compared to those who did not interact with the children. Teater (2016), who examined the perceived health status and well-being of older adults who participated in an intergenerational interaction program, found that their participation in the program resulted in improvement to their self-confidence, their social skills, and their emotional and general health and well-being and helped them to learn about other individuals in the community and feel more connected to the community.

Intergenerational interaction practices have positive effects on both children and older individuals. Femia et al. (2008) examined the potential impact of intergenerational programs on children's social-emotional development, general behavior, school performance, and attitudes and behaviors toward older adults. They found that compared to their peers who received education involving a single generation program, 6-8-year-old children who received intergenerational education had higher levels of social acceptance, empathy, and positive attitudes toward older adults. In addition, these children displayed greater willingness to help older adults and were able to regulate their behavior better. Hannon and Gueldner (2008), in their study, observed that children who participated in a nine-hour qualified intergenerational interaction program had more positive attitudes towards older adults compared to those who did not participate in the program. Similarly, Heyman et al. (2011), in their study involving a

static group comparative design, found that preschool children who received education within the scope of the intergenerational program had more positive attitudes towards older adults than those of the children who did not receive education in this context. They also reported a statistically significant difference between the attitudes of the two groups.

Although intergenerational interaction studies that bring together young children and older adults have been carried out for more than half a century (Jarrott, 2011), in Turkey, such studies are relatively recent and limited in number. The Turkish body of studies include both theoretical and practical research (Yildirim, 2015; Yildirim & Keser, 2015). In the theoretical studies, such as one that introduced school-based intergenerational interaction models (Yildirim, 2015) and another that examined intergenerational interaction practices applied throughout the world for the prevention of obesity (Yildirim & Keser, 2015), the importance of putting these theories into practice has been stressed. The practice-based studies, on the other hand, have addressed the unidirectional outputs of intergenerational interaction on the older generation (Polat et al., 2019) or the younger generation (Cinar, 2019). In a study by Polat et al. (2019), preschool children and their grandparents were brought together within the context of a program titled, Art Program for Intergenerational Interaction, to examine the impact this program had on giving meaning to life for older adults and building their self-esteem. They determined that the intergenerational interaction program applied in the study had a positive and significant effect on these two variables for older adults. Cinar (2019) conducted a study that involved a group of secondary school students interacting with older adults through nursing home visits to identify the impact of this interaction on the students. The results showed that the nursing home visits created a positive change in the social skills of the students, increased their feelings of trust, and improved their empathy, responsibility, communication, self-expression, and initiating and maintaining relationship skills. While the body of international literature on intergenerational interaction is quite extensive, the studies constituting this body have largely been limited to evaluation of the unidirectional effects of intergenerational interaction on participants from only one generation, with a lack of attention being given to other stakeholders (Jarrott, 2011; Lee et al., 2020). Jarrott (2011) made specific mention of this shortcoming, arguing that intergenerational interaction studies have generally been based on the evaluation of a single generation, and that examining the benefits of intergenerational program applications on only one group is not effective. She therefore suggested that researchers need to conduct a more comprehensive evaluation of this subject. Similarly, Lee et al. (2020) criticized that most of the studies in the literature evaluate the effects of intergenerational interaction on only children, which defies the true nature of intergenerational interaction, and that treating older participants as mechanisms that benefit only younger participants ignores the opportunities intergenerational interaction offers to support the lifelong development of older adults. Moreover, both Jarrott (2011) and Lee et al. (2020) highlighted the necessity of examining the dual benefits intergenerational interaction practices offer for the both the old and young generations in research on intergenerational interaction practices and emphasized that the experiences of other stakeholders should also be represented to ensure the success and continuity of the practices.

In summary, (1) intergenerational interaction practices are very important in terms of their positive contributions to the interactions between different generations and to increasing the overall well-being of the society, (2) yet, only a limited number of studies have been conducted on this subject in Turkey, and (3) the international literature on the subject suggests that there is a need for studies to include different generations and all stakeholders in the evaluation of intergenerational interaction practices.

Therefore, this study aims to bring together a group of preschool children and older adults residing in a nursing home to examine the interaction between these two groups from the point of view of parents, teachers, older adults and children. In line with this general purpose, answers to the following questions were sought:

1. What are the general views of parents and teachers regarding intergenerational interaction practices?
2. What are the opinions of parents, teachers, and children regarding the reflections of intergenerational interaction practices on children?
3. What are the views of parents, teachers, and older adults regarding the reflections of intergenerational interaction practices on older adults?
4. What are the suggestions of parents, teachers, and older adults for intergenerational interaction practices?

Method

Research Model

This is a qualitative study in which a group of children attending preschool education and older adults staying in a nursing home were brought together for the purpose of examining how parents, teachers, older adults and children perceive the interaction between these two groups. The concept of qualitative research includes many other concepts (Bogdan & Biklen, 2007). From among the qualitative research designs, this study applied what is referred to as the basic qualitative research design. Basic qualitative studies are among the most widely used forms of research in all fields, especially in education. In qualitative studies, researchers are concerned with the interpretations of the participants' experiences, and the meanings they attributed to their experiences. (Merriam, 2009). This study aimed to bring to light the feelings and opinions of all the participants about the interaction witnessed in the research process.

Study Group

This study was conducted in a city center located in Central Anatolia Region of Turkey. The study included 10 children (4 boys and 6 girls), enrolled in two different preschool institutions, 10 parents (9 mothers, 2 fathers), 3 teachers, and 8 older adults (5 men and

3 women) residing in a nursing home from this city. The criterion sampling method, one of the purposeful sampling methods, was used for the selection of the participants. The basic approach in this sampling method is to investigate all situations that meet a set of predefined criteria. The criterion or criteria mentioned here can be created by the researcher, or a previously prepared criteria list can be used (Yildirim & Simsek, 2013). Inclusion criteria for this study were

- for children, receiving education proper to the five-year-old age group,
- for parents, volunteering to participate in the study,
- for teachers, having experience in research processes and volunteering to participate in the study,
- for older adults, volunteering to participate in the study and being physically and mentally healthy.

Applying these criteria, the study was announced to the teachers who were charged with teaching the 5-year-old age groups in the participating schools and who had experience in research processes. Those who voluntarily agreed to participate in the study were included. These teachers then informed the children and parents about the study to obtain their voluntary consent to participate. Initial contact with the nursing home administration was made to determine the number of people staying in the nursing home. The administrative staff of the nursing home were provided preliminary information about the study and the visits that were to be conducted by the research team within the scope of the study to older adults who met the health status criterion for participation. The researchers then visited the nursing home to provide more detailed information about the research process to older adults staying there before selecting the volunteer participants.

Ethical Considerations

Necessary approvals from the ethics committee, the Provincial Directorate of National Education, the Provincial Directorate of Family, Labor and Social Services, and the directorate of the nursing home were obtained before the study was conducted. Adult participants were asked to sign a form stating that they voluntarily agreed to participate in the research. Child participants were informed about the process, and those who wanted to take part in the study were included in the study by obtaining permission from their parents.

Older adults who did not feel well during the research process were not pressured into continuing, and the residents of the nursing home who did not want to take part in the study as participants but wanted to attend or watch the activities were allowed to do so. Similarly, children were not pressured to participate in the activities; participation was based on the principle of volunteerism. To ensure the confidentiality of the participants, their names were coded in this study.

Data Collection Tools

Data were collected through semi-structured interviews and the pictures drawn by the children. Four different semi-structured interview forms, one for children, one for teachers, one for parents and one for older adults, were prepared by the researchers with the aid of opinions taken from three experts from different fields. The forms were finalized in line with the expert opinions.

Children were interviewed two times - before and after the application. The interviews were conducted to address their drawings, and the same form was used in both interviews. In addition, semi-structured interviews were held with the teachers, parents and older adults after the application to draw reflections of the intergenerational interaction study.

Data Collection

Prior to starting the research process, the activities to be carried out by the researchers during the research were planned in cooperation with the preschool teachers who participated in the study. At the end of each application day, the researchers and teachers discussed the activity of that day and planned activities for the following day. During the implementation process, any requirements that arose were addressed, and necessary changes were made accordingly.

The participating children were asked at the beginning of the study to draw a picture describing older people. Preliminary interviews were conducted to give the children the opportunity to describe the perceptions they had about older people through their drawings. Next, the children and older adults were brought together in different environments, such as the nursing home, the preschool education institution, a park, or a picnic area, where they interacted through the prepared activities. The titles given to the activities prepared for the study were as follows: Children Getting to Know Each Other Before the Program, Study Song, My Toy is in the Nursing Home, Pattern Game, Parachute Game, We are Planting Flowers, Tiny Seed, We were Also Children, Music and Dance Time, In Whose Room is Our Flower, A Trip to a Park - Having a Picnic, Score Collection Game, Group Games, Using a Drawing Board, Puzzle Making, Making Play Dough from Salt Ceramics, Painting, Hitting the Ball at a Target, We are Visiting the University, and Saying Goodbye.

After the implementation was completed, the children were asked to draw a picture describing older people once again and were interviewed about their changed perceptions of older people. Interviews with older adults, parents, and teachers were held at places and times suitable for them, to understand their views about the study. During the study, 10 children and their parents, 3 teachers and 8 older adults were interviewed. Among the 10 parents, 8 mothers and one father were interviewed. A child's father and mother were interviewed together at the same time. During the interviews, researchers were paired with each group of participants. For example, while a

researcher conducted interviews with parents, another researcher conducted interviews with teachers. Therefore, consistency and efficiency were able to be achieved in interviewing the participant groups.

Data Analysis

Inductive analysis was carried out to discover reflections of the intergenerational interaction study on children, teachers, parents and older adults.

In inductive analysis, which is an open-ended process; an approach that focuses on meaning and effects, how participants participate in the process, and the natural orientation of the process is employed (Maxwell, 2013). The researchers using inductive analysis try to reach meanings from part to the whole, evaluate the data as a whole, and reveal the dominant and distinctive patterns in the data without the restrictions required by the structured methods. The patterns -themes- obtained as a result of the interaction of the researcher with the data form the findings of the research (Merriam, 2009; Patton, 2014).

As the first step of the analysis following collection of the data, the audio recordings were converted into texts in a digital environment. The transcribed data were grouped as children, teachers, parents, and older adults to prepare them for analysis. The data were reviewed several times by the researchers and encoded in the last reading. After the encoding process was completed, the codes were evaluated as a whole, and themes were determined based on similarities and differences. The themes were examined several times by the researchers and after that analysis was finalized.

In qualitative research, confirming the credibility and transferability of the results serves to support the reliability of the research. In this research, the first step to ensuring credibility was to get expert opinion on the interview questions. In line with the suggestions received, the experts reached agreement on the questions. As another step to ensuring credibility, encoding was done by different researchers independently to achieve consensus on the codes (Bogdan & Biklen, 1998). For this process of reaching consensus, the researchers responsible for encoding the data came together to evaluate the similarities and differences.

Triangulation of data was another practice applied to support the credibility of this research. The data for the study were triangulated by collecting them from different groups of people, i.e. children, parents, teachers and older adults. The pictures drawn by the children also contributed to triangulation of data. In the presentation of the results, direct quotations were used to further support the credibility. To secure transferability of results, ethical principles, data collection and analysis processes were described in detail.

Findings

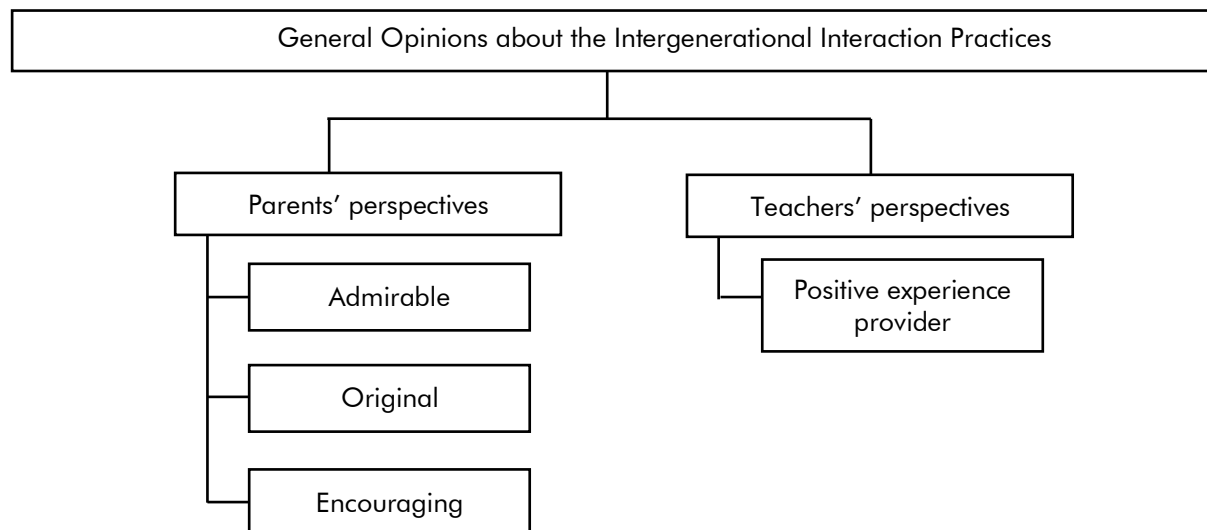
The findings of the analysis of the data obtained from the interviews were presented under four headings in terms of the interview questions and the groups interviewed. These heading are: (1) general opinions about the intergenerational interaction practices, (2) reflections of the intergenerational interaction practices on children, (3) reflections of the intergenerational interaction practices on older adults, and (4) suggestions for the intergenerational interaction practices.

General Opinions about the Intergenerational Interaction Practices

The parents' and teachers' general opinions on the intergenerational interaction practices revealed that intergenerational practices were considered to be favorable, original, encouraging, positive experience provider. Themes created based on the analyses are shown below in Figure 1.

Figure 1.

General Opinions of Parents and Teachers about the Intergenerational Interaction Practices



Parents' general opinions about intergenerational interaction practices

Based on the data collected via the interviews conducted with them, parents' general opinions on intergenerational interaction practices were classified under three themes: (i) admirable, (ii) original, and (iii) encouraging.

The interviews conducted with the parents revealed that the study left them with an admirable impression. All the parents stated during the interviews that they admired the intergenerational interaction practices. One of the mothers of the participating children, Mert's mother, said she had a positive view from the beginning to the end of the study

and added "In fact, when I first read the information, I liked it and had positive thoughts about it. To be honest, when I saw Mert's reactions later on, I felt that the study had positive effects." Similarly, Cem's mother stated that her initial views on the study were positive, and that these positive views continued as the process proceeded, noting "We liked it more than I can express it.... I thought it would be beneficial. I never saw any negative aspects to it. In fact, I never even saw any negative reactions".

In addition to expressing their admiration on the intergenerational interaction practices, the parents said that they would be eager to have their children participate again in the research if the study were conducted again. Regarding this, Gozde's mother said, "We liked the study very much. If the study were carried out again, I would gladly allow her to participate in it. I mean, I would love for her to participate." Oznur's mother said, "It made me much happier. I was very glad. Thank you so much. If the study were to continue in any way, I would always be ready for it... I definitely want my daughter to participate." Buse's mother expressed her thoughts, saying, "I am eager to send her every day.", while Sinem's father said, "Nice work ... I would like it to continue."

Another view on the intergenerational interaction practices based on the interviews with parents was that the process was original. Half of the parents emphasized the originality of the intergenerational interaction practices. Nur's mother highlighted the originality of the intergenerational interaction practices, saying "This is a first of its kind, and don't think that I am saying this just because I am a parent." Mert's mother said, "Perhaps this study will continue ... This study is maybe the first to be performed on this subject." Similarly, Ferhat's father shared his thoughts, saying, "The study was very original" and Burak's mother said, "I think it (the study) was something very special, very beautiful."

Another common view was that it was encouraging. Among the parents, four said that they had never been able to visit nursing homes before, despite wanting to, and that the study was encouraging in the sense that it prompted them to plan a visit to a nursing home. Mert's mother said, "I think to myself, you know, should we visit older adults all together with families once the study is completed..." Gozde's mother added, "We may meet again later, and we can visit older adults all together. We can go and visit them ..."

In short, when the opinions of the parents regarding the study were considered comprehensively, it was clear that all the parents had positive opinions about the research.

Teachers' general opinions about intergenerational interaction practices

The teachers' opinions about the study were classified under one theme: positive experience provider.

The teachers stated that the study offered a positive experience to the older adults and children in terms of spending pleasant time together and raising awareness. One of the teachers, Mehtap, expressed her opinions on this subject, saying, "From my point of

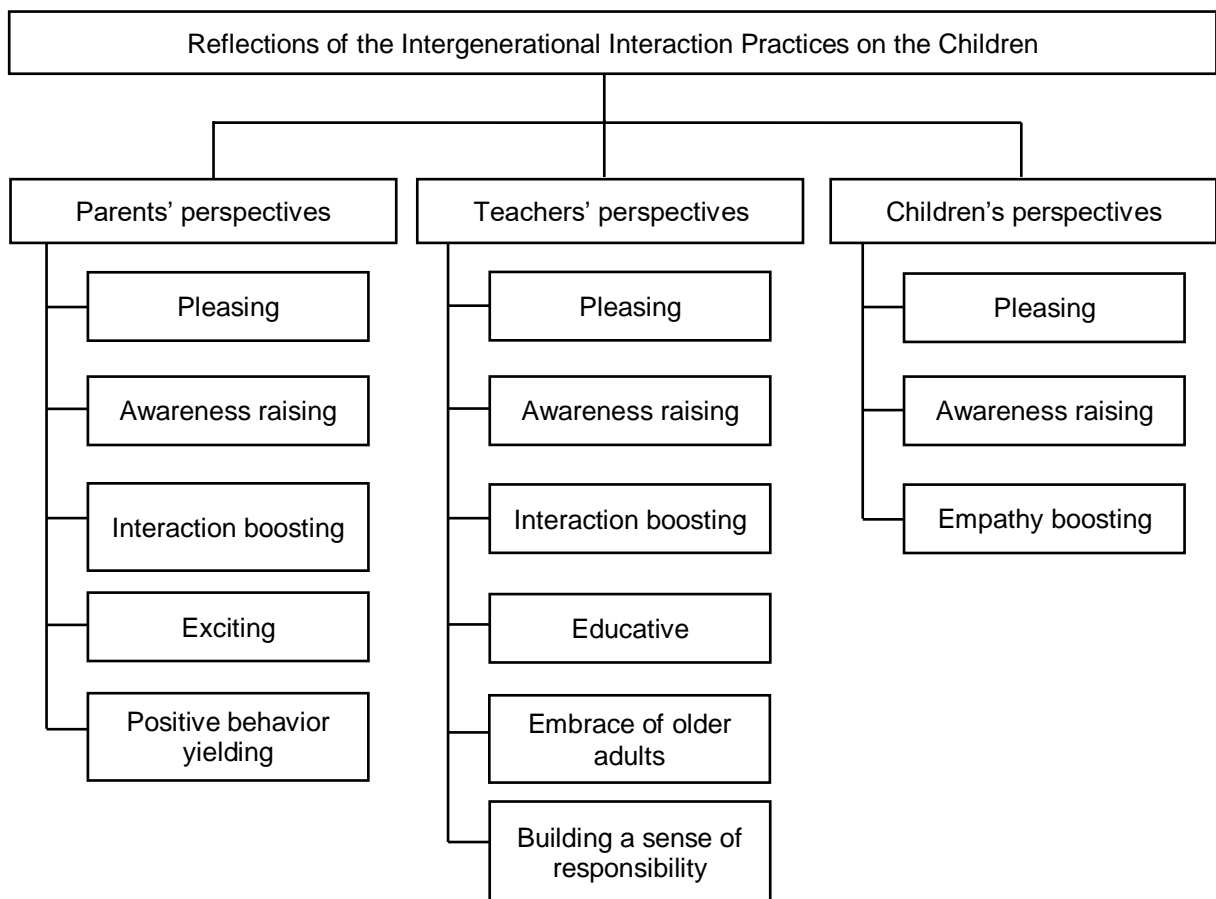
view, I think the study lent a different color to our lives; it had a huge, positive impact on the lives of both older adults and our children. I think it is a big step toward creating awareness.” Another teacher, Sevgi, said, “I think this study was very effective and positive for the children, the older adults, and myself. This study process provided great opportunities for children and older adults to get to know each other and to establish good interaction. The children were positively affected, and good harmony among everyone was achieved.” Based on these results, it is clear that the teachers had positive opinions about the study.

Reflections of the Intergenerational Interaction Practices on the Children

The results regarding the reflections of the intergenerational interaction practices on the children were obtained based on the opinions of parents, teachers and the children themselves. The findings show that intergenerational interaction practices are pleasing, awareness raising, interaction and empathy boosting, exciting, positive behavior yielding, and educative for children and making them embrace of older adults and feel responsible. As a result of the analyzes, the themes related to the reflections of intergenerational interaction practices on children are presented in Figure 2.

Figure 2.

Reflections of the Intergenerational Interaction Practices on the Children



Reflections of the intergenerational interaction practices on the children from the perspective of the parents

The reflections of the intergenerational interaction practices on the children according to their parents were classified under five categories: (i) pleasing (ii) positive behavior yielding, (iii) interaction boosting (iv) exciting, and (v) awareness raising for children.

Among the parents, seven said in no uncertain terms that the intergenerational interaction practices were pleasing for the children. The parents largely based their views on the impressions they had received from their children and what their children had shared with them. Mert's mother thought that the intergenerational interaction practices were pleasing for the children, basing it directly on concrete statements Mert had said after the activities. She stated, "When I saw Mert's reactions, I thought it had positive effects. It was because he was very eager to talk about it and left the kindergarten class very happy. He talked about the visits to the nursing home, the grandparents he met, and the activities or games played with them. When he described these things with such joy, I was confident that the study had a positive effect on him. That is, I saw it for myself concretely." Based on her daughter's sharing after the visits to the nursing home, Oznur's mother said that the intergenerational interaction practices were very pleasing for her child: "Oznur was very happy and enjoyed the visits. She has recently expressed that she really wants to go again. And she is very eager about it, saying "When, mom? What time? Will I go? Come on... "

Another result was that the intergenerational interaction practices produced positive behavior in the children. Although the practices were not extended over a very long period, six of the parents stated that the children acquired positive behaviors during the research process. Based on her observations, Nur's mother said "My daughter didn't really know how to treat older people. Thanks to Birsen (a teacher) and you, she seemed a little more confident over the course of the following two weeks. Now she calls her grandfather "granddaddy" and her grandmother "grandmommy". She never called them this before." Gozde's mother discussed her daughter's positive behaviors by giving examples from the experiences between Gozde and her older sister. She said, "For example, when I have an argument with her sister about something, Gozde tells her "Don't treat mom like that! You must be respectful." Can you believe it, she even says to her sister that she must be respectful". Buse's mother noted that following the intergenerational interaction practices she could see positive changes in Buse's behaviors in her interaction with her grandmother in the family and in the outer environment. She said, "My daughter had never taken and carried my bag. But her grandmother said Buse was always asking to carry her bag now, saying, "Please, I don't want you to get tired." I learned she was now trying to help her grandmother. Well, I'm so pleased that my daughter has changed completely. The way she sits down, stands up, her points of view on other persons. There is an overweight woman in our neighborhood. Whenever Buse would see her, she would say, "Hey mommy, look at that fat woman." Now she doesn't talk like that at all. Instead, she says, "Hey mom, there is that one lady walking." Or she says "She is going" or something like that. She says, "Let's not talk like that."

The parents regarded the intergenerational interaction practices as interaction booster, confirming achievement of one of the main aims of the study, namely, to create an environment where intergenerational interaction was provided. Half of the parents emphasized that the interaction experienced during the research process was entertaining and educational for the children. The parents also noted that the interaction was not limited to the one between the older adults in the nursing home and the children. In addition to the positive effect of the interaction between the children and the older adults in the nursing home, the experience positively impacted the interaction between the children and the older adults they met outside the nursing home and increased intra-family interaction. Nur's mother highlighted the interaction-enhancing feature of the study saying, "I think it was useful for my daughter. If you asked what kind of benefit it was? I would first say she was willing to engage in more dialogue with older adults and people in general." Cem's mother said, "I observed positive results in my own son. ... my son is so shy; you may have noticed. He hardly ever socializes with anyone; he struggles to participate. But as far as I can see, the activities have resulted in him now being able to socialize with older adults, like his grandparents. I see him actively participate in events, games, drawing pictures... We have seen very positive effects. When he comes home, he says: "Mom, we did this, we did that", I mean, with his friends He says, "We have older adults, grandmothers, grandparents." For example, they did a painting activity. He described the paintings. They played games, planted flowers with them. He also said, "Our flowers have grown, they are doing something that will make our flowers blossom." Sinem's father said that after the study, his daughter's interaction with older adults she met in other environments, outside of the one she had with older adults in the nursing home or within the family, had increased. He added, "There was a middle-aged uncle who ran a café. When he served tea, Sinem used to pick up the empty cups in order to help him. After the study, this behavior increased, and she started to do it more often."

The children's excitement for the program was another point the parents highlighted. Among the parents, four noted that the children were enthusiastic about the activities and in a state of excitement on the research days, being sure not to be late. Ferhat's father expressed the excitement the study evoked in his son, saying "Our children have been a little more excited and a little different ever since they started to participate in this study. They talked about the activities when they got home."

Another important feature of the implementation for the children was its contribution to building their awareness about older adults. Of the parents, four approached the intergenerational interaction practices from different perspectives and evaluated practices as awareness raising for children. While for some of the children, the program helped to build awareness about older adults' health, for others, it helped to build awareness about the image of older people. In the case of Nur, one of the children whose awareness about the health status of older adults increased, her mother explained this development by giving examples from the dialogs she had with her daughter: "For example, my mother (Nur's grandmother) works. Nur says to me, "Mom, she is old. My grandmother comes home from work tired. Can you cook for her mom?" She started to

think differently. I have never heard such things from Nur before." Oznur's mother said that Oznur's image of older people changed, growing more positive. She gave examples directly from Oznur's statements: "When I observed my daughter, in general, she was well.... a bit afraid of older people. For example, she would ask "Mom, can we play games with them?" or "Can they not play?" Now, I would regularly ask her how the study process was going, though we did skip 1 or 2 days. Well, how did it go? What are you doing? Honey, what did you do with the older adults today? She would say "They were so funny. They can't run as fast as me, they're so funny. They read us stories, they can play games well, mom." In fact, her point of view changed."

The parents' opinions about the reflections of the intergenerational interaction practices on their children was evaluated under five different categories. Although these categories differed from one another in different ways, the one common feature of all these categories was that they were positive. It was therefore clear from the parents' opinions and observations that the intergenerational interaction practices yielded positive results for the children.

Reflections of the intergenerational interaction practices on the children from the perspective of the teachers

The reflections of the intergenerational interaction practices on children according to the teachers were classified under six categories: (i) pleasing, (ii) awareness raising, (iii) educative, (iv) embracing of older adults, (v) building a sense of responsibility and (vi) interaction boosting.

The teachers directly stated that the intergenerational interaction practices were pleasing for the children. One of the teachers, Birsen, said, *"I think this process has positively affected the children. They expressed that they participated in all the activities with pleasure and reflected this both through their behaviors and statements. I noticed that they also conveyed their good impressions to their parents at home."* Sevgi expressed her thoughts saying, *"I think that the children were positively affected by this process. They participated in the events very happily."*

Another issue the teachers emphasized was that the intergenerational interaction practices were an awareness-raising and educational process for the children. Sevgi stated, *"The children's feelings of fear, anxiety, and cautious behaviors toward older people disappeared. They saw older adults as role models by embracing them. They learned about their experiences, had chances to observe the aging process, had a lot of fun with the older adults, and were met with unconditional love. They loved the older adults very much and got to learn what a nursing home was like."* With these statements, she highlighted the awareness raising and educational aspects of the intergenerational interaction for children.

Another finding that emerged from the opinions of the teachers about the changes they observed in the children's behaviors and in how they interacted in games was that the children embraced the older adults during the research process. Sevgi said, *"I observed*

that the children were timid at the beginning, but later they got used to the older adults, they loved and embraced them, they were loving and behaved calmly toward them, and they were very eager to be with them.... They told their classmates about the games they played with the older adults in the nursing home, especially the game, Bocce. In describing the game time, they used phrases like "my grandfather" and "my aunt" in reference to the older adults. They created teamwork with them."

The teachers also noted that the intergenerational interaction made children feel responsible. Accordingly, Mehtap said, *"They felt more responsible for the older adults than the older adults did for themselves and were more willing to participate in the events together. They were aware of their responsibilities and made an effort to fulfill them."*

Another finding derived from the opinions of the teachers was that the implementation process was an enhancer of interaction between the children themselves and between the children and the older adults. Birsen noted, *"The children would ask about the older adults who did not participate in the activities, and the older adults would ask about the children who did not participate... The friendship bond they had established was clearly visible. I observed that they included older adults in their games and in talks about the games. They portrayed grandparents ... I observed that they formed a team with the people in the nursing home in their games. They invited older adults who were not on any teams to their teams. They prepared gifts and pictures for each other while playing games with the older adults."*

Based on the data, it is clear that from the teachers' perspective, the intergenerational interaction practices positively affected the children, increased their awareness of, sense of responsibility towards, and interactions with older adults, all which served to educate them.

Reflections of the intergenerational interaction practices on the children from the perspective of the children

Within the scope of the study, to understand the views the children had about the intergenerational interaction process, in terms of its reflections on the children, the children were asked to make pictures before and after the study, and semi-structured interviews related to the pictures they drew were conducted with the children. The reflections of the intergenerational interaction practices on the children were grouped under three categories: (i) awareness raising, (ii) empathy boosting and (iii) pleasing.

As a result of the interviews with the children, it was found that the intergenerational interaction practices helped to raise awareness in the children about older people. Duru, who drew her grandfather's house and garden in the preliminary meeting, said that in the picture she had drawn during the last meeting, she had drawn the nursing home where the older adults resided, that there were older people in the nursing home, and that the friends of the older people in the nursing home were the other older adults. Similarly, Sinem, who drew her grandmother and grandfather in the preliminary meeting, said in the last meeting, *"This is the nursing home; I drew the stairs, and these are their*

handles. There are older adults in the nursing home, they are watching TV. There are doctors, older adults and cooks in the nursing home.” These statements show that she had a greater awareness of older people and the nursing home environment. Nur, who said that she had drawn her grandmother and grandfather in the preliminary meeting, explained in the last meeting, the picture she drew after going through the program, saying, “This house is the nursing home, and these are the stairs. This is our grandmother, this is our grandfather, and these are other older adults, in other words, those who opened the door ... ” It was observed from the pictures drawn by the children and from their answers to the questions that they had developed awareness about “older adults” and “nursing homes”.

Empathy-developing was another finding obtained from the interviews with the children. Oznur expressed her feelings toward older people by saying, “... His/Her feeling was why he/she was lonely? When I see him/her, I feel ... I feel so much well ...As if my powers were decreasing ... ” In other words, she felt upset when she saw older adults because she believed that they were lonely.

The children directly stated that the intergenerational interaction practices were pleasing for them. In this regard, Sinem said, “It was very entertaining, let's do it again”, while Buse said, “I felt happy with them in the yard down there”. Cem mentioned, “I feel full of emotions, a happy feeling.” They all noted that the research process was pleasing. Similarly, Oznur said, “I would like to play games some more.”, Ferhat said, “I liked them to be young and play with children.” and Gozde said, “We played ball games, it was very nice to plant flowers with them.” These statements showed that they were happy during the study.

The change in the perspectives of the children towards the intergenerational interaction practices was clearly reflected in their pictures at the end of the research. Cem’s picture, which depicts his experiences with the older adults in the nursing home, is shown in Picture 1. Picture 2 shows the picture created by Sinem, who drew a lady watering flowers in the nursing home. Finally, Picture 3 shows Nur’s drawing, which depicts older adults and children playing together in the yard of the nursing home.

Picture 1.

Older Adults Interacting with the Children



Picture 2.

A Lady Watering the Flowers in the Nursing Home



Picture 3.

Older Adults and Children Playing Together in the Yard of the Nursing Home



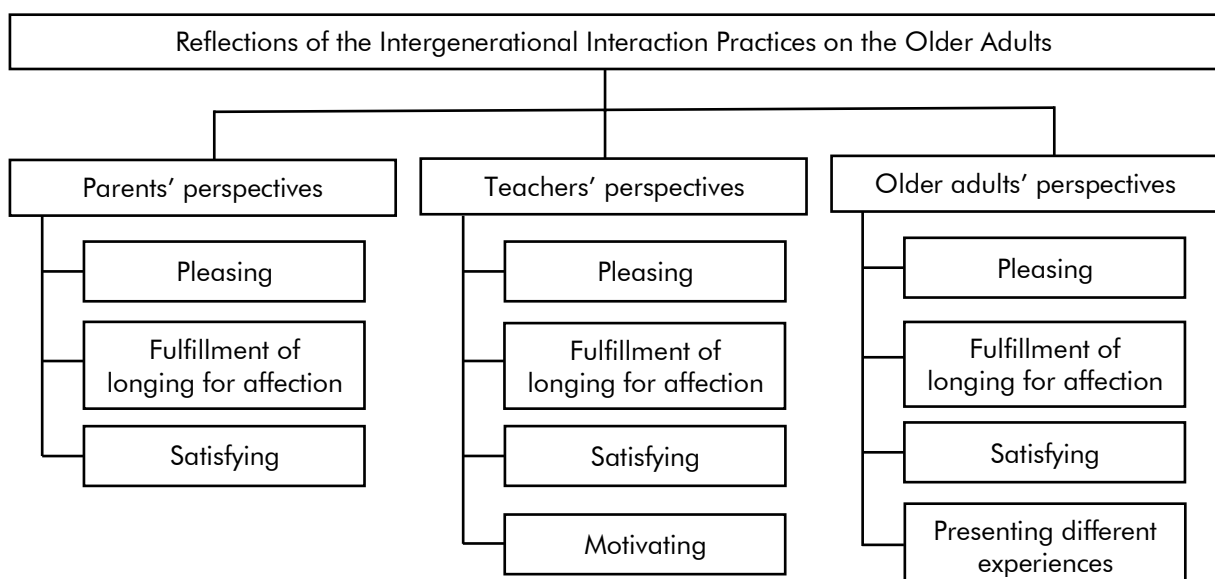
The children’s pictures and statements from the interviews conducted with them showed that they experienced a happy process, developed awareness about older people and nursing home environments, and started to empathize with the older adults. These opinions shared by the children were similar to those of the parents, and the researchers observed that the older adults and children alike were positively affected by this process.

Reflections of the Intergenerational Interaction Practices on the Older Adults

The results regarding the reflections of the intergenerational interaction practices on the older adults were obtained based on the opinions of parents, teachers and the older adults themselves. The findings show that intergenerational interaction practices are pleasing, fulfilling of longing for affection, satisfying, motivating and presenting different experiences. As a result of the analyzes, the themes related to the reflections of intergenerational interaction practices on older adults are presented in Figure 3.

Figure 3.

Reflections of the Intergenerational Interaction Practices on the Older Adults



Reflections of intergenerational interaction practices on the older adults from the perspective of the parents

The reflections of intergenerational interaction practices on the older adults were grouped under three themes: (i) pleasing, (ii) fulfillment of longing for affection and (iii) satisfying.

Among the parents, seven thought that the intergenerational interaction practices were pleasing for the older adults. Supporting her thoughts with her observations, Duru's mother said, "I think it affected them (the older adults) in a good way. Yesterday there were smiling faces. I saw them in the park for a short time yesterday. They were very happy yesterday, saying "Our grandchildren came." Nur's mother based her opinion on the practices being pleasing for the older adults on the children's visits to them and explained, "I'm sure they're happy. Of course, they have visitors, but I think the children's visits were different for them. I mean., well, ...there were more of them, not just one visit, but several more.... I think they were influenced deeply by something, like the sound of birds chirping. I guess I would have been extremely happy if I had been in their shoes."

Another result was that the intergenerational interaction practices fulfilled the longing for affection for the older adults. According to the parents, the practices fulfilled this for the older adults because it had fulfilled their longing for children, their grandchildren and different individuals. Of the parents, four thought that the intergenerational interaction practices had a fulfillment of longing for affection effect on the older adults. Mert's mother said, "I think this research process affected the older adults very positively, because the nursing home is already a different environment. They have their own lives, but I guess they are longing for some people from the outside. Time passes slower, even for old couples who live in their own house. We have work, we struggle for life, but they spend more time waiting for young children. In this sense, I think they may have fulfilled their longing." Another participant, Ferhat's father, expressed the fulfillment of longing for affection aspect of the practices by saying, "For older adults, this is something that fulfills their longing for the love of grandchildren. Some of them may not have their own grandchildren, or their own children could be away. Therefore, they can fulfill their longing this way."

Among the parents, three thought the intergenerational interaction practices was satisfying for the older adults. Gozde's mother said, "I think the older adults were very satisfied." Sinem's father expressed his opinions, saying, "The issue of being old is a very difficult situation. I think the study had positive effects on them because they needed love and respect."

When the opinions and perspectives of the parents regarding the reflections of the intergenerational interaction practices on the older adults are evaluated, it is clear that the parents' opinions were positive, and that they found the study to be beneficial for the older adults in general.

Reflections of intergenerational interaction practices on the older adults from the perspective of the teachers

Based on the data obtained from the interviews with the teachers, the reflections of the intergenerational interaction practices on the older adults were classified under four categories: (i) pleasing, (ii) fulfillment of longing for affection, (iii) satisfying and (iv) motivating.

The teachers thought that the intergenerational interaction practices were pleasing for the older adults. Birsen said, "I think the process affected the older adults positively as well... I have received positive statements from the older adults, such as "Don't forget us, come again." I think this was very pleasing, too." Mehtap said, "Spending time with the children cheered them up, helped them remember their old times ..."

Another finding was that the intergenerational interaction practices served to fulfill the longing for affection for the older adults. Mehtap said that the intergenerational interaction practices had helped the older adults to fulfill their longing, stating, "I think every time we went, they embraced them with longing and adopted the children so to speak ..."

Another finding was that the teachers thought the intergenerational interaction practices were motivating for the older adults. Sevgi said, "The older adults felt that they were useful and valuable, and that they could do something... They became role models with their knowledge, experience, and behaviors. They loved the children very much and were reminded of their old times and their own children. They made an effort to keep up with the pace of the children." Mehtap noted, "I observed that the older adults were making efforts to keep up with the children's pace, and that the children were motivating each other to participate in the events with the older adults."

Considering the opinions of the teachers regarding the impacts of the intergenerational interaction practices on the older adults, it is clear that they had a completely positive perspective.

Reflections of the intergenerational interaction practices on the older adults from the perspective of the older adults

Based on the data obtained from the interviews with the older adults, the reflections of the intergenerational interaction practices on the older adults were grouped under four categories: (i) pleasing, (ii) fulfillment of longing for affection, (iii) satisfying, and (iv) presenting different experiences.

All of the older adults said that the intergenerational interaction practices were pleasing for them, seven said practices were effective in fulfilling the longing for affection, six said they were satisfied, and four said that they had had different experiences thanks to the practices. Musa, one of the nursing home residents, expressed the pleasing, satisfying and presenting different experiences aspects of the practices, saying, "We were happy

with them, I mean, we had a good time ... it was motivating, that is, it invigorated us. It took us from our old, passive life to a life full of color; it was good."

In addition, older adults stated that the intergenerational interaction practices was effective in fulfilling the longing for affection they have for their children, grandchildren and own past. Among the older adults, four said that the practices fulfilled the affection they had for their children or grandchildren, while three of them said it fulfilled their yearning for children since they did not have any children. One of the nursing home residents, Melih, said, "I loved it, because I used to play with children, I mean with our grandchildren and my nephews/nieces. There were many; those days came to my mind." Similarly, the study evoked positive feelings in other residents, like Gulden, who said, "The happiest time is the one I spent with the children in the nursing home.", and like Aysel, who expressed, "They were like my children, I loved them all, because I had no children.... "

In determining the reflections of the practices on the older adults, the researcher asked questions related to whether they would want to participate in such a study again. All the older adults replied "yes" to this question, with only one older adult adding the disclaimer, "Yes, but I cannot participate." As reasons for wanting to take part in such a study, they said that they loved children and loved spending time with them, and also, that they had no other daily work to do. Ahmet said, "Of course I would like to take part. It's a good thing. We talk, meet, have a stroll; it's a very good thing." Mehmet said, "Sure, I would participate.... I do not have daily work to do; I want to play with the children." Guler, who uses a walker, explained why she could not participate in a new study, saying, "I'd like to participate but I can't ... my feet are crippled, I can hardly walk due to my bad knees, my eyes are also bad; otherwise, I would definitely participate."

According to older adults, the intergenerational interaction practices were completely positive, and made a difference and added new meaning to their lives as well as making them happy.

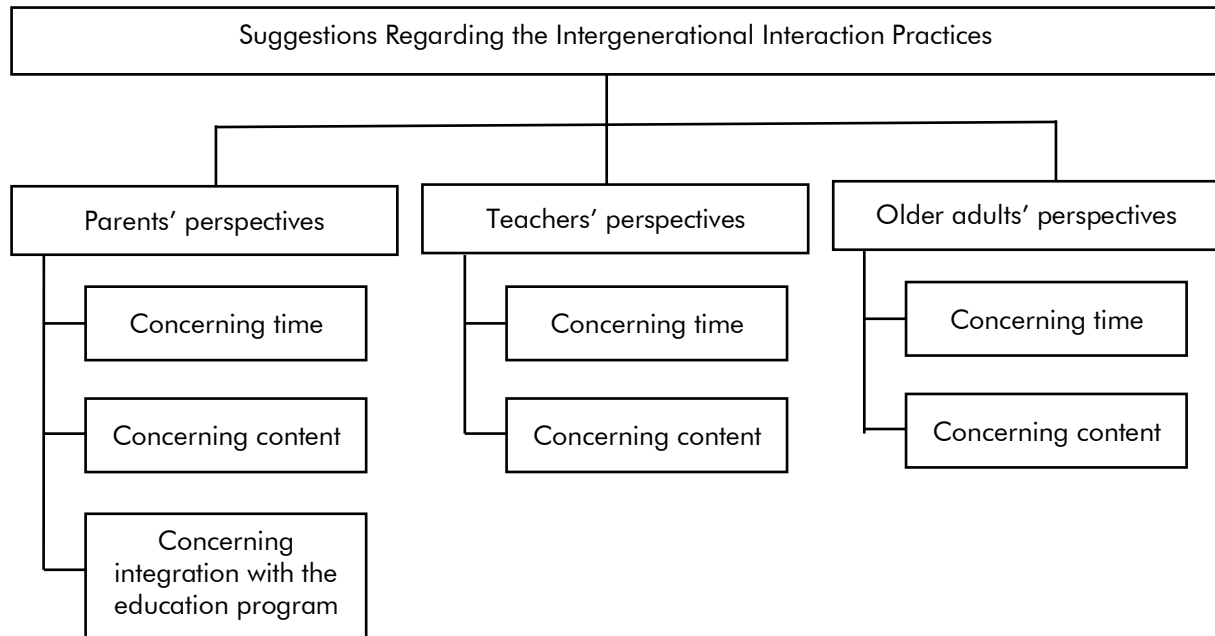
Suggestions Regarding the Intergenerational Interaction Practices

The suggestions regarding the intergenerational interaction practices were obtained based on the opinions of parents, teachers and the older adults. As a result of the analyzes, the themes related to the suggestions regarding the intergenerational interaction are presented in Figure 4.

The findings show that suggestions regarding intergenerational interaction practices are concerning time, content and the integration with the education program, pleasing, fulfilling of longing for affection, satisfying motivating and presenting different experiences.

Figure 4.

Suggestions Regarding the Intergenerational Interaction Practices



Parents' suggestions

During the interviews with the parents, they were asked about their suggestions for the intergenerational interaction practices. The data were grouped under three themes: (i) concerning time, (ii) concerning content and (iii) concerning integration with the education program.

Among the parents, some made suggestions for increasing the duration of the practices, and noted that with the extension of the duration of the practices, its efficiency would improve. Oznur's mother said, "It came to me that the time allotted for the study was a bit limited." They should spend even more time together. I think it should be longer. Then, it would be more efficient." Mert's mother emphasized the positive effects of the practices and suggested that the time should be increased, stating, "It was okay considering that it was the first study, but I think it should be longer because I have seen its positive effects."

Another issue that six of the parents made suggestions about was the content of the intergenerational interaction practices. The parents suggested that more activities should be included in the process, as this would bring families and older adults even closer together. Gozde's mother noted that family participation was low in the practices, saying, "We could also visit older adults together with the children if the study were conducted again. We could go and visit them. We could be together at events or picnics or something. We could join together as a family. Maybe different activities would be nice." Regarding increasing family participation in the content of the practices, Mert's mother

suggested, "Maybe families could participate in certain activities. I think it's important to also take the opinions of the participants in the nursing home. It is not very important whether it is an event or something else, but you know, you had a picnic on the last day. This kind of thing could be organized with families at the weekend."

Some of the parents' suggestions on increasing activities to bring families and older adults together as part of the practices were not limited to only family participation. In addition to family participation, these parents suggested that the older adults in the nursing home should be allowed time outside the facility. Buse's mother said, "At least, when parents visit them, they could see them as their own daughters or grandchildren. We could also invite the older adults to our homes. Older adults could visit us. We could put them up in our house, for example...." Sedat's mother suggested, "For example, older adults who are alone, could be allowed out to visit families as guests, or they could be hosted by families for holidays or festivals. Such things could be done. They could be taken out from the nursing home and involved in a family atmosphere. We could go somewhere together or take them somewhere and do something together. Organizing volunteer families, for example."

Based on the suggestions of the parents regarding the content, it was clear that the families wanted to be more involved in the process, and that they were willing to contribute to the older adults' well-being by coming together with them, both in the nursing home and in different settings.

Another issue that the parents made suggestions about was integrating the intergenerational interaction practices with the school curriculum. Half of the parents suggested that the practices should be integrated into the school curriculum, and that children, from pre-school to high, should regularly participate in similar studies. Sinem's father expressed his opinion saying, "It should not only be during the summer holiday but also during the academic period ... I want the study to be continued." Believing that if the practices were integrated with education, the process would be more routine and continuous, Cem's mother said, "The study could be conducted during school hours. But on weekdays, for example.... If it is performed during school time, children can participate more regularly." Nur's mother added, "You could move this study to schools; for example, it could be integrated into a class. One lesson a day ... Starting from kindergarten, the children could take one lesson a day."

When the parents' suggestions for the intergenerational interaction practices were analyzed comprehensively, it was clear that these suggestions did not result from any deficiencies in the process, but rather, from the multiple positive outputs (for children, older adults and families). In other words, these suggestions aimed to increase these outputs and ensure their continuity.

Teachers' suggestions

The teachers were asked to make suggestions for the intergenerational interaction practices in the interviews conducted with them. Based on the data, the teachers'

suggestions were grouped under two categories: (i) concerning time and (ii) concerning content.

The teachers suggested that the duration of the practices should be extended and continued and noted that the efficacy of the practices would increase if the activities were intermittently conducted. Sevgi said, "I think this study should be continued ... Planned activities should not be carried out in successive fashion every day in implementing the study. It would be more effective if the study were conducted two days a week, as older adults and children need to rest." Birsen added, "If another study were conducted, I would suggest it be conducted over a longer period of time, for example 2 days a week, intermittently...."

The teachers also made suggestions for the content of the practices, recommending that interaction-enhancing activities should be included in the study. Sevgi said, "I think that indoor activities provide more effective one-to-one interaction." Birsen suggested, "New events, similar to those the older adults took part in, could be carried out. It would be nice if the study could be continued with activities that would not exhaust but instead, provide pleasure to older adults. Older adults could be allowed to come to the children's classroom environments, and they could be invited to events organized by the classroom, such as picnics, school yard activities and the like. Interactions with the children outside the institution would be enjoyable."

Similar to the parents' suggestions for the intergenerational interaction practices, those of the teachers were related to increasing the positive outcomes of the intergenerational interaction practices.

Older Adults' Suggestions

The older adults were asked for their suggestions for the intergenerational interaction practices during the interviews. Based on the data obtained from the interviews, their suggestions were grouped under two categories: (i) concerning time and (ii) concerning content.

The older adults suggested extending the duration of the practices and making it continuous. Musa, in regards, to this, stated "... we could be together more often ... there should be further studies."

The older adults also suggested activities, including teaching games to children and activities that could be carried out together. Melih said, "We could play our ball game (Bocce game)^{*} with children; we already have a court to play on anyway. We could buy them different kinds of balls, or we play games with soft balls. We could play Astragal, marbles or the clucking game. We used to play these games; we grew up playing them."

^{*} Bocce is a game that the older adults play in the nursing home, and one with which they shared their experiences with the children during the research process.

The older adults' suggestions for the practices aligned well with those of the parents and the teachers. In general, the older adults made suggestions for increasing the output of the process and ensuring its continuity.

Conclusion, Discussion and Suggestions

This study addressed intergenerational interaction between children studying in two different preschool education institutions and older adults living in a nursing home, examining this interaction from the perspectives of parents, teachers, older adults, and children. All the participants generally had positive experiences with and opinions about the research process, reporting that they enjoyed the intergenerational interaction practices carried out within the scope of the study and viewed the practices as original, encouraging and positive. In addition, the practices proved to be pleasing for both the children and older adults. For the children, the practices served to raise awareness and interaction, boost empathy, and nurture positive behavior, were educative and exciting, and contributed to teaching them how to embrace the older adults and feel responsibility for them. For older adults, these practices were pleasing, satisfying, and motivating and served to fulfill their need for affection and to provide them with different experiences. The adult participants made various suggestions related to the duration, content, and integration of intergenerational interaction activities with the educational curriculum and emphasized that on account of its positive outputs, intergenerational interaction should be increased and sustained. It was observed that the intergenerational interaction practices carried out within the scope of the study had a positive impact on all participants.

According to the findings of the study, parents enjoyed the intergenerational interaction practices and found them to be original, and the activities carried out contributed to encouraging them to visit nursing homes and spend more time with older adults. A study by Gigliotti et al. (2005), where preschool children and older adults living in nursing homes were brought together as part of an intergenerational interaction program, found similar results, reporting that parents stated that they were willing to create and encourage positive interaction between older adults and children. In the present study, the participating teachers also viewed intergenerational interaction practices as being experiences that gave perspective to life. In today's world, where change and interaction occur rapidly and the young and old populations are drifting apart from each other (Chowdary et al., 2000; Schwalbach & Kiernan, 2002), families and teachers can enrich the environment of children by creating opportunities that serve to increase the children's social and cultural interaction and contribute to their adaptation to the environment (Larkin & Newman, 2001). Accordingly, it is very important in intergenerational interaction to increase the awareness of families and teachers, both of whom act as bridges in bringing older adults and children together, about older adults and encourage them to visit older adults living in nursing homes. Building awareness in teachers and families about intergenerational interaction and the positive outcomes it will have could encourage more individuals to access intergenerational interaction practices in the long

run. Considering the scope of this study, it is a step in the right direction for the spread of intergenerational interaction practices that the parents and teachers witnessed the positive outcomes of intergenerational interaction practices and showed an increased desire to make nursing home visits with children.

The positive views expressed by the teachers and parents on the intergenerational interaction practices can be attributed to the impact these practices had on both the children and the older adults. The clearest indication of this is the happiness that was observed in both generations. All the participants in the study stated that the intergenerational interaction activities were pleasing for the older adults and the children. Most intergenerational interaction studies have reached this same conclusion, reporting that intergenerational interaction activities entertained the older adults (Barbosa et al., 2021; Hernandez & Gonzales, 2008; Heyman & Gutheil, 2008; Low et al., 2015; Teater, 2016; Ward et al., 1996) and the children (Barbosa et al., 2021; Heyman & Gutheil, 2008).

Another outcome of the intergenerational interaction practices for the children who participated in this study was that they were awareness-boosting. In the relevant literature on this subject, it is reported that children tend to have negative perceptions about the older adults (Burke, 1982; Fillmer, 1984; Seefeldt et al., 1977), and that these perceptions are generally associated with the lack of interaction between the two generations (McAlister et al., 2019). In the present study, the parents stated that the attitudes and behaviors of the children toward older adults were negative before the research; however, at the end of the study, their children's attitudes and approaches toward older adults underwent a positive change and their awareness about older adults increased. Similarly, the participating teachers stated that the negative emotions and behaviors the children had toward the older adults, such as fear of them, had changed by the end of the study, and that the children's awareness about the older adults increased. The results obtained from the children's drawings and the interviews conducted with the children to address their drawings also demonstrated that the children's awareness about the older adults and nursing homes had increased. In their first drawings, the children only drew their grandparents, but in their last drawings, they included images of the nursing home and of the older adults they spent time with there. Likewise, Feyh et al. (2021), who examined the effectiveness of an intergenerational interaction program called Get WISE, found that before the program, most of the children depicted older adults doing something alone, whereas after the program, most of them portrayed older adults in interaction with a child, usually in reference to one of the activities implemented in the Get WISE program. The positive effect of intergenerational interaction practices on children's attitudes towards older adults has also been discussed in quantitative studies (Hannon & Gueldner, 2008; Heyman et al., 2011). As attitudes govern behaviors (Ajzen, 1991), it can be argued that children's attitudes towards older adults play an important role in shaping their behavior towards them. This was demonstrated in the present study through the intergenerational interaction practices that were carried out, as the positive change in children's attitudes towards older adults was reflected in their behaviors. The participating parents stated

that their children had negative behaviors toward older adults before the study but that following the study, these behaviors visibly changed, and they gave examples from their own experiences of witnessing this. The teachers also stated that after the intergenerational practices, there was a positive transformation in the children's behaviors, insofar as they showed care for the older adults and felt a sense of responsibility for them. Heyman and Gutheil (2008) found similar results, reporting positive changes toward the older adults in the behaviors of the children who participated in the intergenerational interaction program.

In order to get the maximum benefit from intergenerational interaction studies, it is important to facilitate quality interaction between different generational groups and to maintain this interaction by examining how these interactions play out in different environments. This study found that the participating children did not limit their interactions with the older adults to within the scope of the study but engaged with them outside of the study environment. Gigliotti et al. (2005) found a similar result and reported that the shyness the children participating in the intergenerational interaction practices demonstrated in communicating with older adults they encountered in different environments soon disappeared. The present study also determined that the intergenerational interaction practices contributed to the development of empathy in the children towards the older adults. Femia et al. (2008) reported that children who participated in intergenerational interaction practices had higher levels of empathy towards older adults compared to the levels seen in the children who did not participate. Gallagher and Fitzpatrick (2018) and Gigliotti et al. (2005) stated that intergenerational interaction contributes to children's development of empathy towards older adults, while Femia et al. (2008) attributed the development of this empathy in children who had engaged in intergenerational interaction practices to the experience of being together with older adults and socializing with them.

The results obtained within the scope of the present study further showed that the intergenerational interaction practices were educational and instructive for children. It was observed that the children especially learned about the aging process, the lives of the older adults, and life in nursing homes. Several studies have highlighted this educational aspect of intergenerational interaction practices. For example, Gallagher and Fitzpatrick (2018) regarded the intergenerational interaction process as an opportunity for unique and deep learning. Theorists like Erikson, Bandura, and Vygotsky, who addressed the social aspects of development and learning, also emphasized the importance of interaction between child and child, child and environment, and child and adult on development and learning (Erikson, 1950; Bandura, 1977; Vygotsky, 1978).

This study found that the older adults, one of the stakeholders in intergenerational interaction, as well as children, completed the study process with positive gains. The older adults who participated in the study were observed to not only be happy but also fulfilled in terms of their longing for affection. This is important, insofar as the older adults who reside in nursing homes may not have the opportunity to interact with children very often, and this can cause them to miss children. The older adults participating this study stated that the intergenerational interaction practices served to fulfill their longing

to be around their grandchildren or children in general. The parents and teachers also stated that this study contributed to fulfilling the longings the older adults have to be around children. Similarly, Gallagher and Fitzpatrick (2018), who stated that communicating with children through intergenerational interaction practices is a positive experience for older adults who do not have children, drew attention to the fact that for older adults living in nursing homes and suffering from dementia, seeing and spending time with young children revive the happy memories they have of spending time with their own children during their childhood.

The parents and the older adults who participated in the study stated that the intergenerational interaction motivated the older adults and contributed to them feeling strong, healthy, and valued. This finding is similar to those reported in other studies. Barbosa et al. (2021), for example, stated that older adults felt more energetic and motivated after experiencing intergenerational interaction practices, while Gallagher and Fitzpatrick (2018) credited the motivation and sense of purpose that older adults felt during the intergenerational interaction process with contributing to the lives of others in general and emphasized that this process also nurtures a sense of self-respect and satisfaction in the older adults. In the present study, the participants drew attention to this aspect of the intergenerational interaction process, stating that the older adults felt themselves to be useful and valuable by contributing to the lives of the children.

Another positive outcome of the intergenerational interaction practices on the older adults was the feeling of satisfaction it gave them. Similar to other studies that have found intergenerational interaction practices to have a positive effect on older adults (Barbosa et al., 2021; Gallagher & Fitzpatrick, 2018; Low et al., 2015), in the current study, the older adults expressed their satisfaction with taking part in the study through their words, their attitudes, and their interest in participating in the study again if another one were to be performed.

In line with all these positive results, it can be argued that intergenerational interaction is a "win-win situation" for all stakeholders, as emphasized in the literature (Gallagher & Fitzpatrick, 2018). The results from the present study, as well as others on this subject, indicate that intergenerational interaction is beneficial in many ways for the children and the older adults who take part in the process as participants, for teachers who experience the process by supporting the practices, and for families who observe the process from afar through their children. However, with that said, it is important to consult all stakeholders to determine their expectations and gather their suggestions in order to increase the efficiency of intergenerational interaction practices (Jarrott, 2011; Lee et al., 2020). Accordingly, the suggestions of parents, teachers, and the older adults were taken within the scope of the present research. When the three groups' suggestions for intergenerational interaction practices were comprehensively evaluated, the results showed that intergenerational interaction should aim to increase and maintain its multifaceted, positive outcomes. Intergenerational interaction practices can be made more efficient and sustainable by considering the suggestions offered by adult participants, namely those related to increasing the duration of intergenerational interaction practices, expanding their content, and integrating this expanded content

within the education program. However, considering the very limited number of intergenerational interaction studies that have been conducted in Turkey, it is clear that the potential of these studies has not been sufficiently realized. In fact, the parents in the present study also drew attention to this by noting their belief that the present study could be the first of its kind to be conducted in Turkey. These views of the participants are an indication that intergenerational interaction practices are not sufficiently recognized and implemented in Turkey, which means that their potential benefits cannot be utilized, and that there is a need for more studies on this subject.

In line with these results, it can be suggested that intergenerational interaction studies start at preschool, the first step of formal education, and be extended to other stages of education. Children in some pre-school education institutions abroad regularly visit nursing homes, providing them the opportunity to engage in intergenerational interaction (Darrow & Belgrave, 2013). Considering the long-term benefits of being provided with a quality education in early childhood and the effects that the attitudes, values, and beliefs acquired in this period have on the behaviors exhibited in the future (Fernandes, 1981), programs supporting intergenerational interaction should be created at all educational levels and integrated into education programs, starting from pre-school education. Bredekamp, an early childhood educator, emphasized the importance of providing children with an education that will prevent them from having prejudices about gender and cultural differences and of exposing them to rich information about all developmental stages of life, including old age, and further suggested that raising awareness of different age periods in children should be an accreditation criterion for high-quality childhood education programs (McAlister et al., 2019). The issue of age discrimination is becoming an important subject of discussion around the world due to the rapid aging of the population, changes in demographic characteristics, and the fact that young children are interacting with older generations far less often. In this respect, the inclusion of intergenerational interaction practices in education programs, starting from pre-school education, has the potential to contribute to ensuring a healthy aging process and to reducing ageism attitudes in future generations (McAlister et al., 2019). Here, however, it is important to raise teachers' awareness about this subject considering the active role they play at the primary level in the implementation of education programs like intergenerational interaction. Therefore, focus should be given to ensuring that teachers experience intergenerational interaction in their preservice education and during their professional service and encourage their students to engage in this interaction. School- and family-based studies can be carried out to raise awareness of the importance of intergenerational interaction for families, who are an important stakeholder of education. In addition, communities can be made aware of the importance of intergenerational interaction through community-based studies to increase intergenerational interaction.

Limitations

The benefits of intergenerational interaction are endless (Jarrott, 2011). The results obtained in this study, however, only reflect the effects of intergenerational interaction

practices carried out within the scope of this study and present only a small part of the big picture. The need to discover and make intergenerational interaction practices more common, especially in Turkey, and to carry out qualified studies that discuss such practices from different perspectives is quite evident. High-quality studies in the field of intergenerational interaction will therefore contribute valuable information to the national literature.

As all stakeholders in intergenerational studies play an effective and important role, in this study, the data collected were limited to the views of educators and families and two different generations. The views of other stakeholders, like nursing home workers and managers, were not included. Considering the seminal nature of this study, it is important that future studies on this subject include a broader selection of stakeholders.

Given that this study involved a process that the researchers experienced for the first time, it was decided that the age group be limited to 5-year-old children. Future studies should be conducted with younger or older age groups or mixed age groups. In the literature, there are intergenerational interaction studies involving participants with various diagnoses, such as dementia, that report positive results (Gallahger & Fitzpatrick, 2018; Gigliotti et al., 2005). In this study, the older adults were not diversified in terms of these characteristics. Studies that take into account the various conditions of older participants, in other words, studies that include a more diverse selection of older individuals, should be planned.

In this study, two different generations, namely, preschool children and nursing home residents, were included. In future studies, more than two generations, or what the literature refers to as a "multigenerational" sample (Jarrott, 2011), should be included to evaluate the interaction between different generations in a more comprehensive manner.

Finally, short-term outcomes of intergenerational interaction practices were evaluated in this study. The literature on this subject, however, shows that only a small number of studies have examined the long-term effects of intergenerational interaction practices, which suggests that future studies should address these (Jarrott, 2011; Lee et al., 2020). It is important therefore that researchers who plan on conducting intergenerational interaction studies focus their attention on the long-term outcome of these practices. All in all, it can be stated that a more comprehensive approach needs to be taken in future intergenerational interaction studies.

Ethics Committee Approval: Ethical approval for this research was obtained from the Ethics Committee of Anadolu University Social and Humanity Sciences (Date: 24 April 2017, Protocol no: 44490).

Informed Consent: An informed consent was obtained from participants prior to their inclusion in the study.

Peer-review: Externally peer-reviewed.

Authors' Contribution: Concept – All authors; Design– All authors; Literature Review – U.A., T.S.G., T.O.I.; Data Collection and Processing – U.A., T.S.G., T.O.I, O.M.E.K.; Data Analysis and Interpretation – U.A., O.M.E.K., A.Y.; Writing – U.A., T.S.G.; Critical Review – U.A.; Supervision and Project Leadership – M.G.

Conflict of Interest: The authors declares that they have no conflict of interest.

Financial Disclosure: This study was supported by Anadolu University Scientific Research Projects Commission under the Grant No.1704E108.

Acknowledgement: We are thankful to the residents, staff, and principals of nursing home, children and their parents and teachers for their participation and support.

References

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Amato, P. R. (2014, June 1). What is a family?. *NCFR Report*, 59(2), 3-4. <https://www.ncfr.org/ncfr-report/past-issues/summer-2014/what-family>
- Bandura, A. (1977). *Social learning theory*. General Learning Press.
- Barbosa, M. R., Campinho, A., & Silva, G. (2021). "Give and receive": the impact of an intergenerational program on institutionalized children and older adults. *Journal of Intergenerational Relationships*, 19(3), 283-304. <https://doi.org/10.1080/15350770.2020.1742844>
- Bogdan, R. C. & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. (5th edition). Pearson.
- Burke, J. L. (1982). Young children's attitudes and perceptions of older adults. *International Journal of Aging and Human Development*, 14(3), 205-222. <https://doi.org/10.2190/4J7N-RG79-HJQR-FLDN>
- Canatan, A. (2008). Toplumsal degerler ve yasliilar. *Yasli Sorunlari Arastirma Dergisi*, 1, 62-71.
- Chaskin, R. J. (1999). *Defining community capacity: A frame work and implications from a comprehensive community initiative*. Chapin Hall Center for Children at the University of Chicago.
- Chowdhary, U., Schultz, C. M., Hasselriis, P., Kujath, H. A., Penn, D. & Henson, S. (2000). Intergenerating activities and aging appreciation of elementary school children. *Educational Gerontology*, 26, 541-564. <https://doi.org/10.1080/03601270050133892>
- Cinar, H. (2019). *Ders disi etkinliklerin ogrencilerin sosyal gelismine etkisi (Huzurevi etkinligi ornegi)*. [Yayimlanmamis yuksek lisans tezi]. Akdeniz Universitesi.
- Darrow, A. A. & Belgrave, M. (2013). Students with disabilities in intergenerational programs. *General Music Today*, 26 (2), 27-29. <https://doi.org/10.1177/1048371312464637>
- Erikson, E.H. (1950). *Childhood and society*. Norton
- Erkan, S. (2013). Aile ve aile egitimi ile ilgili temel kavramlar. Z. F. Temel (Ed.), *Aile egitimi ve erken cocukluk egitiminde aile katilim calismalari icinde* (ss. 3-43). Ani Yayincilik.
- Essizoglu, A. (2012). Aile ile ilgili temel kavramlar. C. Yenilmez (Ed.), *Aile yapisi ve iliskileri icinde* (ss. 2-19). Anadolu Universitesi Yayinlari.
- Femia, E. E., Zarit, S. H., Blair, C., Jarrott, S. E., & Bruno, K. (2008). Intergenerational preschool experiences and the young child: Potential benefits to development. *Early Childhood Research Quarterly*, 23(2), 272-287. <https://doi.org/10.1016/j.ecresq.2007.05.001>
- Fernandes, K. E. (1981). *Children's attitudes toward the elderly*. [Unpublished doctorate dissertation]. Iowa State University.
- Feyh, L., Clutter, J. E., & Krok-Schoen, J. L. (2021). Get WISE (Wellness through Intergenerational Social Engagement): An intergenerational summer program for children and long-term care residents. *Journal of Intergenerational Relationships*, 1-19. <https://doi.org/10.1080/15350770.2021.1879706>
- Fillmer, H. T. (1984). Children's descriptions of and attitudes toward the elderly. *Educational Gerontology*, 10(2), 99-107. <https://doi.org/10.1080/0380127840100201>
- Gallagher, C., & Fitzpatrick, A. (2018). "It's a Win-Win Situation"–Intergenerational Learning in Preschool and Elder Care Settings: An Irish Perspective: Practice. *Journal of Intergenerational Relationships*, 16(1-2), 26-44. <https://doi.org/10.1080/15350770.2018.1404403>
- Gigliotti, C., Morris, M., Smock, S., Jarrott, S. E., & Graham, B. (2005). An intergenerational summer program involving persons with dementia and preschool children. *Educational Gerontology*, 31(6), 425-441. <https://doi.org/10.1080/03601270590928161>
- Gilbert, C. N., & Ricketts, K. G. (2008). Children's attitudes toward older adults and aging: A synthesis of research. *Educational Gerontology*, 34(7), 570-586. <https://doi.org/10.1080/03601270801900420>
- Gokce-Kutsal, Y. (2007). Yaslanan dunyanin yaslanan insanlari. *Turk Tabipleri Birligi Yayini*, 13-19.
- Greger, B. R. (1992). *Intergenerative gruppenarbeit mit alten menschen und kindern*. Lang.

- Guven, G., & Efe-Azkeskin, K. (2010). Erken cocukluk egitimi ve okul oncesi egitim. I. H. Diken (Ed.), *Erken cocukluk egitimi icinde* (ss.2-52). Pegem Akademi Yayincilik.
- Hannon, P. O., & Gueldner, S. H. (2008). The impact of short-term quality intergenerational contact on children's attitudes toward older adults. *Journal of Intergenerational Relationships*, 5(4), 59-76. https://doi.org/10.1300/J194v05n04_05
- Hernandez, C. R., & Gonzalez, M. Z. (2008). Effects of intergenerational interaction on aging. *Educational Gerontology*, 34(4), 292-305. <https://doi.org/10.1080/03601270701883908>
- Heyman, J. C., & Gutheil, I. A. (2008). "They touch our hearts": The experiences of shared site intergenerational program participants. *Journal of Intergenerational Relationships*, 6(4), 397-412. <https://doi.org/10.1080/15350770802470726>
- Heyman, J. C., Gutheil, I. A., & White-Ryan, L. (2011). Preschool children's attitudes toward older adults: comparison of intergenerational and traditional day care. *Journal of Intergenerational Relationships*, 9(4), 435-444. <https://doi.org/10.1080/15350770.2011.618381>
- Human Resources & Services Administration (2017, April). *Definition of family*. <https://www.hrsa.gov/get-health-care/affordable/hill-burton/family.html>
- Jarrott, S. E. (2011). Where have we been and where are we going? Content analysis of evaluation research of intergenerational programs. *Journal of Intergenerational relationships*, 9(1), 37-52. <https://doi.org/10.1080/15350770.2011.544594>
- Kaplan, M. S. (2001). *School-based intergenerational programs*. UNESCO Institute for Education.
- Kuehne, V. S., & Kaplan, M. S. (2001). *Evaluation and research on intergenerational shared site facilities and programs: What we know and what we need to learn*. Generation United.
- Kuehne, V. S. (1988). Younger friends/older friends: A study of intergenerational interactions. *The Journal of Classroom Interaction*, 24 (1), 14-21.
- Larkin, E., & Newman, S. (2001). Benefits of intergenerational staffing in preschools. *Educational Gerontology*, 27(5), 373-385. <https://doi.org/10.1080/03601270152053401>
- Lee, K., Jarrott, S. E., & Juckett, L. A. (2020). Documented outcomes for older adults in intergenerational programming: a scoping review. *Journal of Intergenerational Relationships*, 18(2), 113-138. <https://doi.org/10.1080/15350770.2019.1673276>
- Little, W. (2016). *Introduction to sociology-2nd Canadian edition*. BC Campus.
- Low, L. F., Russell, F., McDonald, T., & Kauffman, A. (2015). Grandfriends, an intergenerational program for nursing-home residents and preschoolers: a randomized trial. *Journal of Intergenerational Relationships*, 13(3), 227-240. <https://doi.org/10.1080/15350770.2015.1067130>
- Martins, T., Midão, L., Martınez Veiga, S., Dequech, L., Busse, G., Bertram, M., ... & Costa, E. (2019). Intergenerational programs review: Study design and characteristics of intervention, outcomes, and effectiveness. *Journal of Intergenerational Relationships*, 17(1), 93-109. <https://doi.org/10.1080/15350770.2018.1500333>
- Marx, M. S., Pannel A.R., Parpura-Gill, A., & Cohen-Mansfield, J. (2004). Direct observations of children at risk for academic failure: Benefits of an intergenerational visiting program. *Educational Gerontology*, 30(8), 663-675. <https://doi.org/10.1080/03601270490483896>
- Maxwell, J. A. (2013). *Ovalitative research design: An Interactive approach*. SAGE.
- McAlister, J., Briner, E. L., & Maggi, S. (2019). Intergenerational programs in early childhood education: An innovative approach that highlights inclusion and engagement with older adults. *Journal of Intergenerational Relationships*, 17(4), 505-522. <https://doi.org/10.1080/15350770.2019.1618777>
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Newman, S., Lyons, C. W., & Onawola, R. (1985). The development of an intergenerational service-learning program at nursing home. *The Gerontologist*, 25(2), 130-133. <https://doi.org/10.1093/geront/25.2.130>
- Osborne, S. S. & Bullock, J. R. (2000). Intergenerational programming in action: Befrienders. *Educational Gerontology*, 26(2), 169-182. <https://doi.org/10.1080/036012700267321>
- Oz, F. (2002). Yasamin son evresi: Yaslilik psikososyal acidan gozden gecirme. *Kriz Dergisi*, 10 (2), 17-28.

- Ozdemir, M. C. (2007). Toplumsal degisme karsisinde aile ve okul. *Turk Egitim Bilimleri Dergisi*, 5 (2), 185-198.
- Patton, M. C. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage.
- Polat, S., Basar, S., Guncavdi, G., & Arslan, Y. (2019). Kusaklararasi etkilesim icin sanat programinin dede-ninelerin yasamin anlami algisi ve benlik saygilarina etkisi. O. Gokkaya, I. Kilicaslan, & B. Demir (Ed.), *Uluslararası Marmara Fen ve Sosyal Bilimler Kongresi (Bahar) 2019 Bildiriler Kitabı* icinde (ss. 379-387). Kocaeli Universitesi.
- Rogoff, B. (2003). *The cultural nature of human development*. Oxford Press.
- Schwalbach, E. & Kiernan, S. (2002). Effects of an intergenerational friendly visit program on the attitudes of fourth graders toward elders. *Educational Gerontology*, 28(3), 175-187. <https://doi.org/10.1080/036012702753542490>
- Schwartz-Cowan, R. (1976). The "Industrial Revolution" in the home: Household technology and social change in the 20th century. *The Johns Hopkins University Press and the Society for the History of Technology*, 17 (1), 1-23.
- Seefeldt, C., Jantz, R., Galper, A., & Serock, K. (1977). Children's attitudes toward the elderly: Educational implications. *Educational Gerontology*, 2(3), 301-310. <https://doi.org/10.1080/0360127770020308>
- Teater, B. (2016). Intergenerational programs to promote active aging: The experiences and perspectives of older adults. *Activities, Adaptation & Aging*, 40(1), 1-19. <https://doi.org/10.1080/01924788.2016.1127041>
- Tracy, S. J. (2013). *Qualitative research method: Collecting evidence, crafting analysis, communicating impact*. Wiley-Blackwell.
- U.S. Census Bureau (t.y). *Subject definition: Family*. <https://www.census.gov/programs-surveys/cps/technical-documentation/subject-definitions.html#family>
- Vygotsky, L. S. (1978). *Mind in society*. Harvard University Press.
- Ward, C., Kamp, L., & Newman, S. (1996). The effects of participation in an intergeneration program on the behavior of resident with dementia. *Activities, Adaptation & Aging*, 20(4), 61-76. https://doi.org/10.1300/J016v20n04_05
- Yildirim, A. & Simsek, H. (2013). *Sosyal bilimlerde nitel arastirma yontemleri*. Seckin Yayinlari.
- Yildirim, F. (2015). Cocuklarin dunyasina yasilari dahil etmek: "Okul temelli kusaklararasi dayanisma modelleri". *Turkiye Sosyal Arastirmalar Dergisi*, 19(1), 275-296.
- Yildirim, F., & Keser, A. (2015). Kusaklararasi dayanisma modelleri:" Cocukluk cagi obezitesinin onlenmesi icin bir cozum onerisi". *Turkiye Sosyal Arastirmalar Dergisi*, 19(3), 217-236.