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A Qualitative Research On The Grandparent-Grandchild Relationship In The Covid-19 Pandemic*

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Research Article

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ABSTRACT

The study aims to examine the relationships of grandparents with their grandchildren in the Covid–19 pandemic. The phenomenological model and interview technique, one of the qualitative research designs, was used. The convenient/accidental sampling method, which is one of the non-random sampling methods, was used in the study. The study group of the research consists of 13 grandparents and 13 grandchildren who experienced the pandemic process in Gaziantep city center in 2020–2021. In the study, the "Grandparent Opinions Form for the Grandparent-Grandchild Relationship During the Pandemic Process", which was prepared to meet with grandparents, and children's pictures in which children's views took place were used as data collection tools. The data obtained from the children consists of 26 pictures. While 13 of the pictures reflect children's thoughts about the Covid–19 process, 13 of them reflect their relationship with their grandparents. Content analysis was performed on the obtained data. Based on the findings of the study, it was revealed that the Covid–19 pandemic negatively affected the relationship of grandparents with their grandchildren, children were negatively affected by the Covid–19 process, but their relationships with their grandparents were not affected in terms of their grandchildren.

Keywords: Covid-19, grandparent-grandchild communication, preschool period.child, pandemic

Covid-19 Pandemisinde Büyük Ebeveyn-Torun İlişkisi Üzerine Nitel Bir Araştırma

ÖZ

Covid 19 pandemisi, getirdiği kısıtlamalarla aile içi iletişimi de şekillendirmektedir. Kısıtlamaların sıklıkla çocukları ve/ veya yaşlıları içermesi, büyük ebeveyn-torun ilişkisini değiştirmiştir. Covid–19 pandemisinde büyük ebeveynlerin torunlarıyla olan ilişkilerini incelemeyi amaçlayan bu çalışmada nitel araştırma desenlerinden olgubilim modeli ve görüşme tekniği kullanılmıştır. Araştırmada seçkisiz olmayan örnekleme yöntemlerinden biri olan uygun/tesadüfi örnekleme yöntemi kullanılmıştır. Araştırmanın çalışma grubunu 2020–2021 yıllarında Gaziantep il merkezinde pandemi sürecini yaşayan 13 büyük ebeveyn ve 13 tane torunu oluşturmaktadır. Araştırmada, veri toplama aracı olarak büyük ebeveynler ile görüşmek amacıyla hazırlanan "Pandemi Sürecinde Büyük Ebeveyn-Torun İlişkisine Yönelik Büyük Ebeveyn Görüşleri Formu " ve çocukların görüşlerinin yer aldığı çocuk resimleri kullanılmıştır. Çocuklardan elde edilen veriler 26 adet resimden oluşmaktadır. Resimlerden 13'ü çocukların Covid–19 süreci hakkındaki düşüncelerini yansıtırken 13'ü büyük ebeveynleriyle olan ilişkilerini yansıtmaktadır. Elde edilen veriler üzerinde içerik analizi yapılmıştır. Çalışmanın bulgularından yola çıkarak elde edilen sonuçta Covid–19 pandemisinin büyük ebeveynlerin torunlarıyla ilişkisini olumsuz etkilediği, çocukların Covid–19 sürecinden olumsuz etkilendiği ancak torunları açısından büyük ebeveynleriyle ilişkilerinin etkilenmediği ortaya çıkmıştır.

Anahtar Kelimeler: Covid–19, büyük ebeveyn-torun ilişkisi, okul öncesi dönem, çocuk, pandemi

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Giriş

A disease known as Covid–19 emerged in Wuhan Province of China on January 13, 2020, causing symptoms such as fever, cough, and respiratory disorder, according to the studies conducted among the patients. The SARcoV-2 virus was eventually discovered to be the origin of this disease (T.C. Ministry of Health, 2020).

Based on the statements made and the data provided, 188 countries suspended education in schools on April 8, 2020 (UNESCO, 2020). As of March 16, 2020, the educational status in Turkey has shifted to online (distance) education, resulting in changes in the daily life course of people. Children and families were compelled to spend nearly their whole time at home during the quarantine period. Such a situation altered parents' routines at home and intensified their responsibilities. Various risk factors such as limited space, single parenthood, and job loss resulted in people experiencing additional difficulties throughout this period (Calıskan, 2020).

The findings of the case studies revealed that the coronavirus disease, which spreads rapidly over the world, primarily affects adults aged 60 and older. However, individuals with chronic diseases such as heart disease, respiratory tract diseases, etc. were more affected by this disease than other individuals (T.C. Ministry of Health, 2020).

When considering the definition of agedness, chronological aging was meant, emphasizing that the calculation was mainly based on the age reflection of the time elapsed on the calendar (Bölüktaş, 2017). 'The World Health Organization classifies the aged 65 and older population as elderly. The population age groups are classified based on the proportional comparison of the population aged 65 and older to the children and youth population. Accordingly, a population is classified as old-aged if the total ratio of individuals aged 65 and older is between 7–10%; however, it is defined as older-aged if it is higher than 10%' (Bilir, 2018; WHO, 2017).

Analysis of the elderly population revealed that there were 703, 711 million 487 elderly in the world, according to the 2019 projection. This figure corresponds to 9,3% of the total world population. As a result, it verifies that the elderly population has lately doubled, compared to the UN research that reported a 5% elderly population in 1950. Analysis of the world population density also suggested that while North America and Europe ranked at the top of the list African continent placed at the bottom (TUIK, 2020).

According to TUIK (2020) data, while the elderly population in Turkey was 628 thousand 041 individuals in 1935, studies conducted in 2019 revealed that this figure reached 7 million 550 thousand 727 persons. During this period, the share of the elderly in the population increased by 12,1 folds. Furthermore, this upward trend is expected to rise in the forthcoming years, estimating that the elderly population in Turkey will escalate by 10.2%, 12.9%, 16.3%, 22.6%, and 25.6% in the years 2023, 2030, 2040,2060, and 2080, respectively.

Nowadays, the status of grandparents in society varies depending on the family structure in which they reside. There are many different family types in society. An extended family structure with many members, including the grandparents, are among them. This family structure also includes grandparents, cousins, siblings, parents, and children (Canatan and Yıldırım, 2011).

The intergenerational relationship within the extended family is of great significance in the traditional social structure. Children take grandparents as role models after their mother, father, and sibling in the Turkish family structure. Furthermore, the grandparent's attitudes are efficacious considerably in the upbringing of the children (Ministry of Family and Social Policies [ASPB], 2002). The grandparents-grandchildren bond has a favorable impact on each other. The primary motivations for this interactive relationship are to play games, spend time together, and share mutually based on respect and affectionate love (Hazer, 2012).

Social changes have led to alterations in family types and routines. The technological advancement and rural-urban migration resulted in urbanization, and thus the extended family structure has been replaced by the nuclear family structure, also known as the elementary family structure consisting solely of a mother, father, and children. While this transition process resulted in technological addiction (technophilia), it negatively affected family relationships (Capcıoğlu, 2018). In this regard, the Covid–19 pandemic, which significantly impacted the lives of individuals, further caused changes in the home environment.

Aside from families being on lockdown and forced to stay at home, various other issues have arisen during the pandemic, such as school closures, family members staying at home all the time, and parent's inability to continue their professions (Kırık and Ozkocak, 2020). Such issues negatively impacted the psychological and physical health of the individuals. Studies indicated that among the problems experienced by children aged between 3 and 18 years were the observance of increased dependence on their parents and the emergence of additional factors such as distraction, loss of appetite, sleep problems, and nervousness (Jiao et all, 2020).

The Covid–19 pandemic amplified the time children spent at home with their family members; as a result, factors such as working parents leaving their children with their grandparents or the presence of grandparents within the extended family structure prompted researchers to revisit the significance of the grandparents-grandchildren relationship. Literature review on grandparents and grandchildren revealed that numerous researches were subjecting the grandparents-grandchildren relationships (Adıguzel, Dumenci and Topal, 2020; Altan and Tarhan, 2018; Cifci and Tören, 2019; Demiriz and Arpacı, 2016; Gursoy and Coşkun, 2006; Ozturk and Hazer, 2017; Tunca and Durmuş, 2019; Uğur, 2017; Uğur, 2018; Uğur, 2020), Covid-19 and grandparents-elderly interactions (Altın, 2020; Ince, 2020; Karataş, 2020; Uysa and Eren, 2020;

Varıslı and Gultekin, 2020; Yasar and Avcı, 2020), Covid-19 and children (Akoglu and Karaaslan, 2020; Erol, 2020; Kadan, Aysu and Aral, 2020; Ocak, 2021; Pembecioglu, 2020; Tuzcuoglu, Aydın and Balaban, 2021; Usta and Gokcan, 2020), and Covid-19 and (pre-school) education (Akın and Aslan, 2021; Akkas Baysal, Ocak, G. and Ocak, I., 2020; Aral et all, 2021; Civelek and Uyanık, 2020; Gulay Ogelman, Gungor and Goktas, 2021; Inan, 2020; Sarı, E. and Sarı, B., 2020; Yıldırım, 2021; Yıldız and Ural, 2020). However, no research on the grandparents- grandchildren interaction during the Covid–19 pandemic was found when the literature was reviewed. Therefore, this study is considered essential in the literature to focus explicitly on this topic.

Taking into account the factors such as working parents were in need of grandparents to care for their children, classifying both grandparents and children in risk groups during the Covid–19 pandemic, and coinciding critical period for personal development of children with the pre-school period (0–6 years) – but they could not receive adequate face-to-face education during the Covid–19 pandemic –, this study aimed to investigate how grandparents-preschool children and grandparents-grandchildren relationships were affected by the Covid–19 pandemic.

Method

Information about the research model, working group, data collection (data collection tools and data collection processes) and data analysis were covered in this section.

Research Model

This study utilized the phenomenology model, one of the qualitative research methods. The phenomenological model exploits the subject's essence independently of how individuals perceive the world. While objectivity is emphasized in the interviews, it also highlights the experiences of an individual (Mazlum and Atalay Mazlum, 2017).

The convenience/random sampling approach, one of the non-random sampling methodologies, was used in this study. The volunteers were chosen from the researchers' close circle and their relationships within the institution where they work. The convenient/random sampling method allows the sample (participant) to select from conveniently accessible and functional units due to time, money, and labor constraints (Buyukozturk et all, 2015).

Working Group

The working group in the research consisted of grandparents who experienced the pandemic in Gaziantep city center in 2020–2021 and their preschool-aged grandchildren. Participants were chosen based on their willingness to participate. Table 1 contains information about the grandparents and children in the working group.

Data Collection

Data collection included data collection tools and data collection processes.

Data Collection Tools

Tools based on qualitative research techniques, 'A Grandparent Feedback Form on the Grandparents-Grandchildren Relationship During the Pandemic' and children's picture drawings were used in this study.

Grandparent Feedback Form

The Grandparent Feedback Form on Grandparents-Grandchildren Relationship During the Pandemic was a semi-structured form developed by the researchers. The feedback form consisted of two sections. While the first section contained demographic information for both children and grandparents, the second section had open-ended questions to measure the grandparents' perspectives on their interactions with their grandchildren during the Covid-19 pandemic. The researchers developed feedback forms by themselves.Three specialists from the early childhood/preschool education field also provided their input for content validity. Accordingly, the feedback form was finalized with the changes made by these expert opinions.

Picture Drawings of Children

As a data collecting tool, two separate picture drawings of children on A4 papers were used to answer the following questions: 'How do you spend your time with your grandparents?' and 'What springs to your mind when you think of Covid–19?'

Data Collection Process

The data collection process of the research consists of the following stages;

Data collection process on grandparent interviews

Initially, consent forms for the interviews were taken from the grandparents as part of the data collection process. Then, interview appointments were made by the grandparents who approved the consent form, and they were contacted one day before the session, reminded of the appointment day, and interviewed individually over the phone on the day of the appointment.

The researchers gathered data from grandparents via phone conversations, taking into account their ages, technology use, and especially the Covid–19 pandemic. In these interviews, the researchers used the 'Grandparent Feedback Form on Grandparents- Grandchildren Relationship During the Pandemic,' which they had previously prepared. These forms were also recorded using Google forms and voice recordings of phone calls.

Data collection process on children's drawings

The data collection process on children's drawings was achieved based on the following questions the researchers posed to preschool children in the classroom and the pictures drawn by those children, and their verbal expressions about them: 'How do you spend your time with your grandparents?' and 'What springs to your mind when you think of Covid–19?'

Table 1. Working group ınformation

				Grandparent					Grandchild		
Intervie wer Code	Age	Gender	Educational Status	Marital Status	Occupa tion	Employm ent Status	Number of Chidren	Number of Grandch ildren	Intervie wer Code	Age	Gender
B1	59	Male	High School	Married	Officer	Retired	3	3	T1	5	Male
B2	51	Female	High School	Married	Officer	Retired	2	2	T2	5	Male
B3	65	Female	Literate	Married	House wife	Unemplo yed	7	3	T3	5	Female
B4	56	Female	Secondary School	Married	House wife	Unempl oyed	4	4	T4	5	Female
B5	66	Female	Primary School	Divorced	House wife	Unempl oyed	5	2	T5	5	Female
B6	67	Male	Primary School	Married	Enginee r	Full Time	6	8	T6	5	Female
B7	63	Female	Primary School	Married	House wife	Employe d	6	5	T7	5	Female
B8	53	Female	High School	Married	House wife	Unempl oyed	3	1	T8	5	Male
B9	59	Female	Primary School	Widow	Cook	Retired	1	1	T9	5	Male
B10	59	Female	Primary School	Married	House wife	Unempl oyed	5	3	T10	5	Female
B11	65	Female	Primary School	Widow	House wife	Unempl oyed	1	1	T11	5	Male
B12	47	Female	Primary School	Divorced	House wife	Unemplo yed	4	6	T12	5	Male
B13	55	Male	Secondary School	Married	Worker	Full Time	5	1	T13	5	Male

In the process, children made their drawings in the class. The researcher ask the questions and wait for children. The researcher don't intervene children, the children express their thoughts and feelings freely. After children's drawings has finished, the researchers note the children's verbal statements on the paper.

Data Analysis

The data collected in the study were subjected to content analysis. Attempts were also made to specify the relationships and concepts through the content analysis approach (Yıldırım and Simsek, 2013). The interviews with the grandparents and their responses to the questions were divided into themes and analyzed. Furthermore, the pictures drawn by the children were presented as themes and sub-themes in the content analysis.

Findings

The findings from the interviews with the grandparents and the children's drawings were presented in this section

Findings on Grandparents' Opinions
Statuses of grandparents to chronic illness, 'close contact' with the virus, and catching Covid–19 disease during the pandemic.

Covid-19 positive individuals, and catching the disease during the Covid-19 pandemic were analyzed under this title. As a result, their statuses on whether having a chronic illness and being 'close contact' were categorized under separate groups: 'Yes and No' and 'Close Contact and Non-Close Contact', respectively.

The findings suggested that while there were five participants with chronic diseases, eight participants had none, according to the interviews with grandparents.

Regarding the status of being in 'close contact' with the virus during the Covid- 19 pandemic, seven participants were in 'close contact' status, while six participants encountered no such situation.

When the status of grandparents who caught the Covid-19 disease during the pandemic was analyzed, the following was concluded: Five participants had the Covid-19 disease, whereas eight participants were free of Covid-19 disease.

Information about grandchildren the grandparents looked after before and now and the age of the grandchildren assessed as part of the research.

During the Covid-19 pandemic, the grandparents' time-wise attitudes toward looking after their grandchildren were categorized into two groups: 'Before and Now.'

Accordingly, interviews with the grandparents revealed the following results: In the past (before), the number of grandparents looking after and not looking

after their grandchildren were two and 11, respectively. In the present, however, these numbers shifted to five and eight, respectively. The average age of grandchildren looked after by the grandparents was five.

The grandparent(s) responsible for looking after grandchildren

During the Covid–19 pandemic, the states of the grandparents in looking after their grandchildren were studied.

As a result, the person(s) who performs this function in the family were discussed in five categories: 'Grandfather/Grandmother, Mother, Father, Baby-sitter, and Other'.

Accordingly, the interviews concluded with the followings: Six participants reported that children were cared for by both the grandmother/grandfather, the mother, and the father. However, the other six participants stated that only the mother and father were

Figure 1. Weekly time the grandparents spent with their grandchildren

According to the analysis of the data gathered from interviews, the time spent by the grandparents during the weekdays was as follows: For Monday and Wednesday, six grandparents stated as 'I Do Not Spend Time', two grandparents as '1-3 Hours', two grandparents as '3-5 Hours', and two grandparents as '7+ Hours'. For Tuesday, six grandparents stated as 'I Do Not Spend Time', one grandparent as '1-3 Hours', one grandparent as '3-5 Hours', three grandparents as '5-7 Hours', and two grandparents as '7+ Hours'. For Thursday, six grandparents stated as 'I Do Not Spend Time', one grandparent as '1-3 Hours', three grandparents as '3-5 Hours', one grandparent as '5-7 Hours', and two grandparents as '7+ Hours'. For Friday, five grandparents stated as 'I Do Not Spend Time', two grandparents as '1-3 Hours', one grandparent as '3-5 Hours', three grandparents as '5-7 Hours', and two grandparents as '7+ Hours'.

When it comes to weekends, grandparents spent the following time intervals with their grandchildren: For Saturday, five grandparents stated as 'I Do Not Spend Time', two grandparents as '1-3 Hours', two grandparents as '5-7 Hours', and four grandparents as '7+ Hours'. No grandparent chose the option of spending '3-5 hours' with their grandchildren. For Sunday, four grandparents stated 'I Do Not Spend Time', three grandparents as '1-3 Hours',

responsible for taking care of the children. One participant also specified that there was only the mother who took care of the children. According to the interview results, none of the participants selected 'Babysitter' or 'Other' alternatives.

Co-habitation of grandparents in the same house with their grandchildren

Co-habitation of grandparents in the same house with their grandchildren was studied in three categories: 'Yes, No, and Other.' Accordingly, 12 participants stated that they did not live with their grandchildren in the same house. However, one participant reported co-habiting in the same place with the grandchild.

Weekly time the grandparents spent with their grandchildren

The time that grandparents spend with their grandchildren during the week was discussed in three categories: 'Weekdays, Weekends, and I Do Not Spend Time'. Figure 1 depicts the analysis results of this scenario.

two grandparents as '5-7 Hours', and four grandparents as '7+ Hours'. Similar to Saturday, no grandparent selected the option of spending '3-5 Hours' on Sunday.

In the case of 'Grandparents Spending Time with Their Grandchildren Throughout the Week,' for instance, the following was the statement of the participant coded by B12: 'They were coming to visit us once a week before the pandemic. They would stay with us on Saturday and Sunday. But now, we can even see each other once a month or so.' Therefore, the frequency with which grandparents spend time with their grandchildren appears to change prominently.

Effect of raising grandchildren on grandparents

The effect of raising grandchildren on grandparents was studied in two themes: 'Positive Effects' and 'Negative Effects.' With the content analysis on the positive/negative effects, the findings related to this topic were also divided into two categories as 'Emotional Inferences' and 'Feelings of Grandparents.' While 84.6% of the participants rated the effects of parenting the grandchildren as positive, 15.4% indicated it had both positive and negative effects. No participant solely specified the option of 'Negative Effects.'

Analysis of Table 2 demonstrates that the effect of raising grandchildren on grandparents is divided into 'Emotional Inferences' and 'Feelings of Grandparents' groups. In the 'Emotional Inferences' group, the statistics of the participants' remarks were as follows: five were 'It makes me happy,' three were 'I love my grandchildren,' two were 'It allows me to gain life experience,' two were 'It makes me very happy,' two were 'It gets me younger,' and one was 'Time goes very well with them.' In the group of 'Feelings of Grandparents', however, the statistics of the participants' comments were as follows: six were 'It makes me feel good,' two were 'I feel guiding the grandchildren in the learning age,' two were 'When they misbehave, I get a headache and it bothers me,' one was 'It is raising a new person, a new personality,' one was 'We play games and have fun with them,' one was 'When they

Table 2. Emotional inferences and feelings of grandparents on raising grandchildren

Emotional Inferences	Feelings of Grandparents
It makes me happy	It makes me feel good
I love my grandchildren	I feel guiding the grandchildren in the learning age
It allows me to gain life experience	When they misbehave, I get a headache and it bothers me
It makes me very happy	It is raising a new person, a new personality
It gets me younger	We play games and have fun with them
Time goes well with them	When they misbehave, I send them home because we live in the same building.

Table 3. The status of how the pandemic affected the relationships between grandparents and their grandchildren

Positive Effects	Negative Effects
I forget about the pandemic when I am withthem	We meet less
We discovered new games while having videotalk	We cannot take them out
	We talk on the phone
	They (grandchildren) are bored
	They (grandchildren) need to get sun andfresh air, but we cannot do it
	We cannot get close contact with anyone, Icannot even hug and kiss my grandchildren
	I fear that we will infect each other.
	We cannot do activities.

misbehave, I send them home because we live in the same building. In the case of the positive effect on 'Emotional Inferences', for instance, the following was the statement of the participant with B12 code: 'Well, time goes very well with them. My grandchildren are very fond of me…'. Therefore, this proves that grandparents are happy to play and spend time with their grandchildren, according to the assessment of grandparents' attitudes towards their grandchildren.

Considering the positive effect of 'Feelings of Grandparents', the participant with code B11 expressed the followings: '…we put the utmost effort to raise our grandchildren in the best possible conditions. Indeed, we aim to ensure that they receive as much education as we could provide and get a better parental discipline in a good environment…'. Therefore, the grandparents appear to be content with the way they raise their grandchildren.

Regarding the negative effect of 'Feelings of Grandparents', the participant with code B4 commented the followings: 'I get a headache when the grandchildren do a little misbehavior. Since we live in the same building, I send them to their apartment.' As a result, the grandparents seem to have difficulties occasionally while spending time with their grandchildren.

The status of Grandparents spending time with their grandchildren during the pandemic

The following categories were generated based on grandparents' responses to questions about how they spent time with their grandchildren during the pandemic and what they did with their grandchildren together during the pandemic: 'Going to the Park, Listening to Music, Reading Books, Watching TV, Going Out, Playing Games, Doing Kitchen Activities such as Baking a Cake, etc., and Other.'

Based on the interview records, the statistics of the activities that the participants performed with their grandchildren were as follows: five played games, five watched cartoons/movies, four watched TV, four went out, three went to the park, two listened to music, two baked cakes, etc. In addition, there were some rare activities that the grandparents had with their grandchildren; such as one read books, one talked on the phone, one played different indoor games, one had a chat, one ride on a swing under the tree, one grandchild played a game by his/her own, and one played with crayons with his/her aunty.

The status of how the pandemic affected the relationships between grandparents and their grandchildren

The effect of the Covid-19 pandemic on grandparents-grandchildren relations was examined in two categories: 'Positive Effects' and 'Negative Effects'. The subject-related findings were given in Table 3.

Table 3 showed that the effect of the pandemic on the grandparents- grandchildren relationship was categorized into two separate groups: Positive Effects and Negative Effects. When the participants' statements on Positive Effects were examined, there were only two comments. One participant stated, 'I forget about the pandemic when I am with them', and another participant commented, 'We discovered new games while having video talk.' However, participants had more negative comments on the subject. For instance, eight participants stated, 'We meet less', four participants stated, 'We cannot take them out,' three participants stated, 'We talk on the phone,' and two participants stated 'They are bored.' Furthermore, despite each being provided by only one participant, the following negative comments were also made during the interviews: 'They need to get sun and fresh air, but we cannot do it', 'We cannot get close contact with anyone, I cannot even hug and kiss my grandchildren', 'I fear that we will infect each other', and 'We cannot do activities.'

Considering the 'Positive Effects', for instance, the participant with code B1 expressed the followings: '…While communicating in this way, we discovered new games. For example, we make train together, and I teach them each stage, and we design together.' Therefore, it demonstrates that the game types that the grandparents play with their grandchildren have changed.

In the case of 'Negative Effects', for instance, the participant with code B3 stated the followings: 'We used to meet face-to-face more often. We are talking on the phone now.' Therefore, it is clear that the way the grandparents interact with their grandchildren has also changed.

Similarly, In the case of 'Negative Effects', for instance, the participant with code B2 commented the followings: '...we cannot go out and do a social activity. Indoor activities are always the norm. But they are very bored, I mean, it is difficult times…' As a result, this comment proves the difficulties encountered by grandparents and grandchildren during the Covid-19 pandemic.

Findings from Children's Picture Drawings

This section includes the findings related to the children's picture drawings. The drawings were divided into two themes: Covid-19 and Grandparents. The code for which the child drew the picture, for instance, T2, T4, T7, or T10, was provided in brackets next to the drawings. The findings of the pictures were obtained from children's narrations in response to questions posed to them.

The T2-coded child drew Pictures 1 and 2. This child commented in Picture 1 that she was sitting at home during the pandemic while her family was at home, but she did not want to draw them. For Picture 2, however, she mentioned that she went to the village with her grandparents and went out to spend time together with her grandmother.

The T7-coded child drew Pictures 3 and 4. For Picture 3, he stated that when he would go to sleep and awoke one day, the Covid-19 pandemic was over, and he would drive the battery-powered car with his friends. For Picture 4, the T7-coded child stated that he went to the

Figure 2. Picture 1 and Picture 2

Figure 3. Picture 3 and Picture 4

mountains on the bike that his father had purchased. He watched the clouds on the mountains with his grandfather while his father was smoking.

The T8-coded child drew Pictures 5 and 6. For Picture 5, he narrated that he washed his hands, face, and hair during the day and brushed his teeth to eliminate the Covid-19 virus at night. For Picture 6, however, he said that his grandfather's heart stopped beating, and his father was very upset about this situation. The balloon he drew on the side was also sad and crying. He also mentioned that his mother and brother told him that this incident happened before he was born. Indeed, the depiction in Picture 6 happened 11 years ago, but it was picturized as a recent event.

The T10-coded child drew Pictures 7 and 8. The followings were the statements of the T10-coded child about the Pictures: little coronaviruses were surrounding the big coronavirus in Picture 7. However, in Picture 8, the child stated that she went to a field with her grandfather, planted something, and played games.

Key Findings on Children's Picture Drawings

This section contains the key findings of children's picture drawings. Having generated by the questions regarding Covid-19 and Grandparents themes, these drawings resulted in various theme categories:

In pictures drawn by the T2-coded child, while the 'home' theme was dominant in Picture 1, there was a 'family' theme in Picture 2. There was a 'Coronavirus' theme in Picture 3 and a 'family' theme in Picture 4 of the T7-coded child's drawings. The T8- coded child's drawings had a 'cleaning' theme in Picture 5 and a 'death' theme in Picture 6. There was a clear 'Coronavirus' theme in picture 7 and a 'family' theme in Picture 8 of the T10-coded child's drawings.
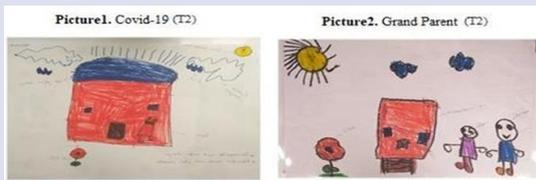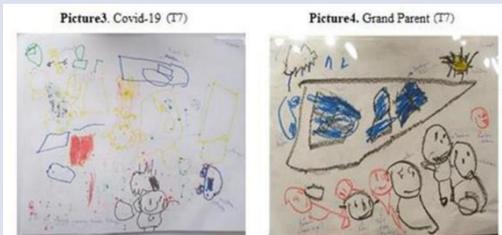

Figure 4. Picture5 and Picture 6

Figure 5. Picture7 and Picture8

In general, the Covid-19 pandemic and family themes seemed to be prominent in children's drawings. The fact that the picture drawings of children, who went through

difficult times regularly, include such details provides the answer to why this study used picture drawings.

While pictures drawn by children from the age of four are usually comprehensible, the drawings over the age of five seem to reflect their lives, beginning with the environment they recognize and are familiar with. In general, children draw with intent by including objects such as houses, trees, and people. From six years of age and upward, however, children begin to choose more realistic shapes and subjects, and their drawings are assumed to reflect specific issues. When assessing the picture drawings in general terms, they contain a particular space perception while some certain elements appear to be drawn or arranged in a meaningful way on the background; in other words, the ground line (Gurtuna 2004; Skybo et al. 2007; Yavuzer 2007b; Yıldız Cicekler, and Oner Koruklu, 2013).

Analysis of the above findings indicates that the picture drawings of the children reflect their lives with their grandparents and family members. The subjects and concepts of drawings by children may differ. In the drawings, while children begin to add their surrounding individuals, including fathers, mothers, siblings, and companions, the symbolic subjects also reflect their emotionality and subconscious movements. In light of this information, children's drawings are utilized to interpret their family life and relationships with people in their family. Such a viewpoint fosters the empathy that we feel with the children.

Previous studies reported that children might reflect their social relations with family members, their position in the family unit, and their sense of belonging to the family they are in. Children appear to resort to several techniques to express their emotions through their drawings. For instance, if they feel that they do not belong to a family, they may not draw themselves in the picture. If they have a good relationship with someone in the family, they lean to drawing him physically bigger (Batı, 2012; Di Leo, 1983; Manning, 1987).

Discussion and Conclusion

Studies indicated that children are more attached to their parents and are more nervous during quarantine periods (Pisano, Galimi and Cerniglia, 2020). In circumstances such as school closures, a critical issue arises as to which parent would look after children or will take care at home (Brooks et all, 2020).

The Covid-19 pandemic has impacted grandparents and children, according to the outcomes of this research aimed to assess the grandparent-grandchild relationship. Analysis revealed that there were both positive and negative impacts. According to the interview responses of the grandparents, the positive impacts of the pandemic were that when they were with them, they forgot about the pandemic and discovered new games while video chatting. However, the negative impacts of the Covid-19 pandemic were failures in grandparents- grandchildren relationships. For instance, they began to meet and talk

lesser than usual, were able to spend time as little as 1-3 hours a week, could not go out together, could only speak on the phone, and had limited activities while spending time together.

Another study reported that restricting mother-child interactions in certain states caused negative emotions in both parties compared to grandparents-grandchildren relationships. Attempting to maintain contact within the family, in particular, may become a situation that even necessitates professional assistance (Tiryaki, Zengin and Cınar, 2021). In a study carrying out the perceptions of the children during the Covid-19 pandemic, it was discovered that factors such as not going to school, being bored at home, being separated from friends have a decisive impact on the psychology of children (Wang et all, 2020).

According to the grandparents-grandchildren relationship analysis, grandparents engaged in numerous activities with their grandchildren before the Covid-19 pandemic. However, mutual grandparents-grandchildren activities have changed dramatically since the Covid-19 pandemic. As a result, while the preferences for contact-required games decreased, indoor activities increased. The amount of time spent outdoor has been reduced or completely banned. Several grandparents, however, could only communicate through video-only conversations with their grandchildren.

A study involving 55 children aged between 4 and 14 years reported that the Covid-19 perceptions of the children reflected similar results in their drawings. In this context, it was observed that children seek solutions in their pictures, such as hygiene, staying at home, and attempting to play other indoor games (Foster, Carter and O'Sullivan, 2020).

According to the interviews, the raising of grandchildren had a positive impact on the grandparents in general. Furthermore, grandparents appeared to enjoy and be happy, and they even entered the psychology in which they believed raising their grandchildren would rejuvenate them.

There is limited study in the literature on the grandparent-grandchildren relationship during the Covid-19 pandemic. Concurrently, a study conducted on this subject resulted in similar findings regarding family life. Furthermore, children were conscious and aware of the measures taken during the pandemic, and their frequency of using technological devices increased purposefully. Another study conducted with the parents of Spanish and Italian children discovered that their children went through emotional and behavioral changes. Furthermore, this period was reported to have had a significant psychosocial impact on Spanish children. Symptoms such as boredom, tenseness, anxiety, and feelings of loneliness were common symptoms among children (Orgilés et all, 2020).

The current study employed the pictures drawn by the children to examine the impact of the Covid-19 pandemic on preschool children. The drawing test is very well known and commonly used in western countries, particularly when it comes to recognizing individuals when working

with children. According to experts, drawings aid in understanding the moods of people. When considering these and similar other reasons, drawing allows us to analyze people and shed light on their inner worlds. Even pictures drawn by individuals and expressed haphazardly allow us to have a wealth of information about the people who made the drawing. If we further discuss these in detail, it becomes easier to get information and evaluate the factors such as the culture and social environment in which the person lives through the subjects and figures in the painting (Halmatov, 2016; Ozsarı and Aytar, 2020.

The following issues were resolved as a result of the drawings: During the Covid-19 pandemic, children typically stayed at home; however, they desired to go to school, their commuting status on going to school varied, they were aware of the coronavirus and paid attention to hygiene (hand and face cleaning) to avoid catching the virus, and they occasionally did not meet with their families to circumvent infecting their families. When they met, they usually played indoor games together and went for a short-walks in the open air and less-crowded areas. Some of the children were able to spend spent time with their grandparents.

In line with these results, the followings are the suggestions that can be given to readers and researchers who will study this subject:

- A training program or other activities can be organized between grandparents and grandchildren as part of the family education. The training program's content might include information on how families should support their children during the Covid-19 pandemic.

- Guidance and counseling services may be employed to make more comprehensible and robust communication between the grandparent, parent, and children. Such assistance might balance the intergenerational relationship.

- A more moderate approach by parents and grandparents to children infected by the Covid-19 virus, and spending more time with them than before the pandemic, may ensure that children are less adversely affected psychologically, socially, and developmentally.
- Online/face-to-face symposiums, etc., on how parents, grandparents, and children should be treated in such environments can be organized for parents and grandparents by the state specialists or specific social organizations to raise societal awareness and provide more controlled social communication in pandemics like extreme conditions.

Genişletilmiş Özet

Amaç

Covid-19 pandemisi sürecinde; büyük ebeveynlerin, okul öncesi dönem çocuklarının ve büyük ebeveyn-torun ilişkisinin nasıl etkilendiğini incelemek amaçlanmıştır.

Yöntem
Araştırmanın Modeli

Araştırma, nitel araştırma deseninden Olgubilim modeli kullanılmıştır.

Çalışma Grubu

Araştırmanın çalışma grubunu 2020-2021 yılında Gaziantep il merkezinde pandemi sürecini yaşayan büyük ebeveynler ile okul öncesi dönemdeki torunları oluşturmaktadır. Araştırmanin çalışma grubu seçilirken, seçkisiz olmayan örnekleme yöntemlerinden uygun/kazara örnekleme yöntemi kullanılmıştır. Araştırmacıların yakın çevresi ve çalıştığı kurumdaki kişisel bağlantıları aracılığıyla katılımcılara ulaşılmıştır.

Uygun/kazara örnekleme yöntemi; zaman, para ve işgücü açısından var olan sınırlılıklar nedeniyle örneklemin kolay ulaşılabilir ve uygulama yapılabilir birimlerden seçilmesidir (Büyüköztürk vd, 2015).

Veri Toplama

Veri toplama aracı olarak, "Pandemi Sürecinde Büyük Ebeveyn-Torun İlişkisine Yönelik Büyük Ebeveyn Görüşleri Formu" ve çocuk resimleri kullanılmıştır. Pandemi Sürecinde Büyük Ebeveyn-Torun İlişkisine Yönelik Büyük Ebeveyn Görüşleri Formu, araştırmacılar tarafından geliştirilen yarı yapılandırılmış bir formdur. Form, iki bölümden oluşmaktadır. Birinci bölüm çocuk ve büyük ebeveynlere yönelik demografik bilgileri içerirken ikinci bölümde Covid–19 pandemisi sürecinde büyük ebeveynlerin torunlarıyla yaşadıklarına ilişkin görüşlerini içeren açık uçlu sorular yer almaktadır. Bu form araştırmacılar tarafından geliştirilmiş, erken çocukluk/okul öncesi eğitimi alanında uzman 3 kişiden uzman görüşü alınmış. Uzman görüşleri doğrultusunda yapılan değişimler ile forma son hâli verilmiştir.

Çocuk Resimleri Çocukların "Büyük ebeveynleriniz ile nasıl zaman geçiriyorsunuz?" ve "Covid-19 denince aklınıza ne geliyor?" sorularına ilişkin A4 resim kağıtlarına çizdikleri 2 ayrı çocuk resmi, veri toplama aracı olarak kullanılmıştır. Araştırmada toplanan tüm verilere içerik analizi yapılmıştır.

Veri Analizi

Araştırmada toplanan tüm verilere içerik analizi yapılmıştır. İçerik analizi yöntemi ile ilişkiler ve kavramlar belirlenmeye çalışılmaktadır (Yıldırım ve Şimşek, 2013). Büyük ebeveynlerle yapılan görüşmeler ve sorulara verilen cevaplar ile çocuklar tarafından çizilen resimler içerik analizi ile tema ve alt temalar hâlinde sunulmuştur. Bu bağlamda araştırmanın bulguları büyükebeveynler açısından ve çocuklar açısından olmak üzere iki ana temada ele alınmıştır.

Bulgular ve Sonuç

Büyükebeveynler açısından bulgular hastalığı geçirme veya yakın temaslı olma durumu, büyük ebeveynlerin daha önce ve şimdi kaç tane torununa baktığı ve araştırma kapsamında uygulama yapılan torununun yaşı, büyük ebeveynlerin torunlarına bakımından sorumlu kişi/kişiler, büyük ebeveynlerin torunlarıyla aynı evde yaşama durumu, büyük ebeveynlerin torunlarıyla hafta boyunca vakit geçirme süresi, torun yetiştirmenin büyük ebeveynlere etkileri, büyük ebeveynlerin pandemide torunlarıyla zaman geçirme durumu, pandemi döneminin büyük ebeveynlerin torunlarıyla ilişkilerini etkileme durumu bakımından temalar halinde incelenmiştir. Çocuklar açısından ise büyükebeveynleri ile etkileşimleri ve pandemi etkisi ele alınmıştır. Bu bağlamda büyükebeveynler, torunları ile beraber olunca pandemiyi unutma ve görüntülü konuşurken yeni oyunlar keşfetme gibi olumlu; normal zamana göre daha az görüşme (pandemi döneminde haftada 1-3 saat vakit geçirme veya vakit geçirememe, dışarı çıkamama, sadece telefonla konuşma, beraber vakit geçirirken kısıtlı aktive yapabilme) gibi olumsuz dönütleri yansıtmışlardır.

Büyük ebeveynlerin Covid-19 pandemisinden önce torunlarıyla birçok aktivite yaptıkları, beraber yapılan aktivitelerin Covid-19 pandemisi ile birlikte değişim gösterdiği görülmüştür. Süreçte, temas gerektiren oyunları seçme tercihleri azalırken, ev içi aktivitelerde artmalar görülmektedir. Dışarıda vakit geçirme süreleri azalmış ya da tamamen bitmiştir. Ayrıca, büyük ebeveynlerin torun yetiştirmekten zevk aldıkları, mutlu oldukları, hatta torun bakmanın onları gençleştireceğine yönelik inançlarını dile getirdikleri görülmüştür.

Araştırmada çocukların çizdiği resimlerden faydalanılmıştır. Buna göre, çocukların Covid-19 dönemi boyunca genel olarak evde oturdukları fakat okula gitmeyi istedikleri, okula gidip gelme durumlarının değişiklik gösterdiği, virüs hakkında bilgi sahibi oldukları ve virüse yakalanmamak adına hijyene (el, yüz temizliği) dikkat ettikleri, ailelere bulaştırmamak için onlarla zaman zaman görüşmedikleri görülmektedir. Görüştükleri zamanlarda ise genelde ev içerisinde oyunlar oynadıkları, açık havada ve kalabalık olmayan ortamlarda sınırlı sürede vakit geçirdikleri görülmektedir.

Araştırmanın Etik Taahhüt Metni

Yapılan bu çalışmada bilimsel, etik ve alıntı kurallarına uyulduğu; toplanan veriler üzerinde herhangi bir tahrifatın yapılmadığı, karşılaşılacak tüm etik ihlallerde "Cumhuriyet Uluslararası Eğitim Dergisi ve Editörünün" hiçbir sorumluluğunun olmadığı, tüm sorumluluğun Sorumlu Yazara ait olduğu ve bu çalışmanın herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiş olduğu sorumlu yazar tarafından taahhüt edilmiştir.

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Kaynaklar

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