Examining the Views of Teachers and Parents on the Reflection of the TV Series Watched by Primary School Students on the Games Played in School

İsmail GELEN[1]

Ondokuz Mayis University

Dilek BALCI [2]

Ondokuz Mayis University

Abstract

This research was carried out to determine the opinions of teachers and parents about the reflection of the TV series watched by primary school students on the games they play. In the study, an interview form was applied to teachers and parents, who belonged to the study group from which qualitative data was collected. The participants of the research were chosen among the 3rd and 4th-grade primary school students' classroom teachers and parents in Samsun province and its districts (Alçam, Asarcık, Atakum, Ayvacık, Bafra, Çarşamba, Havza, İlkadım, Kavak, Lâdik, Ondokuz Mayıs, Salpazarı, Tekkeköy, Terme, Vezirköprü, Yakakent) in the 2020-2021 academic year. The study group of the research consisted of 61 parents and 61 teachers. The analysis of the data was carried out by using the descriptive analysis technique through the qualitative analysis program MAXQDA 22. As a result of the analysis of the opinions obtained from the teachers and parents, it was concluded that the 3rd and 4th grade students who watched TV series were influenced by these TV shows. They played mostly violent games and imitated the TV series characters they watched earlier in their plays.

Keywords: Primary school, TV series, play

---

[1] Prof. Dr., Ondokuz Mayıs University,Samsun,Türkiye, ORCID: ismailgelen@omu.edu.tr

[2] Exp. Teacher, Ondokuz Mayıs University,Samsun,Türkiye, ORCID: 0000-0003-3995-2116, kelid55@hotmail.com

Introduction

The Media could play an active role in people's getting news, obtaining information, education, having fun and socializing. While fulfilling these functions, it has a contribution and impact on society in many ways (Kırtepe, 2014). The content and effect of this contribution and the changes it causes in social perceptions increase the importance of mass media in social life (Kırtepe, 2014).

Television has a special place among the mass media because it can present verbal and written messages at the same time, and appeal to both eyes and ears (Işık etc., 2007). Today television has great importance in our lives because of its uses for purposes such as getting fast news, spending free time, entertainment and gaining information.

The presence of a television in the center of their homes since the infancy of children and the fact that family members spend most of their time at home in front of television. Besides making television an integral part of life for children, the colorful and dynamic world of television, television channels dedicating a part of their broadcast streams to programs for children and the existence of thematic channels broadcasting for children all cause a relationship to be established between children and television from an early age (İrkin, 2012).

In a study conducted with children between the ages of 4 and 10, it was observed that younger children had more difficulty in understanding the values, good and bad distinctions and reality in television movies than older children (Türkmen, 2021).

Television series that started in the 1960s attracted everyone to the screen. Many of the TV series watched were so effective that they would be talked about the next day (Çakıral, 2016). Children play what they hear and see. He sets up new adventures with his imaginary friend. The child wants to experience similar adventures with his real friends. Every child who is affected by heroic serials and hit-and-miss police serials wants to play a leading role. Series and movies are always based on fiction. The reasons for their existence are also this fiction (Şirin, 2015).

Play can be defined as a voluntary action or activity that is freely consented but carried out within certain time and place limits in accordance with completely imperative rules. It a purpose and is accompanied by a sense of tension and joy and the consciousness of "being different" from ordinary life. The game has a meaning-rich function. In the game, an independent element "plays" that transcends the direct needs of life adds meaning to the action. Every game carries a meaning (Huizingza, 2006). MEB (2009) pointed out that as the game prepares the child for real life, it is also an effective tool in the reflection of the inner world and the children's experience, expressing their desires and emotions and trying to perceive the world with the roles they assume during the game. Games are more effective than other learning techniques as they move children from being passive to being active. Due to their developmental structure, children perceive everything they see in TV shows as real. It is inevitable that

in his games he will reflect the subjects like violence, obscenity, jealousy, mafia, crime etc. that are not suitable for his age and development. (Balcı,2022)

Bandura (1977) drew attention to the fact that children and adults acquire new behavior patterns, attitudes and behaviors of the characters from television movies. Modelling from television programs can be regarded as modelling especially the personality traits of the lead actor in TV series and movies and the behavior of the characters they play as an example by to the audience. They try to resemble that character in terms of behavior, speech and daily lifestyle (Erdem and Çağlayandereli, 2006). Since a child between the ages of 7 and 11 is in the "Concrete Operations Period" according to Piaget's developmental stages, the problems are solved based on concrete operations (Charles,1999). It is seen that the way the television reflects these characters through the serials is effective in taking the characters who play negative roles in television series as role models by children and young people (Busby and Klug, 2001; Kahraman, 2010).

Since children and young viewers will have more modelling behavior, it will be inevitable that when they watch TV series with violent and criminal content, children will tend to model the behavior of the characters portrayed in these TV series without questioning them right or wrong (Balcı, 2022)

The number of television programs, series and movies is quite high today, and new series and movies are included in the television world every day. The TV series and movies watched with the family in the evening affect adults so much that they will talk about them the next day. It is inevitable that television series that affect adults will affect children. Television series that affect adults will inevitably affect children. Today, this effect is mostly negative, as the content of TV series is generally love, violence, crime, fear, intrigue, and sexuality (Balcı, 2022).

In the literature, children and young people spend an average of 1-3 hours a day in front of the television (Arslan etc., 2006; Aksaçlı & Yılmaz (2007); MEB, 2008; RTÜK, 2012, 2006; Çetin & Bilgin, 2010). In some studies, it has been concluded that children watch television for 1-2 hours on average (Dogan & Göker, 2012; Ersoy & Akaroğlu, 2010; Supper etc., 2021).

In research on the effects of television series on children, it has been determined that children who watch television for 3-4 hours have difficulty in reading (Yılmaz & Aksaçlıoğlu, 2007). Television negatively affects children cognitively, socially, physically and psychologically (Öztürk & Karayağız, 2007), and causes sleep disorders. It is seen that physical disabilities cause physical disorders as it limits physical activity, and negatively affect school success and language development (Erbaş, 2020; Öztürk etc., 2018; Ceran etc.;2018; Gupta etc., 1994). In addition, it is seen that children exposed to violent programs show aggressive behavior (Christakis and Zimmerman, 2007; Gentile etc., 2010; Doitchinova etc., 2021). These kinds of effects are also mentioned by many researchers (Murhy, 1988; Peebles etc., 2018; Leeuw & Van Der Laan, 2018).

It is seen that children try to apply the characters in their own environment by internalizing the characters in TV series, movies, commercials, and cartoons (Nec, 1982; Greenfield, 1990; Dodd etc., 1992; Coyne etc., 2016; Sağlam, 1990) and young people model the characters in the programs they watch and play games about these characters. The programs with action and adventure are more imitated. It has been reached in the literature study that they portray the characters of the TV series in their plays and that new plays are produced through the media. (Voort, 1994; Öztürk, 1999; Torun, 2010; Kaya and Tuna, 2008; Yaşar and Paksoy, 2011; Türkmen, 2012; Fletcher and Nielsen, 2012; Akçay, 2018; Oral and Tekin, 2019; Özyürek, 2019; Yılmaz, 2020). In the research conducted by Darga, Zayimoğlu, and Öztürk (2021), with parents, it was concluded that children do not imitate cartoon characters.

As a result of the studies conducted in the country and abroad, it is seen that the series and movies watched by primary school students have many positive and negative effects on nutrition, consumption habits, cognitive and social development, and language development. It has been seen that the programs affect children in the same way. It is possible to talk about many effects on reading habits, school success, and sleep times. However, it is seen that there is a gap in the domestic and international literature regarding the effects of TV series on the games played by children. Apart from the study conducted by Akçay (2018), no study was found on this subject in Türkiye. It is thought that the study will fill the gap on this subject and will provide a reference for the research to be done on this subject. In the literature, it has been seen that the studies on TV series are generally conducted with the students of the second level of primary education. In this respect, it is thought that primary school students will fill the gap regarding their movie preferences and their reflections on the games (Balcı, 2022).

Method

Phenomenology was used as a qualitative research method in order to get the views of parents whose children are educated in primary school, and teachers working in primary school on the reflection of TV series on games. Qualitative research can be defined as a research method in which participants remark their thoughts on a particular phenomenon, data is collected in real places, and different views are compared by creating different perspectives (Creswell, 2017). The phenomenology design focuses on the phenomena that we are aware of but do not have a detailed thought about. Phenomenology aims to investigate individuals' experiences, thoughts and meanings about an event. Content analysis method was used in the analysis of the data. Content analysis aims to identify the data and reveal the information hidden in the data. In content analysis, similar data are brought together and interpreted in a way that the reader can understand (Yıldırım and Şimşek 2018). The data in the research were obtained with semi-structured interview forms.

Working Group

Maximum variation sampling, which is one of the purposive sampling methods, was used to determine the study groups of the research. The purpose of maximum variation sampling is to create a small sample and to reflect the diversity of individuals who may be party to the problem studied in the sample to the maximum extent. It aims to find out whether there are common or shared phenomena among various situations and to reveal the different dimensions of the problem (Yıldırım & Şimşek, 2018).

The study group of the research, consisting of teachers and parents, was formed with 61 parents and 61 teachers working in official primary schools in eight districts of Samsun with different seniority, genders and branches. Table 2.1. The characteristics of the teacher working group, Table 2.2. The characteristics of the parent working group are given.

Table 1. The characteristics of the teacher working group

Gender	N	%
Male	36	59,02
Female	25	40,98
Working Year		
10-19 Years	28	45,90
20 years or more	19	31,15
0-9 Years	14	22,95
Grade		
4th Grade	34	55,74
3rd Grade	28	45,90
Branch		
Primary School Teacher	57	93,44
English Teacher	3	4,92
Religious Culture and Moral Knowledge Teacher	1	1,64
Total	**61**	**100,00**

When the demographic characteristics of the teacher participants are examined according to the gender variable, 59.02% of the teachers participating in the research are male and 40.98% are female. When examined according to the working year variable, it can be seen that 22.95% have 0-9 years, 45.90% have 10-19 years, 31.15% have 20 years or more years of work experience. When examined according to the grade variable, it can be seen that 45.90% of the teachers participating in the research were 3rd-grade teachers and 55.74% were 4th-grade teachers. When the teachers were examined according to the branch variable, it was seen that 93.44% of the teachers participating in the research were Primary School Teachers, 4.92% were English Teachers, and 1.64% were Religious Culture and Moral Knowledge Teachers.

Tablo 2. The characteristics of the parent working group

Gender	N	%
Female	34	55,74
Male	27	44,26
Age		
31-39 Age	40	65,57
40 and over	19	31,15
25-30 Age	2	3,28
Education Status		
High School	27	44,26
Secondary School	11	18,03
Bachelor Degree	10	16,39
Associate Degree	7	11,48
Primary School	6	9,84
Job		
Housewife	28	45,90
Worker	13	21,31
Civil Servants	6	9,84
Teacher	4	6,56
Farmer	3	4,92
Cook	2	3,28
Pharmacist Journeyman	1	1,64
Nurse	1	1,64
Craft	1	1,64
Military Personnel	1	1,64
Food Technician	1	1,64
Total	**61**	**100**

When the demographic characteristics of the parent study group examined according to the gender variable; 55.74% of the parents are female and 44.26% are male participants. When examined according to the age variable, 65.57% of the parents participating in the research are 31-39 years old, 31.15% are 40 years old and over, and 3.28% are between 25-30 years old. When the participants were examined according to the educational status variable, it can be seen that 9.84% of them are from primary school, 18.3% from secondary school, 44.26% from high school, and 11.48% are associate degree graduates. When the participants were examined according to the profession variable, it can be found out that 45% are housewives, 21.31% are workers, 9.84% are civil servants, 4.92% are farmers, and 3.28% are cooks.

Data Collection Tools

The data of the research were obtained with a semi-structured interview form. The interview form consists of six open-ended questions about the subject. Before the interview questions were determined, a long-term interaction was ensured with the participants. While preparing the interview questions, first of all, draft items were created in accordance with the purpose of the subject (by making a literature review). The draft items were submitted to the expert opinion, and some additions and adjustments were made to the items in line with the expert's opinion. Pilot interviews were conducted with ten parents and ten teachers in order to determine the validity and reliability of the research questions, and whether there was a problem in terms of expression and language. The positive results obtained from the pilot application were presented to the expert opinion again, and the interview form was finalized and put into practice. Thus, the research was found to be credible. Pilot interviews were conducted with ten teachers and ten parents in order to determine the validity and reliability of the research questions, and whether there is a problem in terms of expression and language. As a result of the pilot application, corrections were made and the interview forms were finalized and put into practice.

Data Collection

In line with the permission of the Samsun City Directorate of National Education, a preliminary interview was made with the parents and teachers, and the teachers were informed about the date and time of the meeting. Interviews were held with 61 parents and 61 teachers who agreed to participate in the interview, in line with the pre-prepared interview questions. In line with ethical principles, it was explained to the interviewees that the data to be obtained from the interview would only be used for research and that personal information would be kept confidential and protected by the researcher. Interviews were conducted both face-to-face and through online tools. Each interviewee was informed that the interview would be recorded, and the interviews were recorded after obtaining permission. The interviews lasted an average of 20-30 minutes. In line with the expert opinion, it was seen that the findings obtained from the preliminary opinions and the results obtained from the original interviews were similar in terms of "confirmability".

Data Analysis

The data obtained from the interview forms named "Teacher and Parent Opinions on the Reflection of the TV Series Watched by Primary School Students on the Games" were analyzed using the descriptive analysis technique, one of the data analysis techniques. In descriptive analysis, the data obtained are summarized and interpreted according to predetermined themes. Descriptive analysis consists of four stages. These stages are; creating a framework, processing the data, introducing the findings and interpreting the findings (Yıldırım & Şimşek, 2018).

MAXQDA 22 qualitative data analysis program was used to analyze the research. For the analysis of the data obtained in the first research in the MAXQDA 22 program, the teachers who

participated in the study are coded as T1, T2, T3, T4, T5 etc.; parents are coded as P1, P2, P3, P4, P5 etc. The answers given by the participants to the interview questions were written down using the Microsoft Word program. These data were transferred to the MAXQDA 22 program. The main themes and codes were created by reading the data obtained in the research line by line. The data obtained were transferred with visual diagrams. Finally, direct quotations and teacher opinions are included. According to the themes and codes created in line with the answers given by the participants to the interview questions, it was tried to determine the opinions of the primary school students about the reflection of the TV series they watched on their plays.

Findings

The findings of the research were obtained through the analysis of interviews with teacher and parents. In this section, the points of view of the teacher and the parents related to television watching duration of primary school students, the series of films that they watch, the effects of serials on children and the impact of these series of films on the games which they play are included.

As a result of the interviews with the teachers of the research, the codes and sub-codes were determined and the code cloud of these codes is given in figure 3.1. In this sub-problem, the opinions of the teachers on which movies the primary school students watch and the reflection of these series movies on the games at school are included.

Figure 3.1. Teacher Interviews Code Cloud

As a result of interviews with parents, codes and subcodes are determined. The code cloud of these codes is given in figure 3.2.

Figure 3.2. Parent Conversations-Code Cloud

The opinions of the parents regarding daily television viewing time of primary school students are divided into subcodes and they are presented with a code-subcode model by using MAXQDA 22 program. The views about the television viewing time of primary school students are given in Figure 3.3.
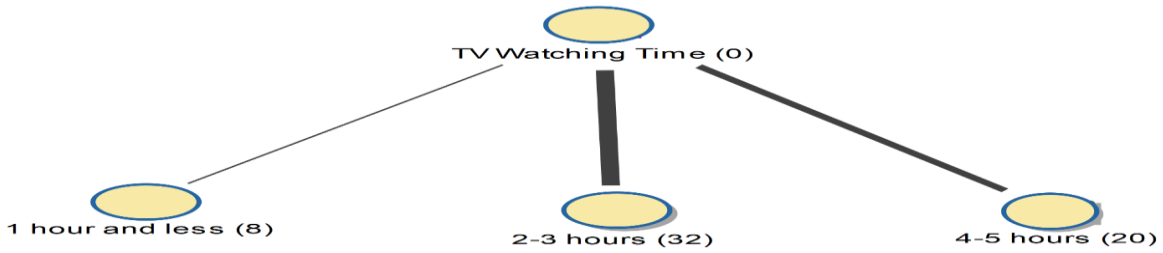

Figure 3.3. Points of Views of the parents related to TV viewing time Code -Subcode Model

In research conducted with parents posed a question about how long children watch TV daily, it is observed that 32 parents participating the study said 2-3 hours, 20 parents said 4-5 hours, and 8 parents said 1 or less hours as television viewing time. The opinions of parents about TV viewing time of children are as follows;

• "They watch TV approximately 4 hours. (Parent10)

• "They watch TV about 3-4. It can be said that they do nothing but watcing TV at the weekend. (Parent26)

• "They watch TV for 3-4 hours. They watch it more at the weekend. (Parent2)

The opinions of the teacher about the series of films watched by primary school children are divided into subcodes. They are analyzed using MAXQDA program and presented via a code-subcode model. According to the opinions of the teachers in primary school, the preferences for TV series are given in Figure 3.4.
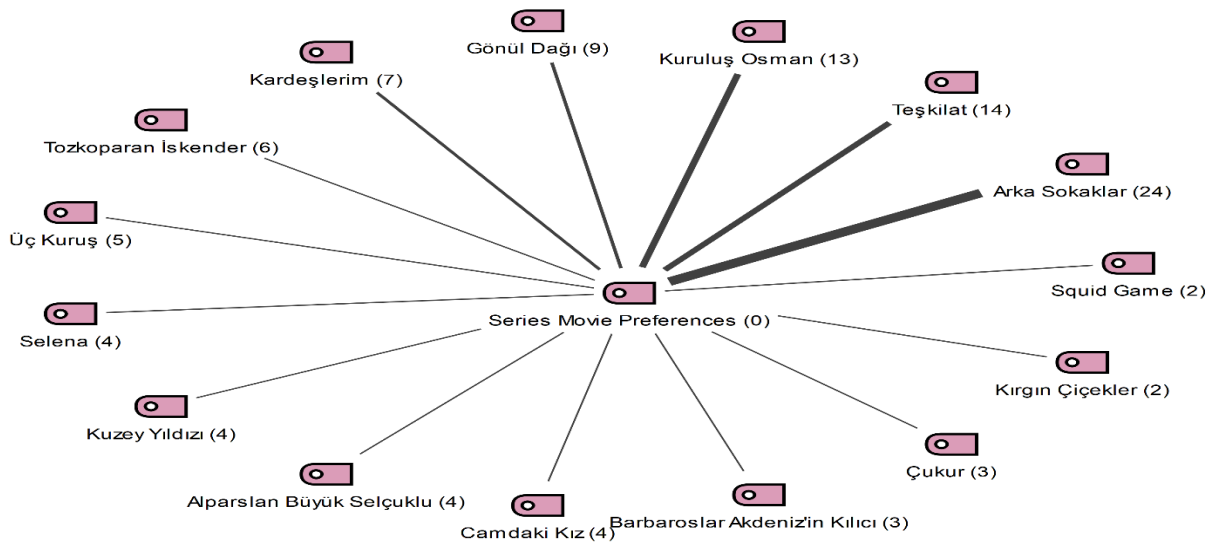
Figure 3.4. Preferences of Series of Film Code-Subcode Model

According to the opinions of the teachers related to the series of films watched by primary school children;

•24 students watch "Arka Sokaklar".

•14 students watch "Teşkilat".

•13 students watch "Kuruluş Osman".

•9 students watch "Gönül Dağı.

•7 students watch "Kardeşlerim".

•6 students watch "Tozkoparan İskender".

The opinions of the teacher about the series of films watched by primary school students are as follows;

• "The students watch 'Kuruluş Osman' and 'Gönül Dağı' ". They mention TV series that they like and watch at free speech events in the classes." (T42)

• "They watch mafia movies such as 'Eşkıya Dünyaya Hükümdar Olmaz' and 'Üç Kuruş' ". (T27)

• "They prefer to watch horror and violent series such as 'Arka Sokaklar', 'Yargı' and 'Teşkilat' when they ask me to watch a movie at school." (T32)

• "I can feel the impact of series such as 'TRT Çocuk', 'Kuruluş Osman', 'Arka Sokaklar', 'Çukurova', 'Squid Game' on the conversations and games of students." (T36)

• "The students watch mafia series. I can easily understand that they mention the series each other during the breaks in their conversations." (T38)

• "They watch the series of 'Arka Sokaklar' and 'Kuzey Yıldızı'. I can understand this from their conversations and pictures when they are free." (T23)

The opinions of the parents about the series of films watched by primary school children are divided into subcodes. These are presented with the code-subcode model using MAXQDA program. The code-subcode model of series watched by elementary school students is also given in Figure 3.5.
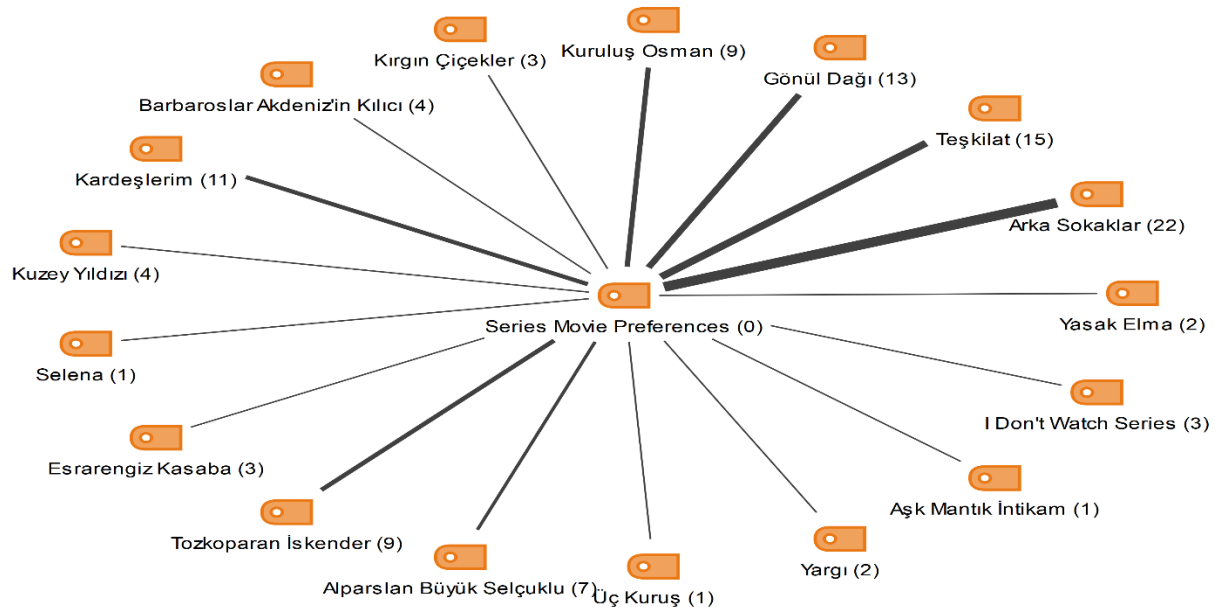

Figure 3.5. The Series of Films that Elementary School Students Watch Code-Subcode Model

The opinions of the parents are as follows;

• "The children watch the series of 'Kuzey Yıldızı' and 'Kardeşlerim' with us."(P1)

• "We watch the TV series 'Arka Sokaklar', 'Kuruluş Osman' and 'Teşkilat' together with the children." (P7)

• "There is only one series that our child watches. He watches 'Arka Sokaklar', but usually prefers to watch something else on Youtube." (P25)

• "Our child watches the series such as 'Teşkilat', 'Kuruluş Osman' and 'Arka Sokaklar." (P33)

• "Our child watches every series like Kuruluş Osman, Teşkilat, Alparslan Büyük Selçuklu" (P57)

The views of teachers on the effects of the TV series watched by primary school children on children are divided into hierarchical subcodes and analyzed using the MAXQDA program, and are given in Figure 3.6. with a hierarchical code-subcode model.
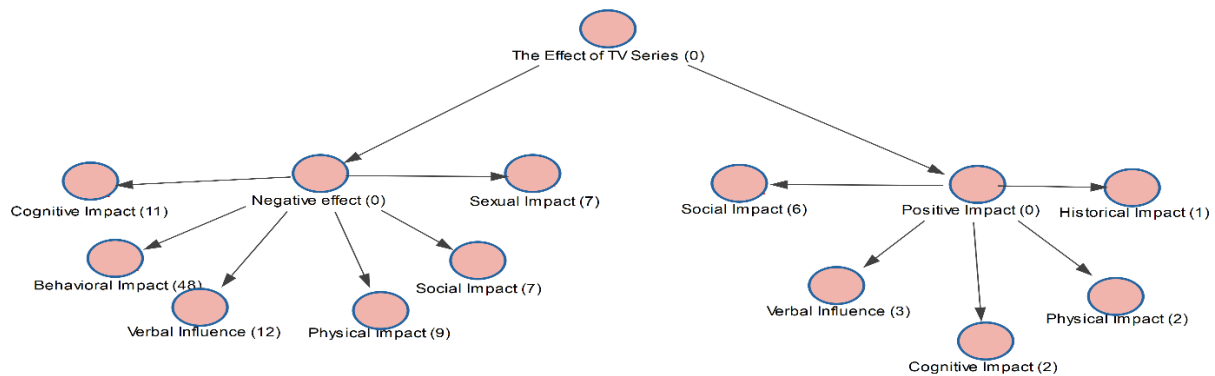
Figure 3.6. Effects of Tv Series Hierarchical Code-Subcode Model

When the teachers' opinions on the effects of the TV series watched by primary school children in Figure 3.6 are examined, 52 teachers of the teachers who participated in the research stated that the TV series did not have a positive effect, and 9 teachers mentioned that the TV series had both positive and negative effects. The negative effects of serials on primary school students are divided into sub-codes as behavioral effects, verbal effects, cognitive effects, physical effects, social effects, and sexual effects. Teachers stated that 48 of them have an effect on behavior, 11 have a verbal effect, 11 have a cognitive effect, 9 have a physical effect, 7 have a social effect, and 7 have a sexual effect. The opinions of teachers who stated that TV series have negative effects on primary school children are as follows:

- "As in any case, children can take the negative element from the sequences and use it. The fact that Turkish TV series set an extremely bad example greatly affects children's behaviors, lives and dreams."(T22)

- "I always think it has a negative effect. Kids are more belligerent now. They use more slang words and are very impatient. They want everything they want right away." (T23)

- "I don't see a positive effect; I think it has more negative effects. Children have a hard time separating fiction from real life and believe what they see. They see violent scenes. He can imitate the bad character. Also, if he stays sedentary, he can have a lot of physical health problems. "(T35)

- The effect is negative. In terms of leading them to violence, emulating the lives they see there. Slang words lead to aggression, distraction. "(T60)

9 of the teachers who participated in the research mentioned both positive and negative effects of TV series. The positive effect of TV series is divided into sub-codes as social effect, verbal effect, cognitive effect, and physical effect. 6 of the teachers who participated in the research said that serials have a positive social effect, 3 have a verbal effect, 2 have a cognitive effect, 2 have a physical effect, and one has a historical effect. The opinions of the teachers who mentioned that TV series have both positive and negative effects on children are as follows:

• "The positive effect enriches the spoken language. historical events they can learn. Negatively, they are exposed to a lot of violence. Male-female relations, which do not comply with our morals, become commonplace. Their perceptions are affected. There is a distraction. There may be physical and mental disorders. His eyes can deteriorate." (T25)

• "Of course there are positive and negative effects. As a positive feature, children can learn about our past. They can see where we came from in these times. The negative feature is that they see violent images. They waste time and are constantly inactive, so physical problems can occur. There may be eye problems. There are also problems with morality." (T26)

Parent views on the effects of the TV series watched by primary school students were divided into sub-codes and analyzed using the MAXQDA program and presented with a hierarchical code subcode model. The views of parents on the effects of the TV series watched by primary school children are given in Figure 3.7.
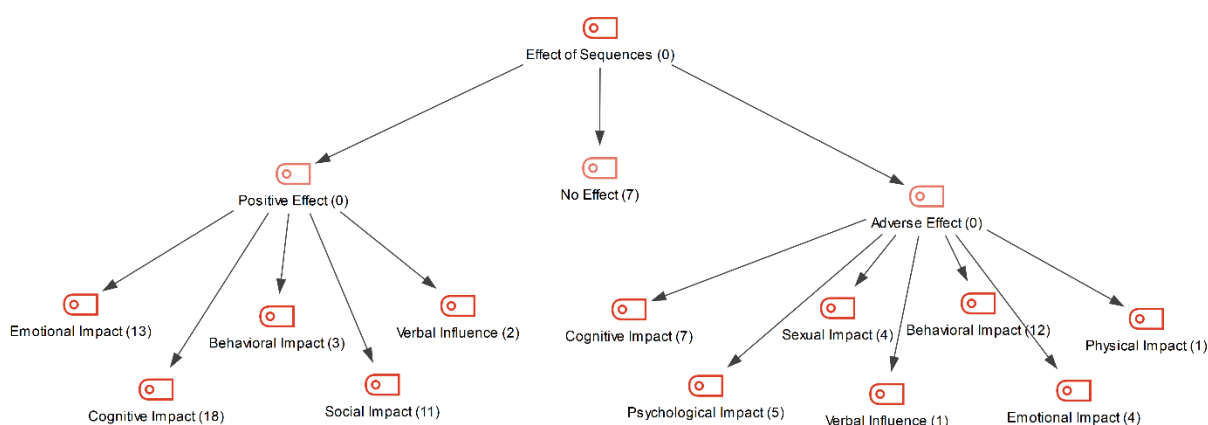

Figure 3.7. TV Series Effects Hierarchical Code-Subcode Model

In the interview question asked about the effects of TV series watched by primary school students, 24 parents stated that TV series have only positive effects, 20 have both positive and negative effects, 10 have negative effects, and 7 have no positive or negative effects.

The positive effects of the serials watched by primary school students are divided into sub-codes as emotional effect, behavioral effect, verbal effect, social effect and cognitive effect. Of the parents participating in the research, 11 of them mentioned social impact, 18 of them mentioned cognitive impact, 13 of them emotional impact, 3 of them behavioral impact, 2 of them mentioned social impact. The parents' views on the positive effects of the TV series watched by primary school students are as follows:

• "I think it has a positive impact. For example, in the series of my brothers, the fact that children both work and read can set a positive example for my child." (P1)

- "I think it has a positive impact. Toz Koparan İskender series Thanks to her, she understands the importance of friendship and cares about archery. In the Selçuklu series, he learns about our history." (P6)

- "I think it has more positive effects. It teaches the concepts of family, to do good, to be honest. "(P8)

The negative effects of TV series are divided into sub-codes as cognitive, behavioral, psychological, sexual, emotional, physical and verbal effects. As a result of the interviews, it was found that the TV series negatively affected children as 12 parents behavioral, 7 parents cognitive, 5 parents psychological, 4 parents emotional, 4 parents sexual, 1 parent physical, 1 parent verbal. The negative effects and opinions of serials on primary school children are as follows:

- "I think that serials with magic content have negative effects on children. I don't think it has a positive effect. But they are watching. They are watching because they can't find any activity to do. "(P2)

- "There is no positive effect, I think the negative effects are distraction, when you look at the TV for a long time, she exhibits aggressive attitudes and behaviors, her behavior changes." (P13)

- "Some movies are educational, while others have a lot of fighting and fighting. These images also negatively affect the child." (P9)

The views of parents on both positive and negative effects of TV series watched by primary school students are as follows:

- "The positive effects are that they learn to solve problems, the terms of homeland and nation and help each other. The negative effects are that they see violent scenes." (P7)

- "It positively influences their creativity and imagination. Negatively, they want to look like those characters. They act like them." (P4)

- "The negative effect is that they see images of violence. Seeing images that are not age appropriate. Being very excited and happy watching the positive effect." (P31)

- "The negative effect is that he sees polygamy and war scenes. It also has positive effects, of course, it learns about the past, our history." (P35)

The opinions of the teachers related to the effect of TV series and movies on the games played by primary school children are divided into subcodes and analyzed using the MAXQDA program. They are presented with a hierarchical code-subcode model. The views of the teachers on the reflection of series on games are also given in Figure 3.8.
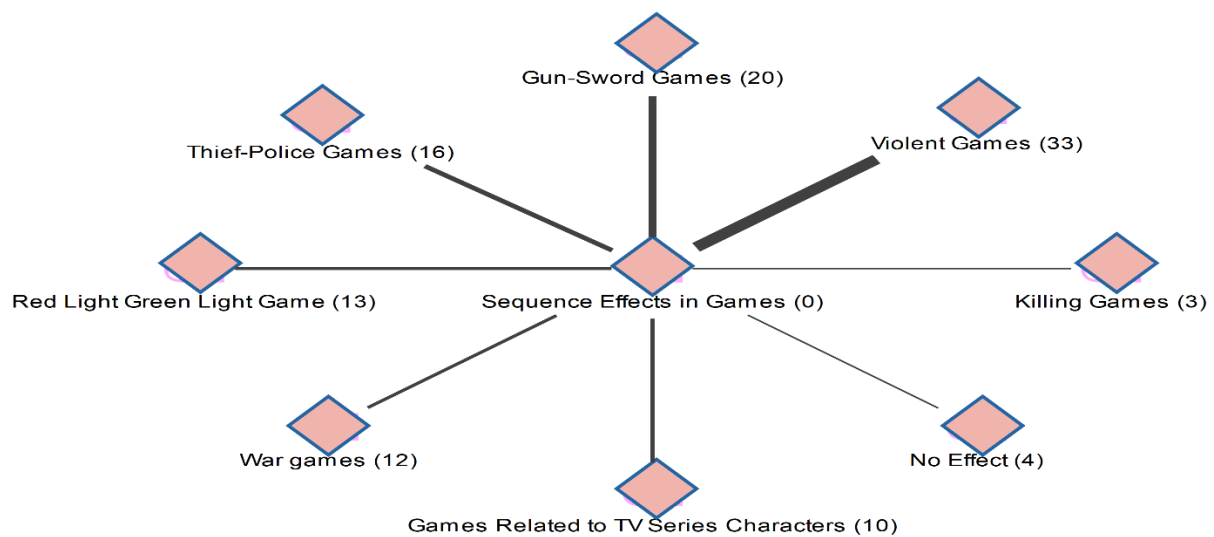
Figure 3.8. The Effect of TV Series on Games Code-Subcode Model

When we examined the opinions of the teachers about the effects of TV series watched by students on games, we received answers of 57 teachers that TV series have a big effect on the games of children, and of 4 teachers that TV series have no effect on the game.

When we asked the question to the teachers concerning the impact of games on TV series;

- 30 teachers claim that children play violent games.

- 20 teachers claim that children play with swords on the game.

- 16 teachers claim that children play the game of cops-robbers.

- 13 teachers claim that children play game like red light-green light.

- 12 teachers claim that children play war games.

- 10 teachers claim that children play game by using the name of characters in series.

- 3 teachers claim that children play killing games.

The opinions of the teachers regarding the effect of the series of films watches by their children on the games are given below;

- "They act out the scenes in the series to their friends at school. I see it when I am on duty. They display the stricts role while playing game. They have been recently playing a red light-green light game. Thus, they act out the scene in Squid Game." (T20)

- "I see the effects of the series, of course. There is both the influence of the computer games that they play and the influence of the series in their daily life. The students feel deeply the scenes of the characters in the series. One day, a couple of students were beating their friend. When I went to breaj up the fight, they all said they were playing game. They claimed that the student who were beaten

is a theaf and the others are poliçe to catch him. The students play several types of games like this with gun and thing containing violence." (T24)

- "It can be easily said that the series has a lot of influence on the life of students. The words which children use in their free time and games they play are always influenced by TV shows and computer games. The objects they take in their hands are used like swords and they are playing a war game. Another group uses their hands as weapons and shoots at each other." (T26)

- "I agree that the series has many influences. Everything has become corrupted and ordinary because of the vilonet and immoral series. The games have even changed. Children use the elements of violence in their games. One of them is a prisoner and the other try to save him. While rescuing, they use their hands like shoot by saying "boom, boom". They also play red light-green light game that they see in Squid Game." (T27)

- "Children often act out war scenes at school. One day, I saw that they were playing with brooms as if they were swords in the classroom. They were fighting together. They used their hands like a gun and made sounds like they were shooting. Then they said to each other, 'You're dead, get out! " (T52)

- "On the days when I'm on duty, I notice that they play games from the Squid Game series, or, when we release the subject in visual arts class, they depict battle scenes that are too much on TV." (T5)

The opinions of the parents on how the series of films reflec on the games played by elementary school students are divided into sub-codes and analyzed using the MAXQDA program. It is presented with a code-subcode model. The findings of the effect of serial films on the games played by primary school students is also given in Figure 3.9.
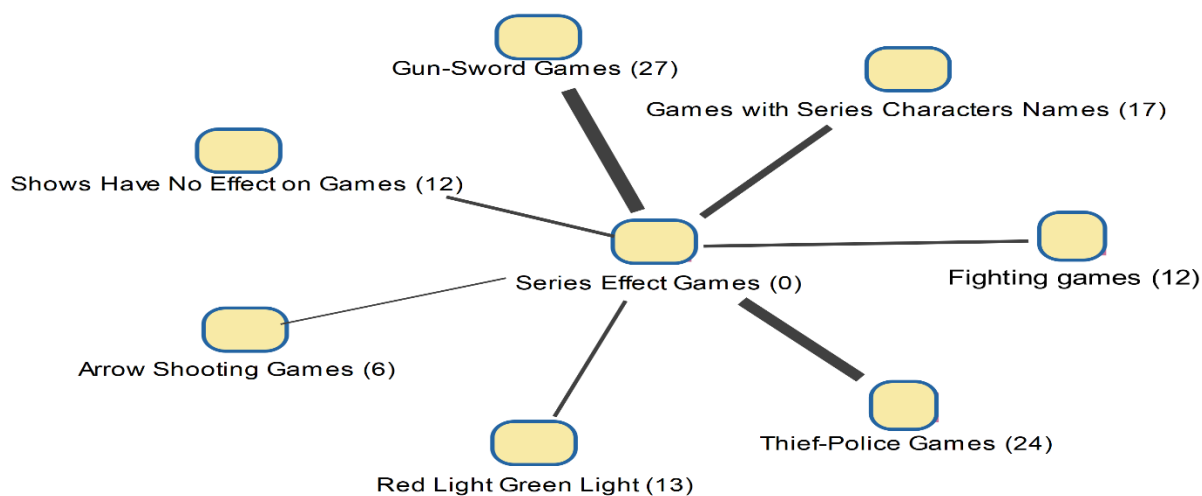

Figure 3.9. Reflection of Series Films on Games Code-Subcode Model

The parents gave the following answers to the question of how the TV series watched by

primary school students affect their games:

- 27 parents - Gun-Sword games

- 24 parents - Thief-Police game

- 17 parents -Games with the names of the characters in the series

- 13 parents - Red light- Green light games

- 12 parents - Fighting games

- 6 parents - arrow shooting games

12 parents stated that the TV series did not have any effect on the games. The views of the parents on the reflection of the TV series watched by primary school children on the plays are as follows:

"I think that the series have an impact on the games, but I don't think that this effect is negative. Children play games, thus they develop their imagination and creativity. They play games about cops and one of them becomes a cop and the other becomes a bad guy. The cops chase the bad guy with guns." (P57)

• "The series of films have an effect on the games which children play. They play games like guns and zombies. They give themselves the names of these characters from time to time. They kill each other for fun. They play such games and they often fight each other, but they find a way to solve the problem among themselves." (P54)

• "Tv series have a big impact on games. When the children come together with their friends, they play a game named as thief-police. They play with something like a gun in their hands. They shoot each other, catch and imprison the thief. There is also a game of red light and green light. The mover gets shot. They play such games." (P45)

• "TV series have an important effect on games. My child is influenced by the series 'Kuruluş Osman' and plays games with the sword all the time. After watching the 'Iskender', he became interested in bow and arrow. That's why I don't watch much anymore." (P44)

• "My child is playing gun games with his friends. They try to kill each other. He always wants to be a cop anyway. That's why their games are always related to cop. Someone becomes a bad guy and they try to take cover and kill him in their games, or they try to save their friends and fight." (P37)

• "TV series have an impact on the games played. Thanks to the TV series, our child acquires some skills such as having empathy and finding solution to any problem. She imitates the Asian character while dancing. He makes his moves. But I don't think it has any negative effects." (P30)

• "I think my child has been affected by TV series. He has became interested in archery thanks to the series he watched. He tells about the games he plays with his friends, and the TV shows that he watches at home have an effect on these games. For example, thief polise, and red light green light games are games produced through TV series." (P24)

• "My child imitates the characters he watches on TV from time to time and uses the names of these characters in the games. He acts like a character. For example, they say 'I became Serdar and you become Zehra' and they kill imaginary bad guys." (P19)

• I don't allow my child to watch enough TV shows to affect their games." (P13)

• "The games my child plays at home and outside have effects of TV shows, but not much. I've seen it a few times when playing games with friends. One of them becomes an enemy and they start chasing him and pretend to kill him. They play the red light green light game. I think they have seen him in a TV show too. I don't know if they saw it on the news or watched it on the phone." (P11)

Discussion, Conclusion and Recommendations

In the research, it is seen that primary school students have a excessive TV watching time. It is an inevitable fact that children spend 3-4 hours in front of the television, which will make them addicted. While researches show that primary school children should spend a maximum of 1-2 hours in front of the television; This period is quite long for children. It is seen that the child, who spends most of the weekday at school, spends most of the remaining time in front of the television instead of resting and spending time with the family when he comes home.

Arslan etc. (2006) conducted a study on primary school students watching television for 3 hours a day. According to the research of the Ministry of National Education (MEB) (2008), the children watch TV for 1-3 hours and the result of Çetin and Bilgin's (2010) research that half of the participants watch TV for 3 hours or more per day is similar to our research result. According to Doğan and Göker's (2012) study, it is 1-2 hours, and in Ersoy and Akaroğlu's (2010) study, the results obtained when children watch TV for 1-2 hours differ from the results of the study. In the study of Supper etc., (2021), it was seen that the children around the age of 10 watch television for an average of 1 hour or 50 minutes a day, which differs from our research.

Today, a new series of movies is broadcasted on television every day. Due to the fact that the names and characters of the TV series are in a constant change, it is very difficult to find similar studies in the literature on the findings of the TV series watched by primary school students, the characters of the TV series and the types of TV series. However, in the research of Akçay (2018) and Güner and Genç (2015), it is similar to the fact that one of the TV series that children watch most is "Back Streets".

When the results of the effects of TV series on primary school children are examined, it is similar to our finding that TV series cause social, cognitive, sleep and nutritional disorders, physical

disorders, language development problems and a decrease in school success (Yılmaz & Aksaçlıoğlu, 2007; Öztürk & Karayağız, 2007; Karaman, 2010; Öztürk etc., 2018; Erbaş, 2020; Ceran etc.;2018; Gupta etc., 1994; Christakis and Zimmerman,2007; Gentile etc.,2010; Doitchinova etc., 2021). The findings of positive effects such as influence, vocabulary development and socialization are similar to our study (Murhy, 1988; Peebles etc., 2018; Leeuw & Van Der Laan, 2018).

In the study, it has been concluded that primary school children are influenced by the TV series that they watch. Considering the contents of TV series, it has been noticed that these effects are mostly negative. It has been seen that TV series negatively affect the cognitive, physical and spiritual development of children. It has been also seen that the child who watches TV series for a long time has physical problems due to distance and inactivity. It has been revealed in studies that children who watch images that are not suitable for their development have some problems in terms of sleeping and emotinal reaction. It can not be said that TV programs have only negative effects. This type of series supports the language development of the children and lead them into sports. On the other hand, unfortunately, it has been understood from the interviews with the families that families are mostly not aware of this danger. In fact, the parents think that TV series, which are not suitable for their age, such as Barbaroslar Akdeniz'in Kılıcı, Teşkilat, Alparslan Büyük Selçuklu broaden their children's horizon and make them happy, so these series have more positive effects than it is thought. However, considering the content of TV series broadcasted on television today, it has been noticed that the negative effects of these TV series are more than it has been assumed.

The results of the study on primary school students' imitation of TV series characters are similar to our finding that children play games adapted from TV series (Nec, 1982; Greenfield, 1990; Dodd etc., 1992; Coyne etc., 2016; Sağlam, 1990; Voort, 1994). ; Öztürk, 1999; Torun, 2010; Kaya and Tuna, 2008; Yaşar and Paksoy, 2011; Türkmen, 2012; Fletcher and Nielsen,2012; Akçay, 2018; Oral and Tekin, 2019; Özyürek, 2019; Yılmaz, 2020). In Darga etc., (2021), in his research with parents, it is seen that there are different results with our research, as children do not imitate movie characters.

If we make a general evaluation in line with the findings obtained regarding the problem situation of our research, the reflections of the TV series that children watch in their plays are seen. In their spare time, children play games such as ball, rope, and ebemece, as well as games they have developed based on TV series. Dodgeball, chase, hopscotch, blindfold, etc. It is seen that traditional games are replaced by TV and computer related games. It is an undeniable fact that violent behavior, which has become a big problem in our society, is even in children's games. In general terms, TV series affect children as a whole and change their games, make them imitate wrong behaviors, emulate bad behaviors and characters, and show a bad situation such as killing someone as a good and fun behavior by attaching it to games. According to the findings of our research, children are influenced by the TV series they watch, and they act out TV series in their games.

Policy Implications

When we examine our education policies, it is seen that the first aim of all the policies we have implemented so far is to raise good and successful citizens. Undoubtedly, all societies have the aim of raising good citizens. The role of the family and the school in this regard is great. When we examine the content of today's TV series, we can see that they include sexuality, violence, aggression, etc.. It has been observed in our research that the games adapted from these TV series are generally violent games. It is seen that these serials do not have any contribution to our education policy.

The education program we have created to realize our education policies can be defined as the emergence of learning experiences within the framework of a certain plan and program under school management (Demirel, 1999). This definition is more for programs that are clearly written or planned. There is also a hidden curriculum, which is unwritten and includes extracurricular activities and has more sociological content. Hidden programs should be designed to reveal the different aspects and creative thoughts of individuals and should be integrated with normal education programs (Demirel, 2007). In this respect, the games that children play at school are part of the hidden curriculum. The reflections of the TV series on children's games will contribute to the studies on the hidden curriculum in the future.

Playing is an ordinary activity for a child. The child develops in many ways while playing. This study has been prepared to shed light on the reflections of TV series, which have become an indispensable part of our lives, on children and games. In the literature review, it has been seen that the studies on TV series and children's games are quite limited. As a result, this study will help us to see the reflections of the TV series, which are watched by many today and whose effects are quite destructive in the games played by primary school students. It will contribute to the work to be done in this field.

According to the results of the research, the effect of the TV series watched by the primary school students on the games has been noticed and it has been seen that the children plan their games under the influence of the TV series. It has been found that children often play violent games, and recommendations for this situation are given as follows:

• Primary school children have a lat of time to watch television. For this reason, the child's television viewing times and the programs which they watch should be controlled by the parents.

• Families are not aware of the danger in our home, and they even think that the series is useful. For this reason, training should be given to families with children in primary and secondary schools, especially families with children in preschool, to become media literate.

• Children are greatly influenced by the series, characters and events they watch on television. For this reason, it is necessary to pay attention to the characters and events while choosing the programs that children watch.

• Any support should be requested from the education staff while determining the scenarios and characters of the TV series.

• In the process of developing educational programs, elements should be added to prevent the negative effects of series of films evaluated within the scope of the hidden curriculum on children.

Appendix

References

Akcay, Z.G. (2018). Game culture hybridizing with the television screen. Cumhuriyet University Journal of Communication. (29). 116-139. Results for doi: 10.16878/gsuite.500052

Aksaçlıoğlu, AG and Yılmaz, B. (2007). The Effect of Students Watching Television and Using Computers on Reading Habits. Turkish Librarianship, 21(1), 3-28. Retrieved from https://dergipark.org.tr/tr/pub/tk/issue/48939/624269

Arslan, F. Ünal, A. S. Güler, H. Kardaş, K. (2006). School-age children watching television study of habits. TAF Preventive Medicine Bulletin 5(6).

Balci, D. (2022). The reflection of the TV series watched by primary school students on the games they play (Unpublished master's thesis). Ondokuz Mayıs University, Institute of Educational Sciences, Samsun

Busby, G. & Klug, j. Movie-Induced Tourism: The Challenge of Measurement and Other Issues Journal of Vacation Marketing 7/4 (2001): 316-332.

Ceran, E., Yılmaz, A., Tiftik, E., Sönmez, S. and Günbey, S. (2018). "The effect of watching television on language development in children under the age of four". Turkiye Klinikleri Journal of Pediatrics. 27(2). 51-58. doi: 10.5336/pediatr.2018-60716

Creswell, J. W. (2017). 30 essential skills for qualitative researchers. H. Özcan (trans.), Ankara: Anı Publishing

Christakis, D. A., & Zimmerman, F. J. (2007). Violent television viewing during preschool is associated with antisocial behavior during school age. *Pediatrics*, *120*(5), 993-999.

Charles, Carol Morgan. Piaget Principles for Teachers. Ankara: Memoir Publishing, 1999.

Coyne, S. M., Linder, J. R., Rasmussen, E. E., Nelson, D. A., Birkbeck, V. (2016). Pretty as a princess: longitudinal effects of engagement with disney princesseson gender streotypes, body esteem, and prosocial behavior in children. Child Development. 87(6). 1909-1925.

Çakıral, M. (2016). Child and subliminal messages in the television clamp. S. Çakıral (Ed.), Istanbul: Ferfir Education and Publishing.

Çetin, N. & Bilgin Aksu, M. (2010). Prımary educatıon 4-8. watchıng profıle of class (10-14 years old) students*. Journal of National Education, 40 (187), 122-137. Retrieved from https://dergipark.org.tr/tr/pub/milliegitim/issue/36197/407035

Darya, H. Zayimoğlu, F. and Öztürk, T. (2021). Examination of Parental Views on the Effect of Cartoons on Children's Language and Social Development Areas. International Primary Education Research Journal, 5 (1), 59-77. Retrieved from https://dergipark.org.

Demirel, Ö. (1999). Comparative Education. Ankara: Pegem A Publishing

Demirel, Ö. (2007). Curriculum development in education from theory to practice. Ankara: Pegem Academy.

Dodd, A. Dollins, R. Snyder, T. Welch, H. (1992). War and peace: toys, teachers, and tots. Paper presented at the Annual Conference of the Southern Association on Children Under Six, 2-28.

Dogan, A. and Goker, G. (2012). Thematic television and children: television watching habits of primary school students. Journal of National Education, 194;5-30. google scholar. https://dergipark.org.tr/en/download/article-file/442297

Doitchinova, L., Kirov, D., Bakardjiev, P., Nikolova, M., and Hristov, D. (2021). Television commercials and the development of dental caries in children aged 6 to 12 years. Folia Medica, 63(4), 533-540.

Erjem, Y. and Çağlayandereli, M. (2006). "Television and Youth: The Effects of National Television Serials on the Role Modelling Behaviors of Youngesters". Republic University Journal of Social Sciences. 15-30. https://kutuphane.dogus.edu.tr/mvt/pdf.php

Erbaş, Y.H. (2020). *Erken çocukluk döneminde dijital bağımlılık*. R.F. Ağmaz ve F. Ergüleç (Eds.), Erken çocukluk eğitiminde dijital teknoloji ve öğrenme içinde (pp. 93-107). Pegem Akademi.

Fletcher, R. and Nielsen, M. (2012). Product-based television and young children's pretend play in australia. Jaurnal of Children and Media, 5-17.

Güner, F. and Genç, S. Z. (2015). The Effect of Media Literacy on Students' Perception of Messages in Television Series, Journal of National Education, Ankara, 205, 2015, 179-191, pdf.

Gupta, R., Saini, D., Acharya, U. ve Miglani, N. (1994). Impact of television on children. The Indian Journal of Pediatric, 153-159.

Greenfield, P. M., Yut, E., Chung, M., Land, D., Kreider, H., Pantoja, M. ve Horsley, K. (1990). The program-length commercial: A study of the effects of television/toy tie-ins on imaginative play.

Huizinga, J. (2006). Homo ludens is an essay on the social development of the game. M. A. Kılıçbay (trans.). Istanbul: Details Publications

Işık, M. Erdem, A. Güllüoğlu, Ö. and Akbaba, E. (2007). Television and children. Ankara: Education Bookstore Publications.

İrkin, A. Ç. (2012). The development process of children and the effects of television. Ankara: Radio and Television Supreme Council. https://docplayer.biz.tr/25906051-Cocuklarin-gelisim-sureci ve-televizyonun-etkileri.html.

Kavgaoglu, D. & Fer, S. (2020). Investigation of the Effectiveness of Implicit Curriculum, Formal Curriculum and Out-of-School Factors in Gaining Values . Istanbul Gelisim University Journal of Social Sciences, 7 (2), 404-420. doı: 10.17336/igusbd.450338

Kaya, K. and Tuna, M. (2008). The effect of television on the socialization of primary school children. SDU Faculty of Arts and Sciences Journal of Social Sciences. 17. 159-182. https://dergipark.org.tr/tr/download/article-file/187115

Kahraman, B. P. and Başal, H. A. (2010). Gender stereotypes and game and toy preferences of children according to mother's education level. Nwsa Education Sciences.1335-1357. https://dergipark.org.tr/tr/download/article-file/18711Kırtepe, S. (2014). Televizyon dizilerinin toplum üzerindeki etkileri sosyal-kültürel bir çözümleme (Erzurum örneği). Yayınlanmamış Yüksek Lisans Tezi. Atatürk Üniversitesi Felsefe ve Din Bilimleri Ana Bilim Dalı, Erzurum.

Kösebalaban Doğan, N. (2012). The effect of vıolence elements ın televısıon programs on chıldren and a research on determınatıon of parents' attıtudes. Journal of Istanbul University Faculty of Communication |Istanbul University Faculty of Communication Journal, (26) https://dergipark.org.tr/tr/pub/iuifd/issue/22863/244126

Leeuw, R. N. Van Der Laan, C. A. (2018). Helping behavior in disney animated movies and children's helping behavior in the netherlands. Journal of Children and Media, 12(2), 159-174.

MEB. (2007). Game Activities-I. Child Development and Education. Ankara.

MEB. (2008). Television watching habits of students. Ankara: MEB. https://www.meb.gov.tr/earged/earged/TV_izleme.pdf. accessed from.

MEB. (2009). Game Activity-II. Ankara: Strengthening the Vocational Education and Training System Project, Ankara.

Murphy, R. T. (1988). Valuatıon of al manaahil: an original arabic children's television series in reading. New Jersey.

Nec, J. (1982). Television games children's play: children's uses of television for communication. Ohio Eyalet Üniversitesi

Oral, Ö., Tekin, U. (2019). "The effect of television watching habits on the language development and playing skills of children aged 3-6: a case study". Aydın Society and Human Journal, 187-214.

https://dergipark.org.tr/tr/pub/aitdergi/issue/52700/695080

Öztürk, C. and Karayagiz, G., 2007. Children and television. Journal of Atatürk University School of Nursing. Erzurum 10: 81-85.

Özyürek, A. (2019). "Games and toys played by children in the recent past". Kocaeli University Journal of Social Sciences (37), 105-119. https://doi.org/10.35343/kosbed.536296

Riddle, K., Peebles, A., Davis, C., Xu, F., & Schroeder, E. (2018). The addictive potential of television binge watching: Comparing intentional and unintentional binges. *Psychology of Popular Media Culture*, *7*(4), 589.

Saglam, D. (1990). The effect of television advertisements on children. Unpublished Master Thesis. Technical University, Institute of Science and Technology, Istanbul.

Supper, W., Guay, F. And Talbot, D. (2021). The relation between television viewing time and reading achievement in elementary school children: a test of substitution and ınhibition hypotheses. Frontiers in Psychology. https://doi.org/10.3389/fpsyg.2021.580763

Şirin, M. R. (2015). Television Child and Family. Istanbul: Iz Publishing.

Torun, S. (2010). Investigation of the effect of magic-containing TV series on children in terms of religious education: "Selena TV series example". Unpublished Master Thesis. Marmara University Institute of Social Sciences, Istanbul.

Turkmen, M. (2021). How Much Do Children Interpret Television and Animated Film Contents? . *International Journal of Progressive Education, 17*(1), 458-478. doi: 10.29329/ijpe.2021.329.29

Turkmen, N. (2012). "The role of cartoons in cultural transmission and Pepe". Cumhuriyet University Journal of Social Sciences, 2(36), 139-158. http://cujos.cumhuriyet.edu.tr/tr/pub/issue/4347/59453

Yaşar, M. and Paksoy, İ. (2011). "The effect of aggressive images in cartoons on children's aggression levels during free play". C.U. Journal of the Institute of Social Sciences, 20(2), 279-298. https://dergipark.org.tr/tr/pub/cusosbil/issue/4387/6029

Yıldırım, A. and Şimşek, H. (2018). Qualitative research methods in the social sciences. Ankara: Seçkin Publishing.

Yılmaz, H. (2020). Investigation of the effects of popular television series in Turkey on children in terms of religious education. Unpublished Master Thesis. Istanbul University, Department of Religious Culture and Moral Education, Istanbul

Quadır, S. E., Akaroğlu, G. (2009). A review of the visual effects of television advertisements on child consumers. Selcuk Communication, 6, (1), 78-98.

Weiss, AJ. and Wilson, BJ. (1996). Emotional portrayals in family television series that are popular among children. Journal of Broadcasting and Electronic Media. 40(1). 10.1080/08838159609364330