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Examining Parents' Views and Behaviors About Preschool Children's Technology Use

Özge ÖZEL[1], Seden YAY[2]

Abstract: The purpose of this study is to examine the views and behaviors of parents of preschool children regarding the use of technology. The study was designed in phenomenological design, one of the qualitative research methods. Participants were selected by purposive sampling method. The participants consisted of the parents of 29 children studying in kindergartens and preschools in a province in the interior of the Mediterranean Region of Türkiye in 2022-2023. Data were collected through semi-structured interviews and analyzed using descriptive analysis method. The findings were explained under the themes of the duration of children's use of technology, time constraints, children's reactions to these constraints, various methods applied by parents against these reactions, and the measures they took to restrict technology. The findings showed that children are intertwined with technology, that technology should be used within controls, that children react to time restrictions, that parents have some methods of agreement against these reactions, that they resort to techniques such as deprivation of technology in case of failure to reach an agreement, that their children should comply with the predetermined time, that they generally followed the content and benefit from some programs or are present with their children while creating content.

Keywords: Technology use, preschool period, parents' view, parents' behavior, qualitative design

Okul Öncesi Dönem Çocuklarının Teknoloji Kullanımları Hakkında Ebeveyn Görüşlerinin ve Davranışlarının İncelenmesi

Öz: Bu çalışmanın amacı, okul öncesi dönemdeki çocukların ebeveynlerinin teknoloji kullanımına ilişkin görüş ve davranışlarını incelemektir. Çalışma nitel araştırma yöntemlerinden fenomenolojik desende tasarlanmıştır. Katılımcılar amaçlı örneklem yöntemiyle seçilmiştir. Katılımcılar, 2022-2023 yıllarında Türkiye'nin Akdeniz Bölgesi'nin iç kesimlerinde yer alan bir ilin Merkez İlçesindeki anaokulu ve anasınıflarında öğrenim gören 29 çocuğun ebeveyninden oluşmaktadır. Veriler yarı yapılandırılmış görüşmeler yoluyla toplanmış ve betimsel analiz yöntemi kullanılarak analiz edilmiştir. Bulgular, çocukların teknolojiyi kullanma süreleri, zaman kısıtlamaları, çocukların bu kısıtlamalara tepkileri, ebeveynlerin bu tepkilere karşı uyguladıkları çeşitli yöntemler ve teknolojiyi kısıtlamak için aldıkları önlemler temaları altında açıklanmıştır. Bulgular, çocukların teknoloji ile iç içe olduğunu, teknolojinin kontroller dahilinde kullanılması gerektiğini, çocukların zaman kısıtlamalarına tepki gösterdiğini, ebeveynlerin bu tepkilere

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karşı bazı anlaşma yöntemleri olduğunu, anlaşma sağlanamaması durumunda teknolojiden mahrum bırakma gibi tekniklere başvurduklarını, çocuklarının önceden belirlenen zamana uyması gerektiğini, genel olarak içerikleri takip ettiklerini ve bazı programlardan faydalandıklarını ya da içerik oluşturulurken çocuklarının yanında bulunduklarını göstermiştir.

Keywords: Teknoloji kullanımı, okul öncesi dönem, ebeveyn görüşü, ebeveyn davranışı, nitel desen

Introduction

Technology has become a crucial part of our lives today. The use of technology, which is increasing day by day, has reached the highest levels due to the COVID-19 pandemic through the world. For instance, according to United States Census Bureau, 97% of 3-18-year-olds had home internet access in 2021 in the U.S. On the other hand, while the rate of access to the internet in the world is 66.2%, this rate is 83% in Türkiye (Internet World Stats, 2022). In fact, Turkish Statistical Institute TÜİK (2023) data shows the proportion of households with internet access from home increased by 1.4% compared to 2022, reaching 95.5% in 2023in Türkiye. This rate, which is very close to the U.S.'s rate proved how technology usage has been increasing in Türkiye. Similarly, the internet usage rate of children aged 6-15 increased to 81.5% in 2021 (TÜİK, 2021). Children of all ages, from very young children to adolescents, showed large increases in screen time during the first wave of the COVID-19 epidemic that struck the world in the spring of 2020 (Toombs et al., 2022).

The use of technology in early childhood education is still a subject of debate (Dong et al., 2020). While most studies have shown that the harms of technology are too high, some studies have drawn attention to the beneficial aspects of technology in terms of providing content and different formats (Doğan & Tosun, 2016). For example, Rideout and Hamel (2006) reported that children who are exposed to technological tools such as television more often learn to read later than children who use technology less. On the other hand, NAEYC (National Association for the Education of Young Children) (2012) found that technological tools have positive effects on children's language development and that they enrich children's vocabulary, improve their math and logic skills, manage themselves better, and gain better social skills. However, today it is much more important to focus on how to integrate technology into the process rather than discussing whether it should be used or not, or its benefits and harms (Özel, 2019).

Kuzgun and Özdinç (2017) stated in their study that the correct use of technology during early childhood will have positive effects on children's developmental areas and achievements. Thus, they drew attention to the importance of the purpose for which technology is used in early childhood education. Seferoğlu (2009) emphasized that today's schools are expected to rise the number of individuals who can access information, use information efficiently, and use technology effectively. However, it should not be ignored that many factors such as students, teachers, curriculum, technological infrastructure, and school management affect the process of effective technology use (Sert et al., 2012). Considering all these factors, the most critical task falls on the teacher (Chen & Chang, 2006; Doğan & Tosun, 2016; Konca & Tantekin Erten, 2021; Konca et al., 2016; Özel, 2019; Sert et al., 2012).

In Türkiye many studies have been conducted on early childhood teachers' attitudes, opinions, and competencies regarding their use of technology (Aksoy, 2021; Demirezen & Alakurt, 2022; Gök et al., 2011; Gülen, 2021; Konca & Tantekin Erten, 2021; Konca et al., 2016; Korkmaz & Ünsal, 2016; Kuzgun & Özdinç, 2017; Öner, 2020; Sancar Tokmak et al., 2013; Sıngın &

Gökbulut, 2020; Şalcı et al., 2018; Yılmaz et al., 2016). However, some studies emphasized that children's technology use is not only related to teachers but also to the attitudes of families (Özel & Yay, 2023). Doğan and Tosun (2016) also stated that parents have important roles in technology use in early childhood.

When studies on parents' attitudes toward children's use of technology around the world were examined, it was found that parents exhibited positive attitudes toward the use of technology by children aged 0-3 (Nevski & Siibak, 2016). Shin and Li (2017) found that parents tend to use guidance strategies in a simpler way to control and supervise their children's use of digital technology. They concluded that this guidance is a function of the interaction model rather than the demographic characteristics of parent and child guidance. Likewise, Gjelaj et al. (2020) found that parents had positive attitudes toward digital technology and thought that they were developing in terms of language and cognitive development, technology literacy as well as learning to learn skills.

Vittrup et al. (2016) examined parents' attitudes towards media and children's knowledge and attitudes towards media technology. According to the results of the study, there was a high level of media use among both parents and their children, and after the age of 2, many children were able to use smart devices independently. In general, parents believed that media use was necessary for their children and had positive attitudes towards technology use. In their study, Nikken and Schols (2015) examined parents' attitudes towards their children's use of media tools, their children's media use skills, media use activities, and the characteristics of families. According to the findings, it was found that children's use of TV, computer, game console, and touchscreen depends on their media skills and age, not on their parents' attitudes towards media; parents apply control, co-use, restrictive and active mediation, and monitoring for their positive or negative attitudes towards media; and children's media activities and skills have a very strong relationship with parents' guidance styles. Similarly, Pila et al. (2021) examined the relationship between parents' attitudes towards haptic technology and children's mobile media use and STEM media use and found that parents had positive attitudes towards haptic technologies.

Papadakis and Kalogiannakis (2019) examined parental views toward the use of smart devices by young children and emphasized that most parents have positive attitudes toward their children's use of these devices. According to parents with older age and less education, they could not adapt to the advancement in technology and therefore had negative perceptions of mobile learning technology. Younger parents and parents with higher levels of education perceived that utilizing technology at home provides a better learning environment. Buabbas et al. (2021) found that in addition to parental attitudes and awareness of their children's excessive use of smartphones, parents do not control the duration despite accepting the harmful effects related to this, and family relationships have an important role in this limitation. Preradovic et al. (2016) examined parental perceptions of their children's computer use and the advantages and disadvantages of computer use. According to the results, it was found that parents with children between the ages of 3 and 7 were highly concerned about their children's use of digital technologies and did not always allow them to use digital technology, despite the presence of technological equipment in their homes.

In Türkiye, it has been observed that studies on this subject are limited. Regarding the issue, Akçay (2020) examined the awareness levels of parents about video addiction and showed that parents with higher education levels also had higher levels of awareness about video addiction. It was also found that these families set some rules for using these devices. İnan-Kaya et al. (2018)

showed that parents were knowledgeable about the risks of digital technologies and considered themselves sufficient in taking precautions. Konca and Tantekin Erden (2021) demonstrated that regular interactions between parents and children can significantly enhance the latter's digital activities. The social interactions between kids and parents, whether they were in harmony or discord, offered chances for kids to get better at comprehending and managing their emotions.

In addition, Oğuz and Kutluca (2020) evaluated the technology use of parents with early childhood according to age, district, gender, education level, income level, number of children, and frequency of technology use variables. According to the findings, it was seen that the frequency of use of technology differed significantly according to the district, age, and while the frequency of use of education level, income level, and number of children did not differ. It was determined that fathers' opinions on the use of technology differed only according to the district variable. It was concluded that the benefits, dimensions, and pedagogical aspects of technology differed in favor of fathers, while the sub-dimension of technology differed in favor of mothers.

Güngör (2014) examined the relationship between early childhood's television viewing habits and their parents' attitudes. According to the results of the study, it was determined that children in families with democratic parental attitudes decide on TV and computer use together with their children, but children in families with oppressive attitudes have no say in this matter, while children in families with liberal parental attitudes are not exposed to any control and thus are in an excessive use process. Urfa (2020) examined the role of smart device usage habits and parents' attitudes in the development of early childhood and found that children's device usage habits have negative effects on their development and that different parental attitudes affect this situation. Oğuz and Kutluca (2020) also found that there is no supervision on TV viewing by children between the ages of 4 and 5, children are exposed to violent programs, and most children have mobile devices and use them independently. It was also determined that parents with democratic attitudes follow media applications for their children and direct them to activities for their age group.

Saltuk and Erciyes (2020) examined the content and duration of 4 and 5-year-old children's use of technology, their parents' attitudes and behaviors in this regard, and their children's use of technology. As a result of the study, it was found that families with democratic parental attitudes had knowledge about child development and education and spent quality time with their children. Also, Konca (2021) proved children's interactions with digital technology are greatly influenced by their parents and the environment in the house. Therefore, when utilizing digital tools to promote young children's learning and development, the family setting needs to be considered.

In conclusion, although there are studies suggesting that parents of preschool children in Türkiye have positive or negative attitudes toward their children's use of technology, there are insufficient studies on their behaviors toward these situations. On the other hand, current research stressed how much exploring parents' behaviors through their children's technology usage play crucial role. Therefore, the purpose of this study is to examine the views and behaviors of parents with preschool children about their children's use of technology and the answer to the following question will be sought within the scope of this research:

- What are the views of preschool-aged parents regarding the technological usage of their children?
- What are the behaviors of parents reported in relation to the use of technology by preschool-aged children?

Method

Research Design

This study was designed as a qualitative study. Flick et al., (2004) argued in their study that qualitative research methods depict individuals' life worlds from the inside out and through the eyes of the participants. In this way, they argued, the social reality can be more clearly understood, and the pattern of meaning, social process, and structural features can be better emphasized. Since the aim of this study was to explore parents' views and behaviors through their preschool children's technology usage the phenomenological approach was adopted because understanding the phenomenon through the eyes of those who have experienced it or are living it, and highlighting commonalities, is the fundamental goal of the phenomenological approach (Denzin & Lincoln, 2011).

Participants

While selecting the participants in this study, a purposeful sampling method was used. In qualitative research, purposeful sampling is a commonly employed strategy that facilitates the identification and selection of instances with abundant information, hence optimizing the utilization of few resources (Patton, 2002). To do this, people or groups of people who are particularly aware or experienced with a topic of interest must be identified and chosen (Creswell & Plano Clark, 2011). Based on this, all participants had to be female (mothers), considering they usually spend more time than fathers, have at least one child who is going to public kindergarten, and are willing to participate in the study. The parents of 29 children whose children were studying in kindergarten classes affiliated with the Ministry of National Education in the city center located in the Mediterranean Region in the 2022-2023 academic year participated in this study. Demographic information of the participants is given in Tables 1, 2, 3, 4 and 5.

Table 1

Distribution of Participants by Age

Age range	Number of people
20- 25	2
26- 30	3
31- 35	8
36- 40	8
41- 45	6
46- 50	2

Table 2

Distribution of Participants According to Education Level

Education level	Number of people
Primary school	2
Middle school	7
High school	13
Bachelor's degree	7

Table 3

Number of Their Children

Number of children	Number of people
1	2
2	12
3	13
4	2

Table 4

Distribution of Children by Age

Age of children	Number of people
5	9
6	20

Table 5

Distribution of Children by Gender

Children's gender	Number of people
Boy	17
Girl	12

Data Collection Tool

In this study, a semi-structured interview was used as a data collection tool. Yıldırım and Şimşek (2008) defined qualitative research as research in which one of the qualitative data collection techniques such as unstructured interview, observation and document analysis etc. is used and a process is followed qualitatively to reveal events and phenomena in a holistic and realistic manner in a natural environment. For this study, interviewing is the most fit to collect data since observing participants may not possible or appropriate since their behaviors would be affected by the researcher as Creswell (2009) suggested. To ensure this in the qualitative data method, data were obtained through semi-structured interviews. The interview questions were prepared by the two researchers conducting the research based on reviewed literature and then two experts whose research focus on children and technology opinions were obtained. After that, one question was removed, and two questions were turned into one question since they were over lapped.

Data Analysis

The data collected in the study were analyzed by descriptive analysis method. While applying descriptive analysis, the six steps applied by Yıldırım and Şimşek (2008) as cited in Karataş (2017) were followed. After the interviews, transcripts were first created based on the statements, read carefully, important statements were indicated, and unnecessary statements were removed. The statements were categorized, defined, and explained under ten main themes.

Validity and Reliability

To ensure validity in qualitative research, Yıldırım and Şimşek (2008) recommend explaining the analysis steps in detail and describing the findings in detail. In this study, validity was ensured by explaining the analysis steps and describing the findings in detail. In addition, reliability was ensured by obtaining a second expert opinion on the interview questions. In addition, the data were coded separately by two different researchers and then codes and completions were created. Inter-

coder reliability coefficient was 90%. Because participant confirmation or expert opinion can be taken to achieve reliability in qualitative research (Yıldırım & Şimşek, 2008).

Ethics

The necessary permissions to conduct this study were obtained from Burdur Mehmet Akif Ersoy University Non-Interventional Clinical Research Ethics Committee with the decision numbered 2023/313 on 03.05.2023. In addition, all ethical rules were followed before, during and after data collection. All participants were asked to sign a consent form.

Findings

The initial focus of this section is on the technological devices present in the participants' households, as well as the technological devices owned by their children. It then proceeds to explore the specific technological devices utilized by the children and the various purposes for which they are utilized. Finally, the section reveals the perspectives and behaviors of the parents regarding this particular issue.

Table 6

Themes of Findings

Findings	Current Information About Children's Use of Technology	Technological Devices at Home
		Technological Devices Belonging to Children
		Technological Devices Used by Children
		Children's Purposes of Using Technological Devices
		Time Children Spent with Technology
		About the Time Children Spent with Technology
	Parents' View on Children's Use of Technology	Benefits of Technological Devices for Children According to Parents
		The Harm of Technological Devices for Children According to Parents
		Parents' Restriction *on Children's Daily Use of Technological Devices*
		Parents' Use of Technological Devices as Reward or Punishment for Children
	Parents' Behaviors on Children's Use of Technology	*Parents' Restriction Methods for Children to Use of Technology*
		Children's Reactions to Restriction Methods
		Parental Attitudes Towards Children's Reactions to Restriction Methods
		Precautions Parents Take Regarding the Content of Technological Devices

Current Information About Children's Use of Technology

Technological Devices at Home

Figure 1

Technological Devices at Home

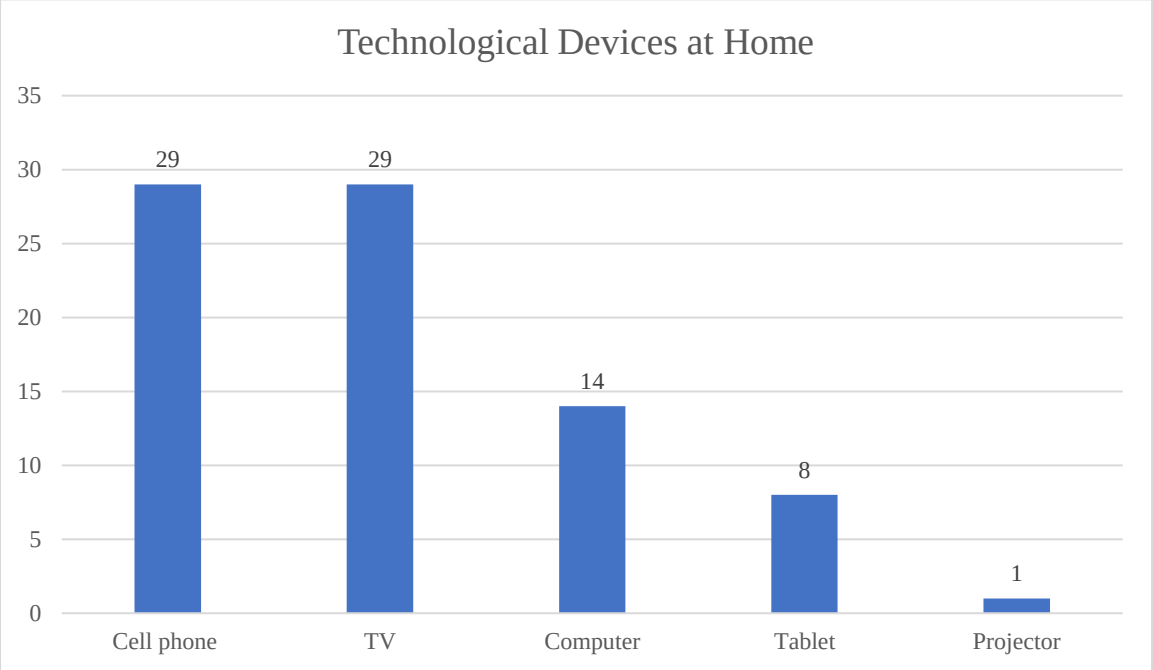
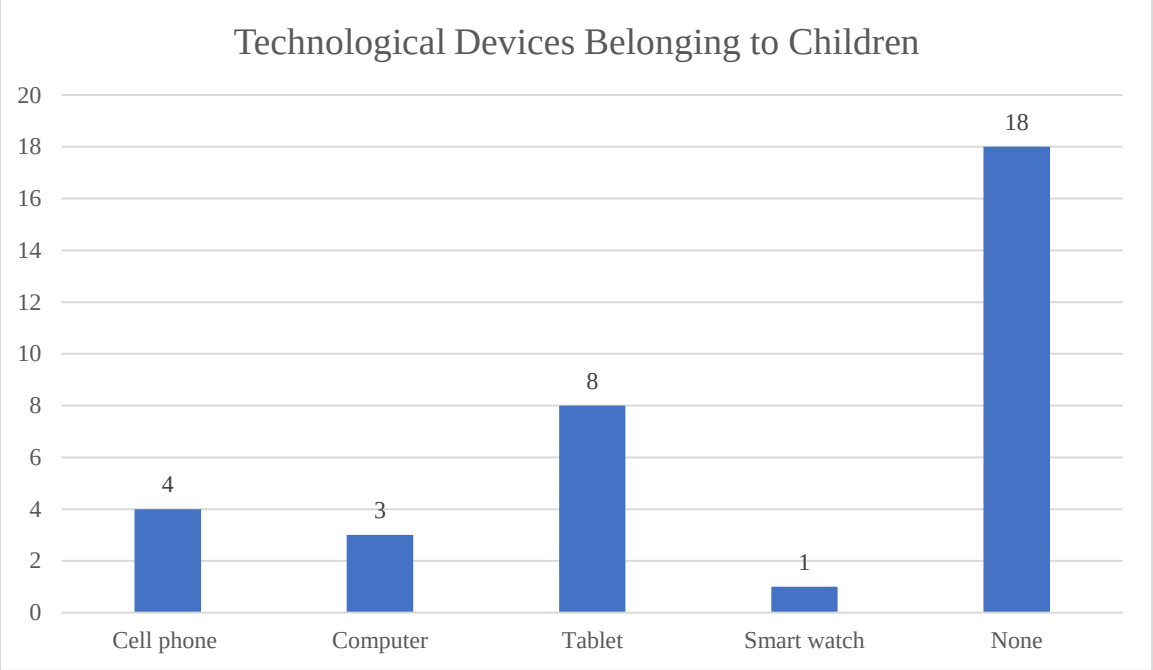


Figure 1 illustrates that every parent involved in the research possessed a television and a telephone within their households, while approximately fifty percent of them owned a computer. Out of the surveyed families, eight of them possessed tablets, whereas only one family had a projector.

Technological Devices Belonging to Children

Figure 2

Technological Devices Belonging to Children

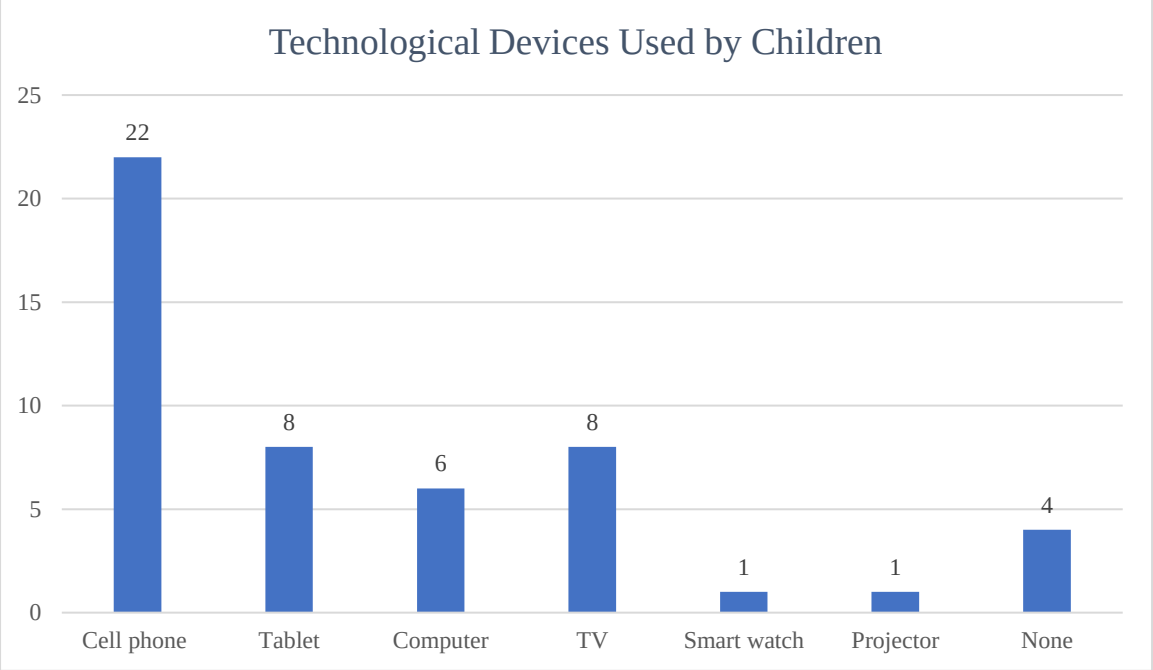


When examining the technological gadgets possessed by the offspring of all the parents involved in the study, as depicted in Figure 2, it is evident that 18 children among the participants did not possess any personal technological devices. Among the remaining children, eight were in possession of tablets, while four had phones. Merely three children had access to computers, and a solitary child possessed a smart watch.

Technological Devices Used by Children

Figure 3

Technological Devices Used by Children



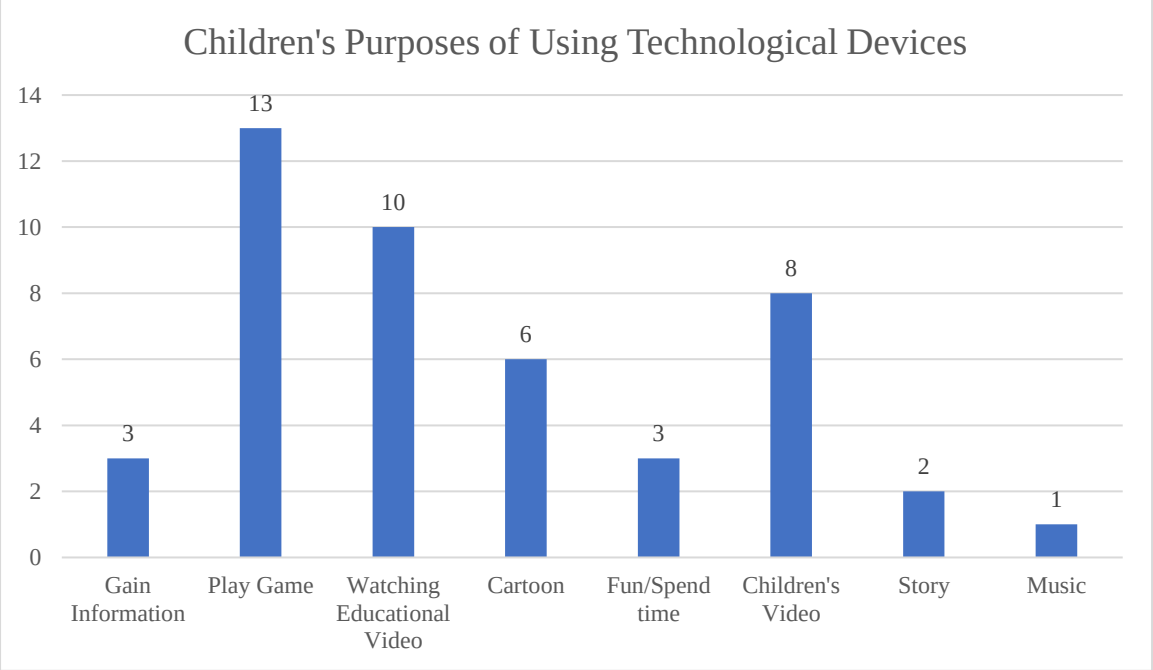
When analyzing at the technological devices used by the children of the parents who participated in the research, as indicated in Figure 3, the children mostly used phones, followed by tablets and TVs. Merely one child used a smart watch and a projector, while four children did not use any technological device.

Children's Purposes of Using Technological Devices

When investigating the purposes for which children use technological devices, as illustrated in Figure 4, the children used them to obtain information, play games, watch cartoons, have fun, watch children's videos, watch stories and tales, or listen to music. It was also noted that some children used their devices for a range of activities, including playing games, watching cartoons, viewing children's videos, and accessing educational materials.

Figure 4

Children's Purposes of Using Technological Devices



Regarding the subject, E19: 'There is an educational cartoon called Natsya, she watches it. She also watches a short video called Lina that girls watch'. According to the findings, it was determined that four children did not use technological devices in any way or for any purpose.

The Time Children Spend with Technological Devices

The time spent with technological devices by the children of the parents who participated in the study is given in Table 7. According to the findings, four children spend no time with technology, while five children spend more than three hours a day with technology.

Table 7

Time Children Spend with Technological Devices Daily

Duration (hour)	Number of children
0	4
0-1	2
1-2	15
2-3	3
3+	5

Parents' View on Children's Use of Technology

About the Time Children Spent with Technology

When parents were asked about their opinions on the amount of time their children spend with technological devices, some of them thought that one or two hours of technology use by their children during the day was too much. While others thought that two hours was an appropriate amount of time for their children. One parent stated that their child was constantly looking at a tablet except for sleeping and that this time was too much. Four parents stated that they did not

allow their children to use technological devices at all. Parents of children who used technological devices for up to one hour stated that they restricted their children in terms of time as a punishment. Some of the parents stated that they did not restrict the time if their child spent time with educational videos or games. Some parents also stated that they made conditional agreements with the child about the duration. For example, E12: 'We plan the time together. There is a total viewing time of one hour a day. For example, if he watches 1.5 hours one day, he has half an hour the next day. We had some difficulty in doing this at first, but now we are able to implement it even if we have some minor problems". Some parents, on the other hand, stated that they let them go after they finish their homework and responsibilities and did not impose any time restrictions until bedtime. Detailed data on opinions about duration are given in Table 8.

Table 8

Parents' Views on the Time Children Spend with Technological Devices Daily

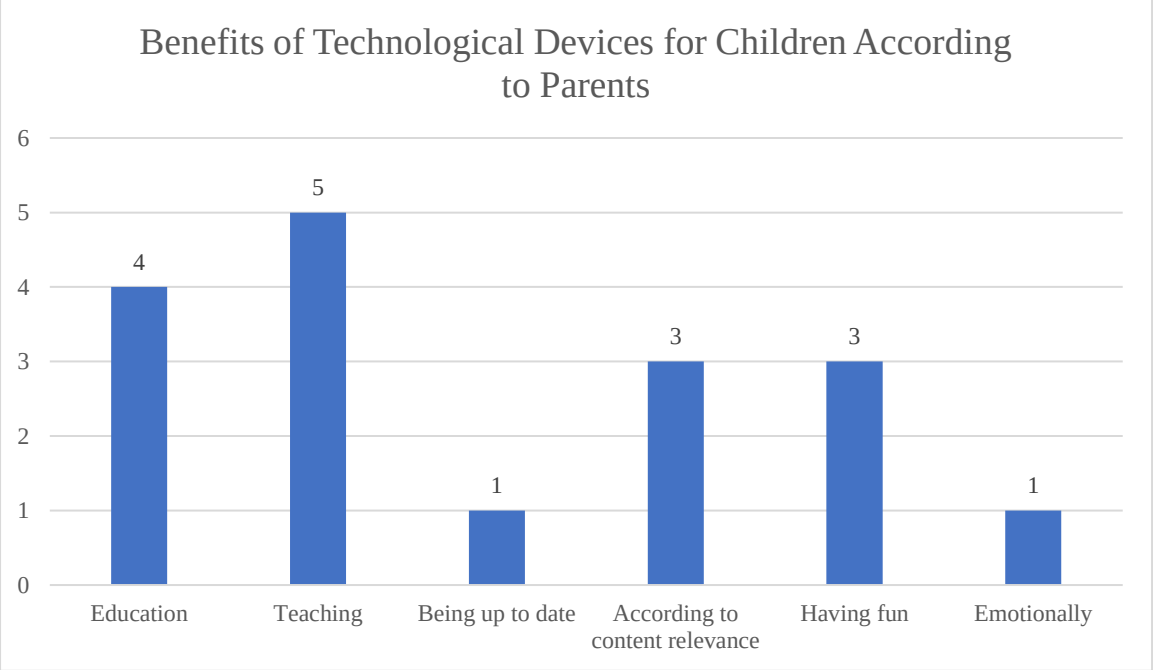
Opinions on Duration	Number of people
Too much	6
More	8
Normal	11
Never Uses	4

Benefits of Technological Devices for Children According to Parents

Twelve of the parents reported that technology for children was not useful, while 17 reported that it was useful. Some of the parents who stated that it was not useful also stated that it was too early for technology in terms of age and misuse. Parents have indicated that technology can be beneficial for children in various aspects such as education, skill development, staying informed, entertainment, and emotional well-being, depending on the nature of the content. Those parents who perceive technology as advantageous typically emphasize the importance of using it appropriately.

Figure 5

Benefits of Technological Devices for Children According to Parents



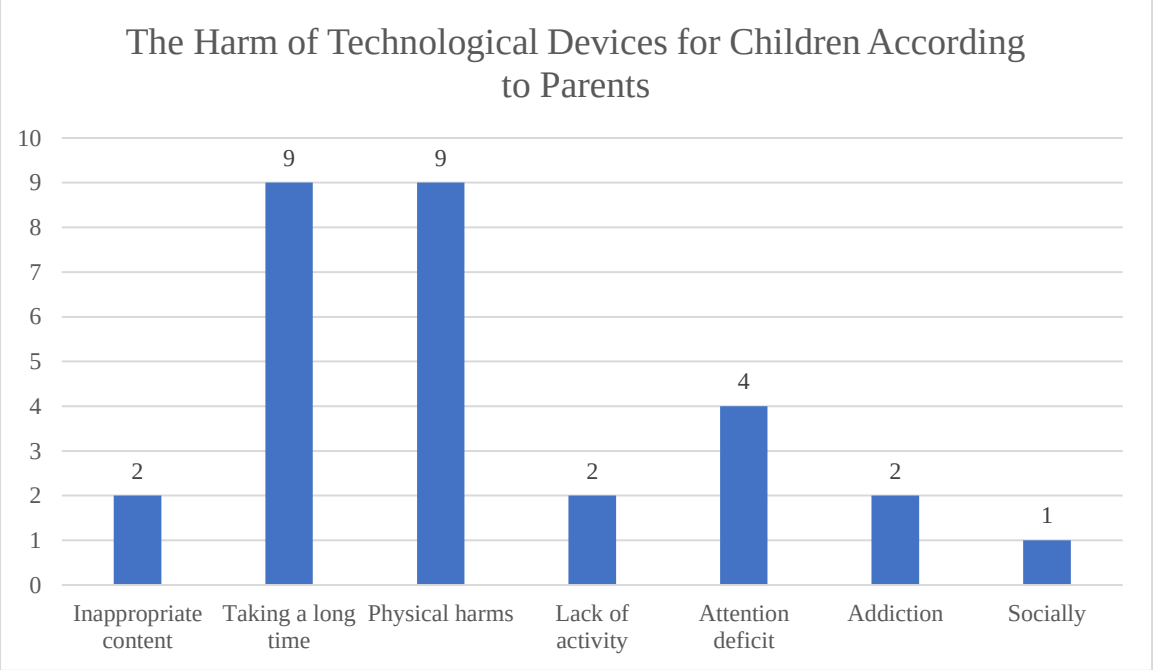
E19: 'Of course I find it useful; it develops strategies. I don't want my child to be a stranger when his/her friends say they watched this and that. It has become a kind of socialization tool. These parents also stated that their children learned many useful and educational information through technology. They stated that they increased their children's knowledge through educational videos, educational games, documentaries, numbers, and songs. E13 in this direction: 'I think there is. The child plays games and develops strategies about where and what move to make in these games. I also think that when they play with their friends, they socialize, but of course, if they do not play too much. Some parents reported that they use technology when doing homework assigned by the teacher. Some of the parents also stated that technology is very important in today's conditions, that children cannot be isolated from technology, that technology will develop further in the future, and that children already have a good command of technology.

The Harm of Technological Devices for Children According to Parents

According to the responses received from parents, 24 parents stated that technology has harms for children, while five parents stated that there is no harm. Some parents stated that inappropriate content is harmful for their children, while other parents stated that when it was used for too long, it kills their time. They mentioned that they were deprived of physical activities because it took too much time. Physically, most parents pointed out that their children's eye health could be jeopardized, while a few mentioned that their skeletal systems were damaged due to their posture. Some parents responded that there is more than one harm. One parent stated that they received radiation and that it was harmful.

Figure 6

The Harm of Technological Devices for Children According to Parents



Some of the parents mentioned that technology is very harmful for children and stated that technological devices are definitely not suitable for children at this age. E18, who exhibited the view of addiction on the subject, stated: 'There is, he does not eat, he does not sleep, he is not interested in his lessons. Parents also mentioned that they lost their attention and did not understand what they were eating while eating. Parents who stated that technology is not harmful for their children stated that they use technology in a controlled manner and therefore it does not cause any harm to their children. E28 on this issue: 'Because we follow, warn and control'. E22: 'I definitely don't want him to play on the phone. His lack of attention and his irritability bother me a lot. He does not listen when he is in a crowded environment. I also attribute this situation to technology.'

Parents' Behaviors on Children's Use of Technology

Parents' Restrictions on Technology Use and Methods of Restriction

Based on the data provided by the parents, as illustrated in Table 9, it can be observed that a total of 24 parents impose limitations on the duration their children spend using technological gadgets.

Table 9

Parents' Restrictions on Children's Daily Use of Technological Devices

Restriction	Number of people
Yes	24
No	5

In addition, as seen in Table 10, 13 parents stated that they presented technological devices to their children as a reward or punishment.

Table 10

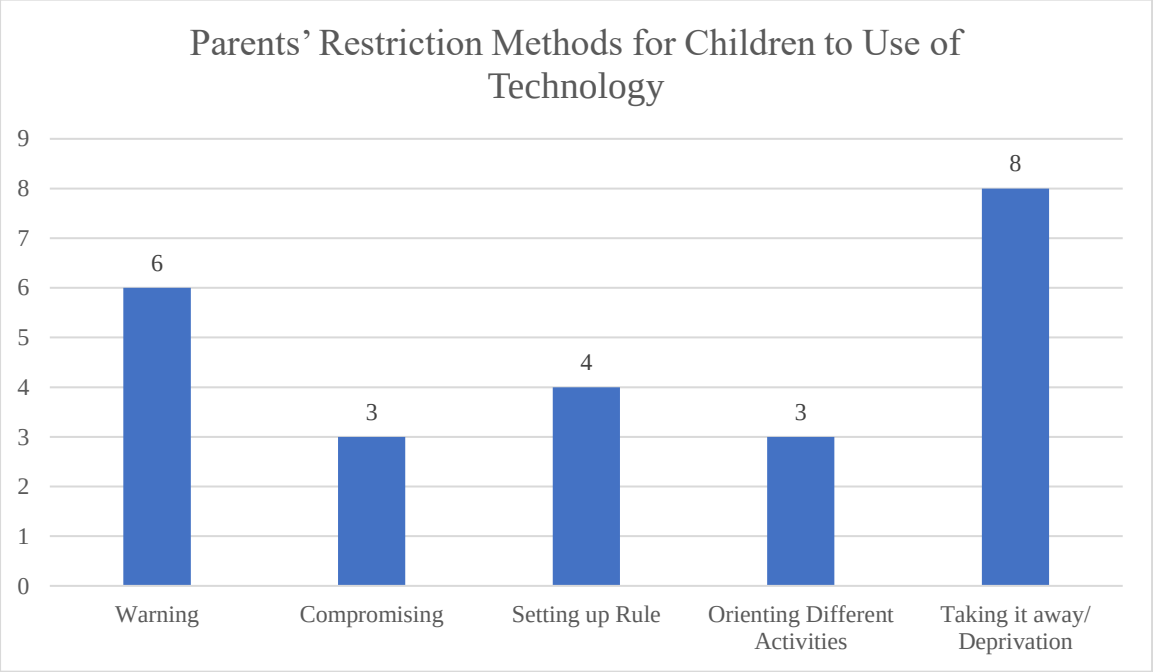
Parents' Use of Technological Devices as Reward or Punishment for Children

Reward or Punishment	Number of people
Yes	13
No	16

As indicated in Figure 5, parents who restricted their children in terms of technology stated that they applied methods such as warning, mutual agreement, setting rules, directing them to different activities, and deprivation.

Figure 7

Parents' Restriction Methods for Children to Use of Technology



One of the parents said, "Yes, I restrict him, I think it's very important for his health. When I restrict him, he enjoys playing, he enjoys his toys. He enjoys spending time with his friends and family and learns the importance of it. Thus, my child does not show an excessive reaction when restricted' (E8). Two out of the four parents who refrained from imposing restrictions on their children provided this response due to their decision not to introduce any technological gadgets to their children. Meanwhile, the other two parents mentioned that they were unable to enforce restrictions on their children regardless of their efforts. E11 on this issue: 'I have nothing left to think about. Even if I forbid it, somehow the situation returns to the same. So, I left it free'. E29 said: 'We try to limit it at home. Sometimes he listens, sometimes not. I think it would be more effective if the teacher explains the harms at school.' A few of the parents also stated that they had no idea about the process because they could not follow their children. For example, E25: 'I would like him not to look at all. When I am at work, he stays with his grandmother. My mind stays with

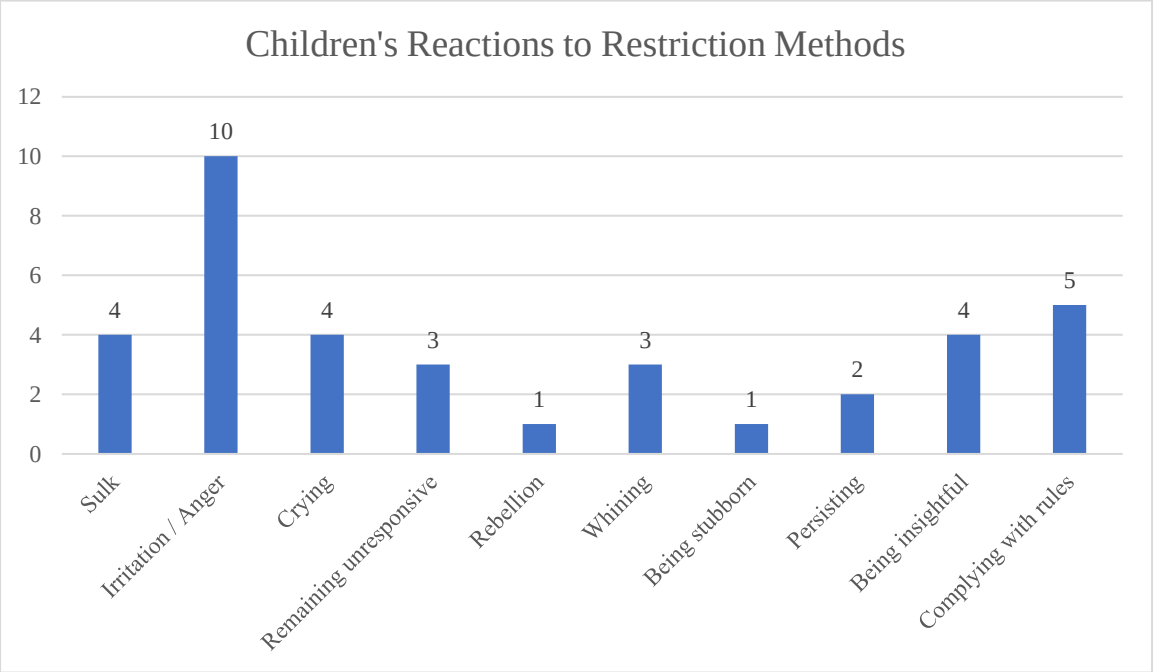
her. I can't take care of him because of work. I don't know which program he is in or what he is doing. He also teases his grandmother, but she can't stop him."

Children's Reactions to Restriction Methods

Parents stated that when they impose restrictions, they received reactions from children such as sulking, anger and irritation, crying, rebelling, whining, showing stubbornness, being persistent, and trying to reach an agreement (Figure 6). According to the findings, some children did not react to the restriction, while others exhibited rule-following behavior. Two of the four children who reacted with resentment also showed anger behavior, while two of them made efforts to reach an agreement.

Figure 8

Children's Reactions to Restriction Methods



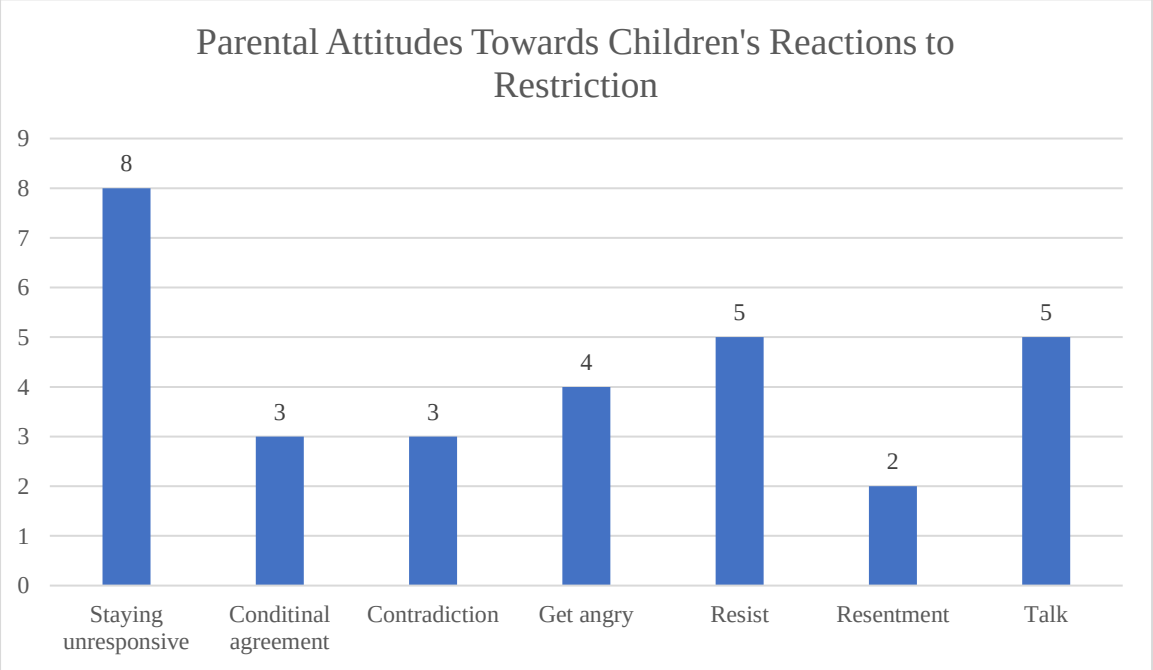
Among the parents restrict their children's use of technology, E19: 'OK mom, I won't do it again' and E21: 'OK, she says she will turn it off when the time is over, but she doesn't'. E18 said: 'When I tell her to turn it off, even if she does not want to watch it, she does not turn it off out of spite. He wants to set the time himself; it backfires.' Two of the children persistently requested their mother's attention, while the other four attempted to negotiate between watching or playing. One common parental approach among the five obedient children was to establish clear rules from the outset. Another finding was that parents directed their children towards different activities. In this regard, E30 stated: 'I take my son to the park when the time is over because I restrict it with smooth transitions. If the weather is not good, I read a book to him'.

Parental Attitudes Towards Children's Reactions to Restriction Methods

When parents enforced restrictions on their children access to technology, their children also react in various ways. In return, parents also have reactions such as non-reaction, conditional agreement, contradictory behavior, anger, resistance, resentment or talking (Figure 9). In general, parents who remained unresponsive stated that they showed patience, there was no reaction because there were no restrictions, they ignored it, and they remained calm. Conversely, parents with conditional approval tend to engage in discussion with their children and calmed them down in case of a reaction, explained the drawbacks of using technology for a long time, agreed on the duration of using technology by talking about it from the beginning, and tried to help them with time management. It was found that the parents who resisted behaved in the same way, they acted in a persistent manner, they acted decisively, some of them resisted by struggling with the situation, and some of them resented their child for resentment behavior. Parents who behaved contradictorily were sometimes patient and sometimes angry, sometimes they tried to talk and sometimes they were silent, sometimes they were patient and sometimes they persuaded. Parents who got angry stated that they shouted, warned harshly, and talked back. Some parents stated that their reactions to their child varied from situation to situation or according to their mood at that moment.

Figure 9

Parental Attitudes Towards Children's Reactions to Restriction

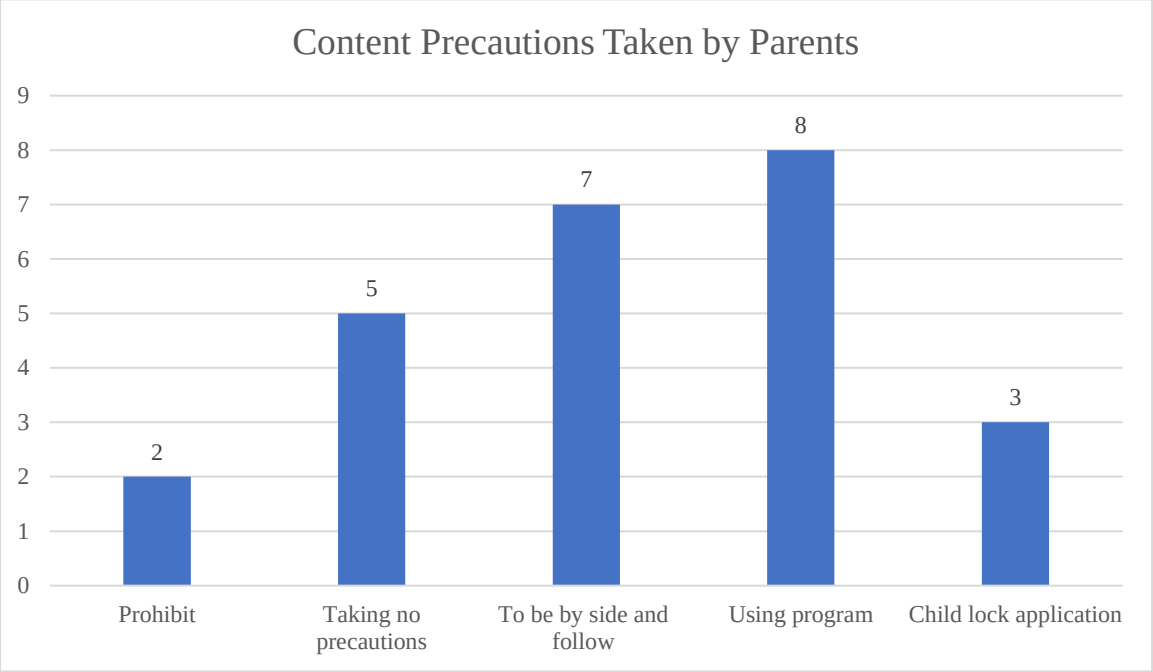


Precautions Parents Take Regarding the Content of Technological Devices

Based on the findings, it was revealed that 25 out of 29 parents expressed their inclination to 'monitor' their children's technology usage, whereas four parents mentioned their lack of interest or reluctance to determine the programs their children watch. When asked about their approach towards ensuring appropriate content, parents reported employing various measures such as banning, taking precautions, monitoring, utilizing program or child lock applications (Figure 9).

Figure 10

Content Precautions Taken by Parents



Parents who stated that they took away their technology devices when they watched bad videos reported that they banned them. Parents who did not monitor reported that they were not interested or did not know about the content. One of these parents explained that their child notices bad content and immediately turns it off when they encounter such content. Follow-up parents said that they were with their children when they used technology and that they intervened when they encountered bad content or that they themselves entered the places where their children entered and obtained information about the content. Parents who stated that they use programs also stated that they use programs such as 'YouTube Kids' and that their children encounter reliable sites about content. E19, who uses the child lock application, reported that he takes precautions as follows: 'Yes, there is, I block channels, I open YouTube Kids, I pay 15 TL per month from my own account, I close purchases'. E4, on the other hand: 'I set Google Play Parental Controls', and he cannot download any game without my permission. I also installed the YouTube Kids program so that he does not go anywhere on his own.' E19 on this issue: 'I want the content to be controlled by the state, and teachers can provide training on how to use it correctly'. Some of the parents expressed their opinions that more educational programs could be created. In this regard, E21: 'There should be a special program on these phones. There should be a program suitable for certain ages. We can safely give the tablet and phone. It would be both educational and instructive for children.

Discussion

In the study, the first theme mentioned current information about children's use of technology. Findings showed the parents had a telephone and television at home, and most children use parents' cellphone. Some of children also watch TV. Öztürk and Karayağız (2007) stated in their study that television is a communication tool that reaches large masses today, that it has an

important place in children's worlds because it has entertaining and instructive content and that children should be allowed to watch television in a controlled manner. However, they also mentioned that uncontrolled television viewing may have negative effects on children's psychological, physical, cognitive, and social development. In this regard, they mentioned that parents should limit their children's TV viewing and direct them to different activities.

Özyürek (2018) found that children own technological devices such as phones, tablets, smart watches, and computers. Özyürek (2018) also found that 31.4% of preschool children have their own computers, 53.5% have cell phones, 34.9% have tablet computers and 11.6% can use computers. The findings of the study that although most of the children did not have cell phones and tablets, they used these devices showed that children use these devices even if they do not have access these devices at home. Papadakis and Kalogiannakis (2019), in their study on the use of smart devices by young children, found that young and highly educated parents mentioned that utilizing technology at home provides a better learning environment. However, parents, regardless of their educational level, believed the use of technology at home should be restricted in this study.

When inquired about their views on their children's use of technology, parents affirmed that they are aware of the pros and cons of technology. Yaşar Ekici (2016) also mentioned parents know technology could be beneficial and harmful for children in her study. In fact, according to Jabbar et al.'s (2019) study, parents concurred that technological devices benefit children in developing intellectually and socially. Furthermore, Doğan and Tosun (2016) stated that technology contributes to the development of the child when it is used in accordance with time, place, and purpose, but in cases where it is not used appropriately, the positive characteristics of the child will be rubbed out. In this study, parents generally stated that technology is beneficial for children if it is used correctly, but when elements such as content and duration did not monitor, it is harmful. Moreover, parents supported this view by mentioning that technological devices affect their children physically, emotionally, and socially. In general, the findings obtained in the study are similar to previous studies.

In addition, the findings about parents' behaviors on children's use of technology, there are some restrictions parents use for children's use of technology. Majority parents in this study stressed that they impose various restrictions to control their children's use of technology. While most of them use deprivation some of them use compromising to deal with their children's technology usage issues. About that, Hiniker et al. (2016) conducted a study in the U.S. and found that this has historically resulted in regulations that place more of an emphasis on the material kids consume and the overall amount of time they spend using technology than on the context in which it is used. However, in this study, in terms of time restriction, most parents set limit of two hours for technology usage. Surprisingly, some of the parents choose not to restrict the use of technology at home, even though being aware of potential harm. Buabbas et al. (2021) examined parental attitudes and awareness towards their children's excessive use of smartphones, as well as the related harmful effects. According to the results of the study, parents did not control the duration despite accepting the harmful effects and that family relationships also played an important role in this limitation.

According to the results of Buabbas et al.'s study, parents did not control the duration despite accepting the harmful effects and that family relationships also played an important role in this limitation. However, in this study, it was observed that parents, most of whom agreed on the prolonged use of technology, used various methods of restriction if their children spent a long time

with technological devices. Some of the parents also stated that they needed teacher support in terms of technology. In his study, Seferoğlu (2009) explained that today's schools are expected to raise individuals who can access information, use information effectively and use technology effectively. For this, school administrators, supervisors, and teachers, who will realize the use of technology at a high level, are in a key position.

Conclusion and Recommendations

The findings of this study revealed that children mostly have access and use cellphones as technological tool at home. Even though children do not own cellphones they use their parents' cellphones. Other than cellphone, tablet is mostly used tool at homes and projector is least used one. It was determined that some children had more than one purpose of use, such as watching both games and cartoons, while others watched both children's videos and educational videos. Children's technology usage time differ in this study from one hour up to more than five hours.

In addition, about the time their children spent with technology parents' view are vary. Some of the parents thought a couple of hours too much, while others found two hours appropriate for their children. While some of the parents who thought that their child spent a long time with technological devices restricted the duration of time. It was also found that parents are aware of there are benefits and harms to use technology for their children. Parents with this view explained the harms in terms of eye health, skeletal system, and radiation. Very few parents stated that their children were addicted and postponed sleep, meals, lessons, etc. Parents who stated that technology is not harmful for their children stated that they use technology in a controlled manner and therefore their children do not suffer any harm. Parents generally stated that their children liked technology and were interested and curious about it. Some of the parents also stated that programs that children can use should be made. In this way, there are also parents who will confront their children with technology when there are reliable programs. Most parents find technology useful. However, it was also found that there were parents who could not take precautions against its harms. While some of the parents who take precautions are aware of the programs, most parents do not know or do not use these programs. Parents who do not use programs also stated that they need teacher support in taking precautions or government support in terms of content. In general, parents stated that technology is very important in today's conditions, that children cannot be isolated from technology, that technology will develop further in the future, and that their children already have a good command of technology.

Additionally, upon examining parents' actions regarding their children's technology usage, some parents revealed that they limit their children's access to technology, while others mentioned they find a middle ground. Parents who restrict their children apply methods such as warning, mutual agreement, setting rules, directing them to different activities, taking the device away or depriving them. In response to these restriction methods, children show reactions such as sulking, getting angry, crying, rebelling, whining, showing stubbornness, being persistent, and trying to reach an agreement. Children mostly show irritation and anger despite being restricted. While some children do not react, others exhibit the behavior of obeying the rules. In response to these reactions of the children, the parents chose to remain unresponsive, conditional agreement, contradictory behavior, anger, resistance, resentment, or agreement by talking. It was found that parents who remained unresponsive generally showed patience, ignored, or remained calm.

Finally, parents stated that they monitored their children by banning, being present, using programs or applications such as child lock. Regarding the benefits of technology for children,

parents shared the view that technology can have educational, training, current information, contextual, entertainment and emotional benefits.

Within the scope of this study, it can be clearly seen that parents' view and behaviors on their children's use of technology play a crucial role. Therefore, for future research, conducting similar study with different participant groups is highly recommended. According to findings, even though parents are aware of using technology can be beneficial and harmful children use technology up to five hours in a day, use technology as reward or punishment and restrict children's usage with different methods, which could create many problems for children. So, parents should be educated and informed about children's use of technology.

Ethics Committee Approval Information: The necessary permissions to conduct this study were obtained from Burdur Mehmet Akif Ersoy University Non-Interventional Clinical Research Ethics Committee with the decision numbered 2023/313 on 03.05.2023. In addition, all ethical rules were followed before, during and after data collection. All participants were asked to sign a consent form.

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Author Contributions: The authors declare that they have contributed equally to the article.

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Geniş Özet

Giriş

Teknoloji günümüzde hayatımızın önemli bir parçası haline geldi. Her geçen gün artan teknoloji kullanımı, dünya genelinde COVID-19 pandemisi nedeniyle en üst seviyelere ulaşmış durumda. Örneğin, Amerika Birleşik Devletleri Nüfus Sayım Bürosu'na göre, 2021 yılında ABD'de 3-18 yaş arası gençlerin %97'si evde internet erişimine sahipken, dünyada internete erişim oranı %66,2 iken Türkiye'de bu oran %83'tür (Internet World Stats, 2022). Nitekim TÜİK (2023) verilerine göre Türkiye'de evden internete erişimi olan hane oranı 2022 yılına göre %1,4 artarak 2023 yılında %95,5'e ulaşmıştır. ABD'deki orana çok yakın olan bu oran, Türkiye'de teknoloji kullanımının nasıl arttığını kanıtlamaktadır. Benzer şekilde, 6-15 yaş arası çocukların internet kullanım oranı 2021 yılında %81,5'e yükselmiştir (TÜİK, 2021). Çok küçük çocuklardan ergenlere kadar her yaştan çocuk, 2020 baharında dünyayı vuran COVID-19 salgınının ilk dalgası sırasında ekran süresinde büyük artışlar göstermiştir (Toombs vd., 2022).

Saltuk ve Erciyes (2020), 4 ve 5 yaşındaki çocukların teknoloji kullanımının içeriğini, süresini, ebeveynlerinin bu konudaki tutum ve davranışlarını ve çocuklarının teknoloji kullanımını incelemiştir. Çalışma sonucunda, demokratik ebeveyn tutumuna sahip ailelerin çocuk gelişimi ve eğitimi hakkında bilgi sahibi oldukları ve çocuklarıyla kaliteli zaman geçirdikleri bulunmuştur. Ayrıca Konca (2021), çocukların dijital teknolojiyle etkileşimlerinin ebeveynlerinden ve evdeki ortamdan büyük ölçüde etkilendiğini kanıtlamıştır. Bu nedenle, küçük çocukların öğrenme ve gelişimini desteklemek için dijital araçları kullanırken, aile ortamının göz önünde bulundurulması gerekir.

Sonuç olarak, Türkiye'de okul öncesi dönemdeki çocukların ebeveynlerinin, çocuklarının teknoloji kullanımına yönelik olumlu ya da olumsuz tutumları olduğunu gösteren çalışmalar bulunsa da bu durumlara yönelik davranışları hakkında yeterli çalışma bulunmamaktadır. Öte yandan, mevcut araştırma, ebeveynlerin davranışlarını çocuklarının teknoloji kullanımı üzerinden keşfetmenin ne kadar önemli bir rol oynadığını vurgulamaktadır. Dolayısıyla bu çalışmanın amacı, okul öncesi çağda çocuğu olan ebeveynlerin çocuklarının teknoloji kullanımına ilişkin görüş ve davranışlarını incelemektir ve bu araştırma kapsamında aşağıdaki soruya yanıt aranacaktır:

- Okul öncesi çağda çocuğu olan ebeveynlerin çocuklarının teknoloji kullanımına ilişkin görüşleri nelerdir?
- Okul öncesi çağdaki çocukların teknoloji kullanımı ile ilgili olarak ebeveynlerin bildirdiği davranışlar nelerdir?

Yöntem

Bu araştırma nitel bir tasarımda düzenlenmiştir. Flick ve diğerleri (2004) çalışmalarında, nitel araştırma yöntemlerinin bireylerin yaşam dünyalarını içten dışa ve katılımcıların gözünden betimlediğini savunmuşlardır. Bu şekilde, sosyal gerçekliğin daha net anlaşılabileceğini ve anlam örüntüsü, sosyal süreç ve yapısal özelliklerin daha iyi vurgulanabileceğini savunmuşlardır. Bu çalışmanın amacı, ebeveynlerin görüş ve davranışlarını okul öncesi çocuklarının teknoloji kullanımı üzerinden keşfetmek olduğu için fenomenolojik yaklaşım benimsenmiştir çünkü fenomeni, onu deneyimlemiş ya da yaşayanların gözünden anlamak ve ortak noktaları vurgulamak fenomenolojik yaklaşımın temel amacıdır (Denzin ve Lincoln, 2011).

Bu çalışmada katılımcılar seçilirken amaçlı örnekleme yöntemi kullanılmıştır. Nitel araştırmalarda, amaçlı örnekleme, bol miktarda bilgi içeren örneklerin belirlenmesini ve seçilmesini kolaylaştıran, dolayısıyla az sayıda kaynağın kullanımını optimize eden, yaygın olarak kullanılan bir stratejidir (Patton, 2002). Bunu yapmak için, ilgilenilen konu hakkında özellikle bilgi sahibi olan veya deneyim sahibi olan kişi veya gruplar belirlenmeli ve seçilmelidir (Creswell & Plano Clark, 2011). Buna dayanarak, genellikle babalardan daha fazla zaman harcadıkları, devlet anaokuluna giden en az bir çocuğa sahip oldukları ve çalışmaya katılmaya istekli oldukları göz önünde bulundurularak tüm katılımcıların kadın (anne) olması gerekiyordu. Bu çalışmaya 2022-2023 eğitim-öğretim yılında Burdur il merkezinde Milli Eğitim Bakanlığı'na bağlı ana sınıflarında çocukları eğitim gören 29 çocuğun ebeveyni katılmıştır.

Bu araştırmada veri toplama aracı olarak yarı yapılandırılmış görüşme kullanılmıştır. Yıldırım ve Şimşek (2005) nitel araştırmayı; yapılandırılmayan bir görüşme, gözlem ve doküman analizi vb. nitel veri toplama tekniklerinden birinin kullanıldığı, olay ve olguların doğal ortamda bütüncül ve gerçekçi bir biçimde ortaya konulmasına yönelik bir sürecin nitel olarak izlendiği araştırmalar olarak tanımlamışlardır. Nitel veri yönteminde bunun sağlanması için de yarı yapılandırılmış görüşmeler aracılığı ile veriler elde edilmiştir. Görüşme soruları araştırmayı yürüten iki araştırmacı tarafından hazırlanmış ardından iki farklı kişiden uzman görüşü alınmıştır.

Araştırmada toplanan veriler betimsel analiz yöntemi ile analiz edilmiştir. Betimsel analiz uygulanırken Karataş'ın (2017) uygulamış olduğu 6 adım takip edilmiştir. Görüşmeler sonrasında ifadelerden yola çıkılarak önce transkriptler oluşturulmuş, dikkatlice okunmuş, önemli ifadeler belirtilmiş ve gereksiz ifadeler çıkarılmıştır. İfadeler 10 ana tema altında başlıklandırılmış, tanımlanmıştır ve açıklanmıştır.

Nitel araştırmalarda geçerlilik sağlamak için Yıldırım ve Şimşek (2005) analiz aşamalarını detaylı açıklayıp bulguları detaylı olarak betimlemeyi önerir. Bu çalışmada da analiz basamakları açıklanıp bulgular detaylı olarak anlatılarak geçerlilik sağlanmıştır. Bunun yanı sıra, araştırmada görüşme sorularına ikinci bir uzman görüşü alınarak güvenirlik sağlanmıştır. Bunun yanı sıra, veriler iki ayrı araştırmacı tarafından ayrı ayrı kodlanarak sonrasında kodlar ve tamalar oluşturulmuştur. Çünkü nitel araştırmalarda güvenirlik elde etmek için katılımcı teyidi veya uzman görüşü alınabilir (Yıldırım ve Şimşek, 2005).

Sonuç ve Tartışma

Araştırmada çocukların telefon, tablet, akıllı kol saati ve bilgisayar gibi teknolojik cihazlara sahip olduğu bulgularına ulaşılmıştır. Özyürek de (2018) araştırmasında elde ettiği bilgilere göre okul öncesi çocukların %31,4'ünün kendine ait bilgisayarlarının olduğu, %53,5'inin cep telefonu olduğu, %34,9'unun tablet bilgisayarı olduğu ve %11,6'sının da bilgisayar kullanabildiği verilerine ulaşılmıştır. Yapılan araştırmada ebeveynlerin hepsinin evinde telefon ve televizyon bulunmaktadır. Öztürk ve Karayağız (2007) çalışmalarında televizyonun günümüzde geniş kitlelere ulaşan bir iletişim aracı olduğunu, eğlendirici ve öğretici içeriklere sahip olması nedeniyle çocukların dünyalarında da önemli yer tuttuğunu ve çocuklara kontrollü olarak izletilmesi gerektiğini belirtmişlerdir.

Doğan ve Tosun (2016) teknolojinin zaman, yer ve amaca uygun kullanıldığında çocuğun gelişimine katkıda bulunduğunu fakat uygun kullanılmadığı durumlarda ise çocukta var olan olumlu özelliklerin törpüleneceğinden bahsetmektedir. Yapılan bu araştırmada ebeveynler genel olarak doğru kullanıldığı takdirde teknolojinin çocuklar için faydalı olduğu fakat içerik, süre gibi unsurlara dikkat edilmediğinde ise zararlarının olduğu yönünde açıklamalarda bulunmuşlardır.

Yapılan bu araştırmada da ebeveynler genel anlamda teknolojik cihazların fiziksel, duygusal, sosyal olarak çocuklarını etkilediğine değinerek bu görüşü desteklemişlerdir. Genel anlamda araştırmada elde edilen bulgular önceki çalışmalar ile benzer nitelikler taşımaktadır.

Süre kısıtlaması konusunda ebeveynlerin büyük bir çoğunluğunun iki saate kadar serbest bıraktığını fakat ebeveynlerden bazılarının ise zararlı olduğunu bilmelerine karşın hiçbir süre kısıtlamasında bulunamadığı bulgularına ulaşılmıştır. Buabbas vd. (2021) çocuklarının akıllı telefonları aşırı kullanımlarına dönük ebeveyn tutum ve farkındalıklarına ilaveten bununla alakalı zararlı etkileri incelemiştir. Araştırma sonucuna göre zararlı etkileri kabullenmelerine rağmen ebeveynlerin süreyi kontrol etmediği ve aile içi ilişkilerin de bu sınırlama için önemli bir role sahip olduğu tespit edilmiştir.

Araştırmada ebeveynler çocuklarında fazla zaman geçirdikleri takdirde fiziksel, psikolojik vb. zararların oluşabileceği bulgularına ulaşılmıştır. Ayrıca fazla zaman geçirmenin onların kaliteli zaman geçirmesini engellediği yönünde bulgulara ulaşılmıştır. Buabbas vd. (2021) çocuklarının akıllı telefonları aşırı kullanımlarına dönük ebeveyn tutum ve farkındalıklarına ilaveten bununla alakalı zararlı etkileri incelemiştir. Buabbas vd.'nin araştırma sonucuna göre zararlı etkileri kabullenmelerine rağmen ebeveynlerin süreyi kontrol etmediği ve aile içi ilişkilerin de bu sınırlama için önemli bir role sahip olduğu tespit edilmiştir. Fakat yapılan bu araştırmada teknolojinin uzun süre kullanımında çoğu hem fikir olan ebeveynlerin çocuklarının teknolojik cihazlar ile uzun süre zaman geçirdikleri takdirde çeşitli kısıtlama yöntemlerini kullandıkları görülmüştür. Ebeveynlerin bazıları teknoloji konusunda öğretmen desteğine de ihtiyaç duydukları görüşünde bulunmuşlardır. Seferoğlu da (2009) çalışmasında günümüzdeki okullardan bilgiye ulaşan ve bilgiyi etkili kullanan, teknolojiyi etkili kullanabilen bireylerin yetiştirilmesinin beklenildiğini açıklamıştır. Bunun için de teknolojiyi üst düzeyde kullanımını gerçekleştirecek olan okul yöneticilerinin, deneticilerin ve öğretmenlerin anahtar konumunda bulunduğuna değinmiştir.