

YOUNG CHILDREN'S ELECTRONIC MEDIA USE AND PARENTAL
MEDIATION

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ABSTRACT

YOUNG CHILDREN’S ELECTRONIC MEDIA USE AND PARENTAL MEDIATION

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Today’s children are born and raised in media-saturated environments, surrounded by televisions, computers, tablets, smartphones, and other portable electronic devices. Because these devices have become an indispensable part of everyday life, they have a significant influence on children’s entertainment and leisure, as well as their education. This study therefore examined how early and how much young children (from 0 to 6 years of age) use television, computers, and tablet/smartphones, specifically whether this media usage is directly affected by socio-demographic factors related to the children’s parents (i.e., their education, income, and age), the children themselves (i.e., their age, gender, and the presence and number of siblings), and the media environment in their homes (i.e., the availability of media, parental opinions about media, and regulation of media use).

The sample for this study consisted of 412 parents of 0- to 6-year-old children who brought their children to the Social Pediatrics Department of the Faculty of Medicine in Ankara, Turkey, for developmental check-ups. The data for this study were

collected through questionnaire that was prepared by the researcher. Statistical analyses were then conducted to evaluate the data.

The results of the study show that today's children start to use electronic media devices at an early age and use them more than expected. And in line with the focus of this study, factors that affect children's media usage include demographics of both the children and their parents, their parents' opinions about the effects of electronic media, and parental mediation when the children use media devices.

Keywords: Electronic media use by children, home electronic media environment, parental mediation of media use

ÖZ

ERKEN ÇOCUKLUK DÖNEMİNDE ELEKTRONİK MEDYA KULLANIMI VE EBEVEYN ROLÜ

Merdin, Esra

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Günümüzde çocuklar televizyon, bilgisayar, tablet, akıllı telefon ve diğer taşınabilir elektronik cihazlarla donatılmış bir ortamda doğarlar. Bu medya cihazları, genç yaşlarda bile insan hayatının ayrılmaz bir parçası haline gelmiştir ve küçük yaşlardan itibaren çocukların eğlence ve boş zamanlarında olduğu kadar eğitimlerinde de önemli bir rol oynamaya başlamıştır. Bu cihazların insan yaşamında eski bir geçmişi olmamasına rağmen teknolojinin gelişmesiyle elektronik cihazların kullanımı tüm dünyada önemli ölçüde artmıştır. Bu çalışma, 0-6 yaş çocukların televizyon, bilgisayar, tablet / akıllı telefonları ne kadar erken ve ne sıklıkta kullandığını incelemektedir. Medya kullanımını etkileyen sosyodemografik faktörlerin rolleri (ebeveyn eğitimi, gelir, yaş, çocuğun cinsiyeti, yaşı), ailenin medya araçlarına yaklaşımı (medya araçlarının evde mevcut olma durumu, ebeveyn inançları, medya kullanımına yönelik kurallar) bu çalışmada test edilmiştir.

Çalışma Ankara ilinde bir devlet hastanesinin Sosyal Pediatri Bilim Dalı'nda başvuran 0-6 yaş arası çocuđu olan 412 anne veya babanın gönüllü katılımıyla gerçekteşmiştir. Çalışmada veriler araştırmacı tarafından hazırlanan anket aracılığıyla toplanmıştır. Anketin pilot çalışması ile geçerlik ve güvenilirlikleri incelenmiştir.

Çalışma sonucunda çocukların elektronik medya kullanımını etkileyen faktörler aile ve çocuđun sosyodemografik özellikleri, ebeveynlerin medya araçlarına yönelik fikirleri ve ebeveynleri çocuđun medya kullanımına yönelik oluşturduđu kurallar olarak tespit edilmiştir. Ayrıca medya araçlarının çocuklar tarafından erken yaşlarda ve önerilen miktarın üzerinde kullanıldıkları görülmüştür.

Anahtar Kelimeler: Çocukların elektronik medya kullanım özellikleri, ev içi elektronik medya ortamı, ebeveynlerin medya araçlarına yönelik fikirleri

To my daughter **Duru MERDĠN....**

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LIST OF ABBREVIATIONS

MoNE	Ministry of National Education
RTÜK Kurulu)	Radio and Television Supreme Council (Radyo Televizyon Üst Kurulu)
AAP	American Academy of Pediatrics

CHAPTER 1

INTRODUCTION

The first years of a child's life are critical for their cognitive, neurological, physical, and social-emotional development (Denham, 1998; Mascolo & Griffin, 1998; Shonkoff & Phillips, 2000). When neonates are born, their brains are filled with countless neurons that will slowly die if they are not used. On the other hand, when these neurons are used, they become integrated into the circuitry of the brain by connecting with other neurons, which is key to normal development (Begley, 1996). Therefore, early experiences are crucial to brain development and affect a child's mental and physical potential. Exposure to many different stimuli and experiences affects a child's brain development, and when his or her genetic features are combined with these experiences, the development of the brain progresses in a positive direction (Begley, 1996). Therefore, this important developmental phase should be taken seriously by parents, teachers, and other adults who are involved in raising and educating children.

Today's children are born into a media-saturated environment that includes televisions, radios, DVD players, computers, Internet access, mp3 players, and other portable electronic devices such as smartphones. These devices have become an indispensable part of human life and therefore have a significant impact on children's entertainment and leisure, as well as their education (Calvert & Wilson, 2008). While technology has only been in existence for a relatively short amount of time, the usage of electronic media devices continues to grow at a rapid pace (Kabali et al., 2015).

In Turkey, radio has a history of almost 85 years and television broadcasts have been around since the 1950s (Serim, 2007), and although the country didn't have

access to the Internet until in 1993 (Arisoy, 2009), its residents have become one of the largest online communities in the world (Tüzün, 2002). According a 2013 study by Radio and Television Supreme Council (RTUK) of Turkish children between the ages of 6 and 18 years, 97.9 percent have television at home, 73.7 percent own a computer or tablet, 63 percent have Internet access, 44.6 percent have a telephone at home, and 38.3 percent have a radio in their house (RTÜK, 2013). This pervasiveness of electronic media devices raises new questions about if and how young children are exposed to these devices, how much time they spend on these devices, and how they are affected by the media they consume, as well as parents' opinions about the impact these devices are having on their children and any parental regulation of their use. Children are susceptible to all types of stimuli from media devices, even when they are not directly exposed to them. Therefore, parents' opinions about the effects of media on their children and the rules and regulations they set in their homes regarding media device usage are important for understanding children's media usage and its impact on their development (Nikken & Schols, 2015).

Due to globalization and rapid technological advances in recent years, the electronic media has grown to dominate the lives of millions of people, and this impact on the lives of both children and adults continues to increase every day (Robinson, Skill, & Turner, 2004). Bronfenbrenner (1979) claims that children's development is affected by the world around them. According to his ecological system theory, children learn by interacting with their environment and that their subsequent behavior is shaped by these interactions. Bronfenbrenner divides the environment into five systems or layers: the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem. In today's world, the media environment falls within the mesosystem category, which is the second layer that surrounds the microsystem and encompasses interactions among the characters within the microsystem. In order for an interaction to be considered part of the mesosystem, it has to be a direct interaction between two aspects of the microsystem that influences the development of the individual (Ryan, 2001). Both parents and their children regularly interact with electronic media devices and are therefore directly and indirectly affected by them. In fact, this mass use of media devices has

created a new culture called the media culture, which is shaping everyday life by influencing how people think and behave (Keller, 1995).

Children in the past have never had as many sources of entertainment and information access as children in the twenty-first century (Önder, 2008). In fact, young consumer are specifically targeted by media and technology companies, including traditional media, like television and radio, and more recent technological advances, such as computers and wireless media like smartphones, tablets, computer games, etc. (Jeffrey, 2006). The role of the media in children's lives has been the source of much debate for many years, but when reviewing the published studies related to the effect of media on children, especially younger children, it is clear that the amount of research on which claims, policy decisions, and suggestions are based is woefully inadequate (Lee, 2004).

The literature that does exist shows that children's usage and comprehension of media content are different in different age groups. The majority of research has been conducted with teens (11 to 18 years of age), with a specific focus on their media usage (Cain & Gradisar, 2010; Kaya, 2010; Zack, Gerhardstein, Meltzoff, & Barr, 2013). However, young children (0 to 6 years) also consume electronic media far more than expected, and the use of media in this age group is even more critical than the older age groups because it is a key developmental phase.

1.1 Significance of the Study

As previously stated, electronic media devices, such as televisions, computers, gaming devices, laptops, smartphones, and tablets, have become an integral part of daily life for both adults and children (Tific et al., 2015). They are regularly used for communicating (e.g., blogs, emails, and websites), learning, working (e.g., studying, researching, and writing), enjoyment (e.g., watching movies and playing video games) and socializing (e.g., chat boards, social networks, and texting) (Jago et al., 2012; Wijtzes et al., 2012). This use has impact on children in terms of their development, education, relationships with their parents, and social connections (Takeuchi et al., 2015; Tüzün, 2002).

As this exposure to electronic media devices has grown in the past few decades

(Camargo & Orozco, 2013), the amount of research seeking to understand this phenomenon and its potential impacts, especially on young consumers, has also grown (Jeffrey, 2006). In the related literature, there are many studies that have investigated the negative and positive effects of electronic media on children (e.g., AAP, 1999; Anderson et al., 2003; Bonuck & Huesmann, 2007; Bushman & Huesmann, 2006; Chervin, & Lu, 2012; Christakis & Zimmerman, 2006; Crespo et al., 2001; Freeman et al., 2010; Huesmann & Kirwil, 2007; Johnson, Brook, Cohen, & Kasen, 2007; Page, Cooper, Griew, & Jago, 2010; Rich et al., 2007; Tanimura, Okuma, & Kyoshima, 2007; Zimmerman & Christakis, 2005). However, as previously stated, most of these studies have only explored older children's media usage, and there is a lack of studies on if, when, and how much young children are exposed to electronic media devices.

Similarly, the studies on this topic conducted in Turkey have mainly focused on the electronic media usage of children over the age of 3 (Akkuş, Yilmazer, Şahinöz, Sucakli, et al., 2015; Ayranci, Köşgeroğlu, & Günay, 2004; Karaya, 2007; Kaya, 2010; Tüzün, 2002; Yalcin, Tugrul, Nacar, Tuncer, & Yurdakök, 2002). However, one study by Akkuş and colleagues (2015) analyzed the television use of children from 3 months to 60 months of age. Similarly, Işıl (2016) investigated preschool children's television viewing habits in his master thesis. Among the various types of electronic media devices, television has been the most widely investigated even though it is a more traditional device (Tific et al., 2015). Therefore, it is necessary to conduct more extensive research with different age groups and various electronic media devices. Dinleyici, Carman, Öztürk, and Dağlı (2016) did address this gap in the literature by investigating children's electronic media usage, including television and computer use, as well as iPad/tablets, mobile phones, and Facebook. They sent out a questionnaire via email and reached 381 parents in Turkey with children between the ages of 0 months to 18 years. However, although 33.6 percent of children in this study were under the age of 5 years, more research is needed. Therefore, the current study is important since it has focused on the electronic media environments of children from 0 months to 6 years of age in their homes and the frequency of their use of four specific devices: televisions, computers, tablets, and smartphones.

The purpose of this study was to determine how much time young children spend using electronic media devices, at what age they start to use each medium, the rules for usage in their homes, if and how their parents' guide their use of the devices, and their parents' opinions about the effects of electronic media on their children. The findings provide information about the media environments of young children in their homes, which can be helpful information for teachers and caregivers. In addition, teachers might benefit from information about their students' parents' opinions about their media usage when they prepare and assign technological activities that require both student and parent involvement. Also, depending on whether students' parents are providing adequate mediation of their children's device use, teachers may be able to support them by suggesting suitable programs with children's developmental level.

1.2 Purpose of the Study

This study had three main goals. The first goal was to investigate the electronic media environments in the homes of children between 0 months to 6 years of age. The second goal was to investigate the opinions of their parents about electronic media's effects on the children. The third goal was to examine the parental rules and regulations regarding the children's electronic media usage.

Some research has looked at children's media use routines in Turkey and other countries. For example, a study of children's media use habits in Turkey (2013) and RTUK's media literacy study (2016) found that television, computer, smartphones, and tablets are the most commonly used electronic media devices by the new generation in Turkey. This finding is in line with results from other countries. For instance, a report of children's media use in New Zealand (2015) showed that after the television, computers were the most widely used devices by children. They also found that tablets had become the most commonly used device by 6- to 14-year-old children after television. Similarly, a study carried out in the United States (i.e., the Zero to Six Study) analyzed the media environment of 0 to 6 year olds and found that 9 out of 10 children (91 percent) use television every day and that nearly half of them (48 percent) use computers to watch videos or play games (V. J. Rideout, Vandewater, & Wartella, 2003).

Based on these findings, the first goal of the current study was to explore the electronic media environments of Turkish children between the ages of 0 and 6 in their homes. Lee, Bartolic, and Vandewater claimed (2009) that by 12- to 13-year-old children might be more influenced by their peers in terms of media usage, and they found that the home environment had a greater influence on media use at younger ages. It has also been noted that the types of media that are commonly used by households is one of the most important predictors of children's usage (Camargo & Orozco, 2013; V. Rideout, 2013; V. J. Rideout et al., 2003). Thus, in the present study, the electronic media devices most commonly used by children up to the age of 6 were determined.

In addition to the general home environment, media use in a child's bedroom is a specific factor for how much they consume (Kirsh, 2010). Parents have different reasons for allowing media in their children's bedroom; according to Rideout and Hamel (2006), parents feel that by allowing children to watch in their bedroom, they can choose program more freely as their children are not in the room. Some parents (23 percent) also argued that having televisions in their children's bedrooms reduced fights between siblings, while 39 percent of the parents viewed the television as a babysitter so that they could do chores around the house. Nearly 20 percent of parents believed that television had a positive impact on their children, like serving as a nonmedical sleeping aid.

The Zero to Eight Study (2013) in the United States showed that 16 percent of children up to 1 year, 37 percent of 2 to 4 year olds, and 45 percent of 5 to 8 year olds had televisions in their bedrooms. In comparison, a recent study by Işıl原因 (2016) found that only 4.3 percent of Turkish 3 to 6 year olds have televisions in their bedrooms. Although the rate of television viewing in children's bedrooms seems lower in Turkey, other electronic media devices used by young children in their bedrooms were not included in this number.

Internet usage has become a part of daily life and has become increasingly significant in determining child, adolescent, and adult developmental stages (Bayraktar, 2017). Today, the prevalence of smartphones means that everyone can stay online almost all the time. In this regard, every individual who is connected to Internet is more vulnerable to online risks that come hand in hand with the

opportunities it provides (Livingstone & Haddon, 2009; Livingstone & Helsper, 2010). According to RTUK's study in 2013 children ages 6 to 18 in Turkey, 63 percent had Internet access in their homes. More recent data published by the Turkish Statistical Institute stated that general Internet usage in Turkey is at 55.9 percent (Turkish Statistical Institute, 2016). To add to these findings, the current study focused on the Internet use of children from 0 months to 6 years of age.

The American Academy of Pediatrics (AAP) recommends that parents and caregivers develop a family media plan that takes into account both the health, education, and entertainment needs of each child and the whole family. AAP (1999) warns families that children under the age of 2 should not be exposed to any screen media and that children older than 2 should have their media use restricted and controlled. However, despite these recommendations, recent research has shown that children are starting to use media devices at increasingly earlier ages (Dinleyici et al., 2016). Therefore, this study sought to determine the exact age that media use begins.

In the Zero to Six (2003) and Zero to Eight (2013) studies, children's time spent on electronic media devices and on other activities was compared. There appeared to be a converse relationship between the amount of time spent watching television and the amount of time spent reading or playing outside—the more time they spent on media devices, the less time they spent on other activities. This interesting finding was also analyzed in the current study, with its specific focus on Turkish children.

Another finding from past studies is that being an only child is associated with increased media usage. Davies and Gentile's (2012) research has revealed that families with siblings consistently report more healthy media habits than families with only one child. They argued that children with siblings spent more time with each other and therefore less time with media devices. Therefore, data on age, gender, and the presence of siblings were collected in the current study. Data on children's knowledge of how to use media devices was also gathered in the present study to determine to what degree children use the media devices independently. This question was also asked in the Zero to Six Project (2003) to determine if the children used media devices freely, and the literature reports that this knowledge increases with age, especially computer usage (V. J. Rideout et al., 2003).

One of the effects that media has on children is related to their purchasing behaviors. Kalar (2004) studied the correlation between child-directed media consumption with their level of media consumption, the richness of the media environment (i.e., access to more media choices), the amount of parental influence on their media choices, and the media-related knowledge of both the parents and child. They found that children and/or their parents were influenced by the characters from the media. In addition, the Zero to Six Study (2003) asked the children if they owned any toys or other items related to the shows that they watched; they found that the children primarily had books and toys based on characters from television, movies, and video games. In light of this finding, the present study also gathered data on children's personal belongings related to media characters.

Young children's media use is interwoven with their family systems, and much of the media to which they are exposed is a result of their families' media environment and opinions toward the media (Nikken & Schols, 2015; Spaulding, 2010). At this point, in the presented study, parents were asked about their opinions regarding the educational effect of media on children. They were also asked to share their observations of whether their children imitated positive and/or negative behaviors from the media. However, definitions for negative and positive behavior can differ among families, so the current study simply asked parents if their children imitated behaviors that they observed in shows, movies, etc.

Parent's opinions about the effects of electronic media on their children are what motivate them to them establish rules and regulations for their children's electronic media usage (Spaulding, 2010). As previously mentioned, recent policy recommendations encourage parents to mediate their young children while using electronic media devices (Nikken & Schols, 2015) to promote healthy media use. In the current study, parents were asked if they provided guidance to their children when using electronic media devices and if they had any rules for if, when, and how long their children were permitted to use media devices. The purpose of these questions was to determine how often and how long children used electronic media devices by themselves. Previous studies have demonstrated that parents' guidance of their children's media use is related to demographic variables, such as the parent's educational and income levels (Nikken & Schols, 2015). Therefore, in this study, the

relationship between the parents' socio-economic factors and their guidance levels was analyzed.

In sum, based on the current literature, the purpose of this study was to determine the role of media in the everyday lives of children from newborns to 6 year olds, as well as their media use habits, by answering the research questions explained in the following section.

1.3 Research Questions

As previously stated, the purpose of this study was to examine the at-home media environments of 0- to 6-year-old children (i.e., access and time), their parents' opinions about the impact of electronic media on their children, and parental mediation (i.e., rules for their children's media usage and the assistance/involvement of the parents when the children were using electronic media devices). Three main research questions, as well as several subquestions, were identified.

- 1. What is the at-home electronic media environment like for 0- to 6-year-old children?**
 - 1.1. Which electronic media devices are commonly used in households with 0- to 6-year-old children?
 - 1.2. Which electronic media devices are used in the bedrooms of 0- to 6-year-old children?
 - 1.3. Is there Internet access in households with 0- to 6-year-old children?
 - 1.4. How old are children when they first start using each type of electronic media device?
 - 1.5. What are the children's levels of knowledge of how to use the devices?
 - 1.6. How much time do the children spend on electronic media devices and other activities daily?
 - 1.7. To what extent do siblings affect children's electronic media usage?
 - 1.8. Is there a relationship between the children's knowledge of how to use electronic media devices and their ages?
 - 1.9. Do the children own personal items based on their favorite characters in the media?
- 2. What are the opinions of the parents about the effect of electronic media**

device use on their children?

2.1. What are the parents' opinions about if and how the electronic media affects their children's learning?

2.2. How are the children affected by electronic media devices according to their parents' opinions? (i.e., imitating positive and/or negative behaviors from the media)?

3. What are the parental rules and regulations for the children's electronic media device usage?

3.1. What are the parental rules and regulations for the children's electronic media usage?

3.2. Is there a relationship between the parental education level and the length of time the children are allowed to use electronic media devices?

3.3. Is there a relationship between the parental income level and the length of time the children are allowed to use electronic media devices?

1.4 Definition of Terms

Early childhood education: Education programs for children between 3 and 6 years of age (MoNE, 2013).

Early childhood teachers: Teachers working in preschools or kindergartens with at least a bachelor's degree. Early childhood teachers are responsible for preparing and conducting activities on the basis of annual plans provided by MoNE (2013).

Adequacy: Satisfies any requirement or ability to successfully accomplish something (Maddux, 1995).

Electronic media devices: Kinds of media devices that include televisions, computers, radios, VCR-DVD players, etc. (Kirsh, 2010). In this study, television, computer, smart phone and tablets are included as electronic media devices.

Home electronic media environment: The media devices available in a child's home, such as televisions, computers, video games, tablets, smartphones, and radios.

Parental mediation of media use: Strategies that parents use to control, supervise, or interpret media content for their children (Warren, 2001).

This section has laid out the significance and purpose of the study, as well as the research questions and definitions of important terms. The next sections of this paper describe the literature review, the research methods, and the results and discussion.

CHAPTER 2

LITERATURE REVIEW

This chapter is a review of the relevant literature, which provides a theoretical background for the current study regarding young children's electronic media use and parental regulations. First, the theoretical background of the study based on Bronfenbrenner's ecological system theory is presented. The effects of media on children's development are explained according to the different layers of the theory. Second, children's media use is analyzed from a cross-cultural perspective, because media use is different in different cultures depending on the availability of media and the interests and needs of the people. Next, the impact of television, computer, tablet, and smartphone use by children is analyzed, followed by the regulation by parents of their child's media usage.

In today's world, people are surrounded by various types of media, such as televisions, radios, DVD players, computers, tablets, mp3 players, and other portable electronic devices. Over time, due to massive, rapid technological developments, these devices have come to play an indispensable role in people's daily experiences. Children are also members of society and are therefore also heavily influenced by these devices, especially televisions, tablets, computers, and smartphones, the latter of which have become widespread, effective, and efficient agents for mass communication.

The findings of a recent study on Turkish children's access to and use of electronic media show that today's homes are media-rich. For instance, among children ages 6 to 18, almost all (97.9 percent) have a television at home and 73.7

percent have a computer/tablet. Moreover, 73.7 percent have access to the Internet in their houses (RTÜK, 2013). Another study which was done in Turkey found out that children who are 32 to 72 months old spend approximately 3 hours watching television on a daily basis (Isilay, 2016). What's more, they tend to use technological devices for about 1.5 hours every day. In comparison, 99 percent of American children live in houses with a television, 73 percent have a computer at home, and 49 percent possess a video game player (V. J. Rideout et al., 2003). Based on American parent responses, children younger than 6 spend 2 hours using a media device every day (V. J. Rideout et al., 2003). Although older children live in houses that are richer in terms of electronic media devices compared with younger children, electronic media is still readily available to many young children. The Annenberg Public Policy Center (APPC) conducted a study in 2000 with 1,235 families with children ages 2 to 17 and found that the majority of the participants had three or more television sets, access to cable or satellite channels, and at least one VCR or DVD player. Furthermore, many of the respondents owned a video game system and a computer with online access (Jordan, 2004).

To conclude, for most young children, the media is clearly intertwined in their daily lives, and they are heavily influenced by electronic devices. Therefore, researchers in this field are drawing attention to this issue throughout the world.

2.1. Theoretical Framework of the Study

Bronfenbrenner's ecological system theory (1979) has provided the theoretical basis for this study. This theory emphasizes a consideration of environmental or ecological factors that impact children's development in various ways. Bronfenbrenner divided the environment into five systems: the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem (Ryan, 2001). The microsystem is the system closest to the person and the one in which they have direct interactions. Structures in the microsystem include family, school, neighborhood, and childcare environments. At this level, relationships have impact in two directions—both away from the child and toward the child. For example, a child's parents may affect his/her opinions and behavior, while the child also affects the behavior and opinions of the parent; this is called bidirectional influences.

The mesosystem is the second level of the ecological systems theory. It consists of interactions between the different parts of a microsystem. These interactions have an indirect impact on the individual. The exosystem is the next level and refers to a setting that does not involve the person as an active participant but still affects him or her. This includes decisions that have a bearing on the person, but in which they have no participation. The fourth level is the macrosystem, which encompasses the cultural environment in which a person lives and all other systems that affect him or her. This layer is comprised of cultural values, customs, and laws (Berk, 2000).

The chronosystem is the final level of the ecological system theory and includes all of the experiences that a person has during his or her life. This theory can be applied to various research scenarios. For example, when studying a child's development, researchers will look not only at the child and her immediate environment, but also at the interaction of her larger environment. This is relevant to the current study because today's children and adults have direct interactions with and are influenced by the electronic media.

Bronfenbrenner's socio-ecologic approach has been used by many child media researchers (Atkin, 2001; Jordan, 2004, 2005; Trawick-Smith, 2003; Warren, 2005). For example, Trawick-Smith (2003) noted that the model includes media as one component of the exosystem, which includes institutions or people that might indirectly affect children's experiences. The conceptual basis for the current study is that parents in a microsystem can impact their children's media usage depending on their opinions about the issue. For example, they can promote their children's healthy use of media by mediating or guiding their usage. Parents are only likely to mediate their children's use of electronic media to the extent that they perceive that this action will be beneficial to their children. Therefore, in the proposed framework, parents' opinions of the effects of media on their children's development and their beliefs about their own influence on their children's medial usage will influence the degree to which they provide media guidance.

Parents' opinions of their children's media use and the guidance that they provide at home are influenced by their personal characteristics, including their culture, media attitudes and knowledge, locus of control, and self-efficacy regarding media selection and regulation. This guidance also has a significant impact on the

amount of time and types of media used by children at home.

In addition to the opinions of parents regarding the effects of electronic media on their children, family characteristics and the home media environment, which are part of the mesosystem, influence the children's electronic media usage. Parental guidance of children's media use is in turn influenced by the environmental context, including the number of people in the household, types of media devices available in the home (i.e., the home screen media environment), and the amount of time that parents spend with their children.

These parental opinions, along with the "home media environment" construct, contribute to effective parental guidance of children's media use via, for example, setting limits on time and content, offering media that is age appropriate, discussing media while the children are using it, providing sufficient space for movement around the television, and encouraging the children to dance or move while using media.

2.2. Children's Media Use from a Cross-Cultural Perspective

Media technology is an integral part of children's lives in the twenty-first century (Evčíková, 2015), and the world of media is constantly evolving and changing. Television, which dominated the media world through the mid-1990s, now competes in an arena crowded with cell phones, tablets, video games, computers, etc. (Sawhill, 2008). The types and rates of media use also differ by culture according to the availability of various media types and people's interests and needs (Arnett, 2007).

In the United States, different ethnic minority groups live side by side, but they still have different cultural characteristics. Hence, research results can vary widely depending on the ethnic groups and geographic regions included in a study. A national survey conducted with more than 2,000 young people showed that black youth are more likely to use screen media than white youth, like television, videos, and DVDs, and to spend more time using them regardless of parental mediation (Roberts, Foehr, & Rideout, 2005). They also show a more positive orientation to media than other ethnic groups. For example, black children and teens consume media approximately 2 hours more per day than the white children and teens and

children and teens from other ethnic groups. On the other hand, Kaiser Family Foundation's (1999) survey, which included children with the age range of 2 to 18, showed that Latino children spent 1 hour more per day using media than European American children—the Latino children watched an average of 3 hours and 31 minutes of television per day, and the European American children watched 2 hours and 22 minutes. Another study by the Kaiser Family Foundation in 2010 showed that media use by children continues to increase: They found that the amount of time spent using media increased by 1 hour and 17 minutes a day over a 5-year period, from 6 hours and 21 minutes in 2004 to 7 hours and 38 minutes in 2009 (Kimberly & Deepa, 2014). The same study showed in these 5 years, there was a huge increase in ownership of media devices among 8 to 18 year olds, from 39 percent to 66 percent for cell phones and from 18 percent to 76 percent for iPods and other mp3 players. Differences between ethnic groups were also noted: Black and Hispanic children consumed media for nearly 4 hours and 30 minutes more each day than white children (13 hours of total media exposure weekly for Hispanics, 12 hours and 59 minutes for blacks, and 8 hours and 36 minutes for whites).

Europe is a different geographical and cultural space than the United States. There are currently 25 members of the European Union, as well as many countries in Eastern and Southeastern Europe like Russia, Belarus, Ukraine, Moldavia, Romania, Bulgaria, Bosnia-Herzegovina, Serbia, Macedonia, and Turkey (Arnett, 2007). Although media use varies among different European regions, there are some commonalities. For example, 97 percent of all European households have at least one television set, and children's media use begins at a very early age. Infants watch television and listen to audio recordings daily, and they mainly use media with the help of their parents or other adults (Arnett, 2007). The European Union Kids Online Report (2014) showed that there is trend throughout Europe for children to begin using the Internet at increasingly younger ages. Internet access generally occurred via mobile devices, and the most common place of use of the Internet and mobile devices is at home. The majority of children ages 0 to 2 years use media devices by listening to audiobooks, the radio, and sound recordings.

Asia covers an even larger area and includes many countries, such as Singapore,

Hong Kong, Japan, China, India, Indonesia, and Korea. Although each country has distinctive characteristics, they do have some similarities as a result of their geography. Because nearly all Asian houses have a television, it is the most popular media devices among Asian children. However, the availability of tablets and smartphones has clearly grown; nearly three-quarters of 6 to 14 year olds live in a house with at least one tablet, and almost half of them use a smartphone. In addition, children ages 3 to 5 years use devices for gaming and education at similar levels. Children's device usage is mostly at home (99 percent), with less use at school (17 percent). Devices are also commonly used in restaurants (70 percent), while travelling (71 percent), or when visiting friends (40 percent)

2.3. Television Use by Children

—TVtakes our kids across the globe before parents give them permission to cross the street.” (Meyrowitz, 1990, p. 52)

The increase of satellite television in the late 1980s doubled the rate of television use in as little as one decade (Hunt, 2013). Today, most children live in a multimedia environment, but television is the most commonly used media device by the average child. And even though children in developed countries are using a larger variety of media devices (Jeffrey, 2006), television use has not decreased. Rather, total media use has just grown (Kabali et al., 2015).

In 1999, AAP warned families that children under the age of 2 should not be exposed to any television. The AAP also claimed that the television should never be used as an educational tool for younger children and that it could be a barrier for healthy early childhood development. However, despite the warnings of the AAP and related research findings, the amount of media being produced and marketed for young children—even those younger than 2 years—has continued to grow. Today, in Turkey, there are countless DVDs and television channels specifically for children who are 6 months to 3 years old, such as Baby TV, Baby First, Bebeğim TV, and Luli TV. These channels provide 24-hour programming designed for parents and infants to watch together. Parental reasons may differ for why they allow their children to watch these channels, but it is well-known that there is no research to support that these channels improve young children's development.

According to the Kaiser Family Foundation, 74 percent of all children watch television before the age of 2, 99 percent of all children under 6 live in a house with a television set, and 50 percent live in a house with three or more sets. Furthermore, children under 6 years spend an average of 2 hours per day in front of the television, and 77 percent can turn the set on themselves (V. J. Rideout et al., 2003). Similarly, a recent Turkish study has found that children between 3 to 24 months of age watch television for an average of 1.05 hours per day and that children between 25 to 60 months watch an average of 2.9 hours per day (Akkuş et al., 2015).

Pierroutsakos, Hanna, Self, Lewis, and Brewer (2004) conducted a study with 100 parents to investigate the television watching habits of the children from 0 to 2 years old. They found that children spend an average of 2 hours watching television every day even though it was observed that they only paid attention to the television for half of that time. Moreover, they found out that 50 percent of the programs watched by the children were infant and toddler programming, 40 percent were adult programming, and 9 percent were preteen programming.

A study carried out with young children participating in the Women, Infants, and Children program in New York State revealed that 82 percent of 1-year-old children and 95 percent of 2-year-old children watched television and videos on weekdays and that this number increased as they grew older. The 1 year olds spent an average of 10 hours watching television/videos every week, and the 2 year olds spent about 15 hours watching television/videos in a week. What's more, 43 percent of the 2-year-old children watched more than 2 hours on weekdays.

Kabali and colleagues (2014) conducted a cross-sectional study with 350 children aged 6 months to 4 years in Pennsylvania. Their findings showed that most of the children's houses had televisions (97 percent), tablets (83 percent), and smartphones (77 percent). Half of the children had their own televisions in their rooms by the age of 4, and almost 75 percent of them possessed their own mobile devices. They reported that almost all children (96.6 percent) utilized mobile devices, the majority of whom began using them even before the age of 1. The parents stated that they let their children use these devices so that they could do housework (70 percent), to keep their children calm (65 percent), and as part of their bedtime routines (29 percent). At age 2, most of the children utilized a device daily and spent

time watching television and using mobile devices.

They also found that most of the 3- to 4-year-old children could use the devices without any help from their parents and that one-third of them engaged in media multitasking (28.2 percent of the 3 year olds did not need any support or help navigating a mobile media device, while 60.9 percent sometimes needed help, and almost half of 4-year-olds never needed help). The percentages of children with their own devices, the age of first usage, and rate of daily use were not found to be related to ethnicity or parent education levels (Kabali et al., 2015).

The most popular device was found to be tablets, which were possessed by two-thirds of the 4 year olds. Possessing mobile devices was not found to be associated with gender, ethnicity, or parent education levels. The study also found displayed that educational, entertainment, and content delivery apps were popular among all age groups. For example, YouTube was popular among all children, specifically the 1 to 2 year olds, while half of the 4 year olds preferred to use multiple media platforms (i.e., television and a tablet) at the same time.

Another study was carried out in India in 2014 to examine the television viewing habits of children and their families, as well as the parents' opinions regarding the effects of television on their children's health. The participants included 109 children from the lower socio-economic strata with poor maternal literacy. The findings revealed that all of the children watched an excessive amount of television (more than 2 hours daily), the majority of which was unsupervised and included low-quality content. The parents set minimal to no limitations regarding what programs the children could watch, and they did not have any active discussions regarding the content of the programs. It was also observed that television watching had a negative impact on the play, hobbies, sleep, hygiene, and eating habits of most of the children. A great many of the parents were unaware that television watching could be unhealthy and could have undesirable impacts. The authors suggested that pediatricians should routinely enquire about television watching habits and educate parents about appropriate television watching (Mukherjee, Gupta, & Aneja, 2014).

A longitudinal study conducted from 2003 to 2007 with 217 African American revealed that 3-month-old babies were exposed to an average of 2.6 hours of

television and/or videos every day(Thompson, Adair, & Bentley, 2013). Moreover, almost 40 percent were exposed to 3 hours of television every day until the age of 1. Maternal television watching habits; maternal obesity; and infant activity, fussiness, and crying were found to be associated with more television exposure for the babies. On the other hand, a low level of maternal education and high level of infant activity were associated with having the television on during meal times (Thompson et al., 2013). Likewise, another study revealed an association between sociodemographic factors and television exposure of children, and it was found out that maternal factors (i.e., obesity and education level) and features of the local media environment (i.e., maternal television watching) shaped how children made use of the television (Thimmig et al., 2017). Higher levels of maternal television watching and maternal obesity were associated with higher rates of infant television exposure on a daily basis, while a higher maternal education level was associated with less frequent cases of the television being on during meal times.

Furthermore, the amount of television use can depend on various factors, such as access to television; the gender, age, personality, needs, and interests of the children; the parents' sociocultural and socioeconomic levels; parental television watching habits; parental mediation of television watching; time of television watching; and the cultural, religious, political, and economic contexts of the television viewing (Jeffrey, 2006).

Various other studies have looked at children's television viewing habits because of the potential negative consequences of this behavior. First of all, heavy exposure to television during the early years can cause addiction to television later on in life (Van den Bulck & Beullens, 2005). Even though addiction is defined as biological dependency on a substance, since all pleasurable experiences have a biological element, if someone gets extremely dependent on one sort of pleasure and feels terrible if they are no longer are engaged in the act, it can also be an addiction (Goodman, 1990). The meaning of the term "addiction" can therefore be expanded to nondrug behaviors, from gambling to video gaming, television watching, and Internet use. Television addicts always feel compelled to have their televisions turned on, and they face negative consequences from this behavior (McIlwraith, 1998). For instance, Kubey and Csikszentmihalyi (1990) compared light viewers

(described as people who watch television less than 2 hours a day) and heavy viewers (people who watch television more than 4 hours a day) and found out that heavy viewers feel significantly worse when they are alone and/or in an unstructured environment or performing an unstructured action, such as waiting in a queue. Because television addicts are more easily bored and distractible, they tend to have poorer attention control. They also often report using television to distract themselves from unpleasant thoughts and to kill time (Arnett, 2007). When a person watches television for 3 hours a day, he ends up spending 9 full years of a 75-year life span on this activity. Since one-third of a life span is spent sleeping, that leaves only 40 waking years for the other activities.

Television use also negatively affects young children's physical health. For example, young children are particularly susceptible to blue light emitted by light-emitting diodes (LEDs) (Shemhammer et al., 2003), and LEDs are used to illuminate screens on devices, such as computers, smartphones, tablets, and televisions (Bedrosian et al., 2013; Cajochen et al., 2011; Cheung et al., 2014). Researchers have found that the blue-enriched light emitted from screens stimulates wakefulness, suppresses melatonin, and disrupts sleep cycles (Cajochen et al., 2011; Wood, Rea, Plitnick, & Figueiro, 2012).

Exposure to short-wavelength light (i.e., blue light) has also been associated with other negative health consequences, such as breast cancer, prostate cancer, diabetes, heart disease, and obesity (Cheung et al., 2014; Fonkena et al., 2010; Healy, Minors, & Waterhouse, 1993; Qian, Block, Colwell, & Matveyenko, 2013; Schemhammer et al., 2003; Turek et al., 2006), as well as emotional disorders, such as anxiety and depression (Mendlewicz, 2009; Srinivasan et al., 2006). In addition, Cheung et al. (2014) found that exposure to the blue-enriched light emitted by screened devices during or after dinner can alter one's metabolism and increase hunger. Therefore, screen time can actually cause obesity. Additionally, blue-enriched light exposure can cause insulin resistance (Cheung et al., 2014). This is a notable finding; it suggests that if an individual's blue-enriched light exposure is limited, excessive eating may be decreased and levels of insulin resistance may be reduced, thereby helping individuals manage and maintain a healthy weight. Unfortunately, children and teens are at greatest risk of being exposed to blue light because of their ocular

lenses. As individuals grow older, the ocular lenses are naturally damaged by the aging process (Salvi, Akhtar, & Currie, 2006). Age leads to a yellowing on ocular lenses (Brondsted, Lundeman, & Kessel, 2013; Salvi et al., 2006), which acts as a natural protective factor in older individuals and blocks blue-light (Brendsted et al., 2013). For this reason, young people are more vulnerable to this danger.

2.4. Computer Use by Children

Children tend to start using computers later than they begin using television, as computer use requires some manual and cognitive developmental features (Lee, 2004). However, there is now a wide use of computers among young children. For example, a recent related study showed that about three-quarters of 5 year olds use computers and about 25 percent of 5 year olds utilize the Internet. In addition, this number increases to over 50 percent by the age of 9 and to at least 75 percent by the age of 17 (Debell & Chapman, 2004). Until the 1990s, male children were more likely to utilize computers and the Internet than female children, but as the use of these technologies has become more common, this gender gap has faded away. Debell and Chapman (2004) noted no difference between the two genders regarding overall computer or Internet use. However, they did find that children and adolescents with parents who have higher incomes are more likely to utilize computers and the Internet more than children in families with lower incomes.

Another recent study conducted with children who were 6 months to 4 years old showed that 43.1 percent of 4 year olds utilize a laptop or desktop computer and that more than half of 3- and 4-year-old children (57.1 percent) use devices without their parents' help (Kabali et al., 2015).

There is one potential positive outcome from using computers at a young age: Engaging with computers and computer-related activities early in a child's life can provide them with the abilities and confidence they need to move on to more complex applications. For instance, studies show that school-aged children who utilize computers at home have more positive behaviors toward computers, which is reflected in their attitudes toward computers at school (Mumtaz, 2001). Overall, an early start in computing can familiarize children with computers and foster self-confidence in future activities.

However, many researchers (e.g., Blehm, Vishnu, Khattak, Mitra, & Yee, 2005; Carr, 2010; Kozeis, 2009; Yan, Hu, Chen, & Lu, 2009) argue that screen time negatively effects individuals physiologically, suggesting that screens directly hinder physical development (e.g., vision and brain connectivity). Exposure to computer screens can also affect vision (Yan et al., 2009) and lead to what physicians are referring to as computer vision syndrome (CVS; Blehm et al., 2005). CVS results from intensive viewing of screened technology, which can lead to eye discomfort, fatigue, blurred vision, and headaches (Blehm et al., 2005; Portello, Rosenfield, & Chu, 2013). Screen time occurs both at home and at school (Nielsen, 2014), and the introduction of new devices (e.g., handheld devices, smartphones, and tablets) has heightened the intensity and prolonged the amount of time that children engage with screened electronic devices, putting them at greater risk of developing CVS (Kozeis, 2009).

While CVS related to screen time use is a cause for concern, research examining the consequences of heavy computer use, specifically Internet use, has documented negative neurophysiological effects (e.g., white matter abnormalities and atrophy in grey matter density), thus raising further concerns (Hong et al., 2013; Lin et al., 2012; Weng et al., 2010; Zou et al., 2011). The DSM-5 has listed a new category, “Internet gaming disorder,” among clinical conditions in need of further study (American Psychiatric Association, 2013, p. 795). This disorder has several features in common with substance use disorders and gambling disorder, all of which may have a common pathophysiology (i.e., dopaminergic disorders). Interestingly, other recent studies have also shown white matter abnormalities (Lin et al., 2012) and atrophy in gray matter in Internet-addicted teens (Hong et al., 2013; Weng et al., 2010; Zouh et al., 2011). These findings are significant since these areas of the brain play critical roles in decision making, emotional processing, cravings, and compulsive and repetitive behaviors.

A neurotransmitter implicated in executive functions (i.e., the control of attention) is dopamine (Bavelier, Green, & Dye, 2010). It is not only a key player in motivation and reward, but also in drug addiction (Tierney, 2009). Koeppe and colleagues (1998) indicated that dopamine is released during video game play, and Weinstein (2010) found that computer game playing leads to permanent changes in

the reward circuitry that mirrors substance dependence. The neurological implications noted are especially chilling considering that corporations involved in computer and video game production investigate the properties of addiction when designing and programming games in an attempt to recreate the necessary mechanisms that may result in addictive behaviors in video game players (Tierney, 2009).

2.5. Tablet/Smartphone Use by Children

The popularity of touchscreen phones continues to grow in today's technology-oriented society (Goodwin, 2012; Murray & Olcese, 2011; Orrin & Olcese, 2011; Rideout, 2011; Tahnk, 2011). Phones and tablets are readily available to children: According to Rideout and colleagues (2010), 30 percent of media consumption involves the use of computers and cell phones, iPods, and hand-held video game players. In addition, 52 percent of 0- to 8-year-old children ($N = 1,384$) have access to touchscreen devices at home (smartphone, iPod, or iPad/tablet), with 11 percent of children spending an average of 43 minutes every day on these devices. The findings also revealed that 38 percent of children use touchscreen devices. Ahearne and colleagues (2015) observed that children become experts quickly on touchscreen usage: At 12 months of age, they can perform basic functions on these devices, and at 24 months, they can use these devices purposefully (2015).

Since tablets and smartphones are used by children in similar ways, they were analyzed together in the current study. For example, both are generally used for entertainment, such as watching videos or playing games. Cristia and Seidl (2015) found that photo and video viewing are the most common activities that children perform on touchscreen devices, but there has been a growing trend in educational use in recent years, such as math and foreign language apps. However, while there are many apps designed for young children, there is no proof of their quality and educational value (Ahearne et al., 2015).

2.6. Media Regulation

The term "regulation" has been utilized in the related literature to refer to various types of media behavior. For example, parents can regulate their children's

use of media to keep them from developing dangerous media habits or addictions. However, children's media use also occur out of parents' mediation (Kotler, Wright, & Huston, 2001). These interactive relationships are less likely to work with older children, who can choose among different media devices and are more autonomous compared to younger children. We can assume that young children's media consumption is at least partly due to parental choices and regulation (or lack of regulation) because they are less likely to disobey rules or engage with undesirable media content. And there are many parents who do not consider it necessary to regulate their young children's media use since they consider their behavior to be socially acceptable (Kotler et al., 2001). Television tends to be the most heavily regulated medium in most families (Woodard & Gridina, 2000). When parents set strict regulations or rules, the amount of television watching sharply decreases. Similarly, when the parents of 3- to 5-year-old children restricted their children's television watching (i.e., showed high levels of regulation and low levels of encouragement), the children watched less television when compared to children those whose parents fell back on other mediation practices (St. Peters et al., 1990). When parents frequently impose limitations on television watching (both the amount of time and content viewed), it is natural that children will spend less time watching television (Kotler, 1999). And, conversely, when there is less parental mediation, children become much heavier television viewers (Desmond, Singer, & Singer, 1990). These children tend to have parents who worry less about the negative effects of television and are not concerned about controlling their children's television use (Holman & Braithwaite, 1982).

Another study showed that 55 percent of parents with children between the ages of 2 to 17 reported ~~always~~ or ~~often~~ limiting the amount of time their children could play computer and video games (Gentile & Walsh, 2002), but there was not a specific analysis of whether different limits were set for younger versus older children. Younger children tend to need help from their parents when using computers, from using hardware and software to reading print on the screen. Therefore, computer use tends to only take place when their parents or other family members are nearby.

Moreover, the ways in which parents and other adults in the family utilize media

shape the media environment in the house, which in turn can influence children's media use. Parents' opinions regarding media can manifest themselves through different attitudes, such as making media available at home (or not), regulating their children's media usage, and encouraging (or not encouraging) a pervasive media environment. All of these features can influence children's media use. Even though it is not fully clear what motivates parents to adopt certain beliefs regarding media use, it is reasonable to hypothesize that they are influenced by their education and socioeconomic levels and child-related characteristics, such as age.

CHAPTER 3

METHOD OF RESEARCH

3.1. Research Design

The general purpose of this study was to explore young children's relationships with electronic media devices, parents' ideas about the effects of electronic media on children, and the educational value of electronic media devices. The survey research method was used in the study.

Fraenkel and Wallen (2006) defined the survey method in quantitative studies as describing the opinions of a population on a specific topic by gathering information from a small sample. There are two types of survey research; a cross-sectional survey was used in this study since it was administered at single point in time.

The survey includes two main parts: The first part focused on the demographic information of the parents and children, and the second part focused on the children's electronic media usage and their parents' ideas about this issue. The second part of the survey includes quantitative information, and the children's usage of electronic media devices was investigated with Likert-type and yes/no questions. After the data were gathered from the parents, they were entered into the most recent of version of the Statistical Package for the Social Sciences Program (SPSS24).

3.2. Population and Sampling

The target population of the study was identified as all children up to 6 years in age living in Ankara, Turkey. However, because it was not possible to contact all

children in Ankara, an accessible population was identified as 0- to 6-year-old children who came to the Social Pediatrics Department, a university facility serving the developmental needs of young children in Ankara for developmental check-ups.

The 0-to-6 age range includes infants, toddlers, and preschoolers. Therefore, healthcare centers are considered to be suitable locations for accessing this age group. However, healthcare centers are mainly interested in people who have a health problem, which could affect the results of a research study. Therefore, for this study, the Social Pediatrics Department of the Faculty of Medicine of a large university in Ankara was selected as a recruitment location. Social pediatric is a scientific discipline that supports the healthy life of children. It has five primary subcategories: recognition of the child's needs and early intervention in related issues; prevention of disease; the health, nutrition, and social education of the parents; the training of technical personnel and organizations in health services; and coordination and cooperation between related social institutions. The department staff conducts developmental follow-up appointments for both babies and young children. To collect the necessary data, the researcher went to the department 2 days a week for 3 months. A total of 412 children in the age range of 0 to 6 were identified with a convenience sampling. The parents were told about the aim of the research study, and their consent was required before the children could participate in the research. Furthermore, they were asked whether their children had any special situations or needs, and any children with unusual health or developmental concerns were excluded from the study so that the results could be generalized to children with similar demographic features.

According to the results of research conducted by the Turkish Statistical Institute, approximately 377,359 children from 0 to 4 years of age lived in Ankara in 2015 (TÜİK, 2015), while there were 128,887 children who were 5 and 6 years of age (MEB, 2015). The sample size for this study was calculated as 384 children, with a 95-percent confidence interval and an acceptable error rate of 5 percent. The sample size was calculated by the equation proposed by Büyüköztürk, Çakmak, Akgün, Karadeniz, and Demirel (2012):

$$n = \frac{n_0}{1 + \frac{n_0}{N}}$$

When n_0 is placed in the formula, the sample size is calculated as 384:

$$n = \frac{384,16}{1 + \frac{384,16}{506246}} = 383,86 = 384$$

According to the stratified sampling method, the sample was divided in two categories: children from 0 to 4 years of age and children from 5 to 6 years of age. The sample rate for the age range of 0 to 4 was 74 percent ($377,359/506,246 = 0.74$), and the sample rate for the age range of 5 to 6 years was 25 percent ($128,887/506,246 = 0.25$). According to these ratios, 285 ($384 * 0.74$) children in the age range of 0 to 4 years can be used to represent this age group, and 96 ($384 * 0.25$) children in the age range of 4 to 6 can be used to represent that age group. Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling, the strata are formed based on members' shared attributes or characteristics (Balci, 2013). When the strata's numbers are identified, convenience sampling is used to determine the number of children in each stratum. Convenience sampling relies on data collection from a population's members who are conveniently available to participate in the study (Erkuş, 2013). For the current study, 285 children in the age range of 0 to 4 and 127 children in the age range of 5 to 6 ultimately participated in the research.

3.3. Instrumentation

The questionnaire was chosen as the data collection tool in this study since it is one of the most preferred types of instruments for research (Fraenkel, Wallen, & Huyn, 1993). On a questionnaire, subjects respond to certain items by writing and/or by marking an answer sheet (Fraenkel et al., 1993). Generally, participants receive a questionnaire through the mail or some other indirect way, but in this study the researcher verbally administered the questionnaire to each participant and then recorded his or her answers, thus minimizing the potential for missing data. Moreover, this gave the researcher a chance to observe participants' verbal reactions and the points on the questionnaire that they felt were particularly important.

The questionnaire was developed following the four steps described by Büyüköztürk:

writing research questions, creating the questionnaire, getting feedback from an expert, and testing the effectiveness of the questionnaire with a small sample group of respondents (2013).

3.3.1. The Process of Determining the Questions in the Questionnaire

The main of the questionnaire was to examine the 0 to 6 year-old children's electronic media use habits with regard to parents' opinions about the issue and parental rules and regulations for their usage. The main questions that were tried to be answered in the study were as in the following:

- Which electronic media devices are commonly used in households with 0- to 6-year-old children?
- Which electronic media devices are used in the bedrooms of 0- to 6-year-old children?
- Is there Internet access in households with 0- to 6-year-old children?
- How old are children when they first start using each type of electronic media device?
- What are the children's levels of knowledge of how to use the devices?
- How much time do the children spend on electronic media devices and other activities daily?
- To what extent do siblings affect children's electronic media usage?
- Is there a relationship between the children's knowledge of how to use electronic media devices and their ages?
- Do the children own personal items based on their favorite characters in the media?
- What are the parents' opinions about if and how the electronic media affects their children's learning?
- How are the children affected by electronic media devices according to their parents' opinions? (i.e., imitating positive and/or negative behaviors from the media)?
- What are the parental rules and regulations for the children's electronic media usage?
- Is there a relationship between the parental education level and the length of

time the children are allowed to use electronic media devices?

- Is there a relationship between the parental income level and the length of time the children are allowed to use electronic media devices?

Based on the findings from a review of the current literature and with the light of the research questions, the questionnaire was prepared by the researcher to answer the already-developed research questions. In order to determine a context for the questionnaire, the EBCOhost, ERIC, and ULAKBIM databases were searched, and all journals, articles, and periodicals related to electronic media usage in early childhood were examined. The most commonly used electronic media devices were identified as televisions, tablets, smartphones, and computers (Connell, Lauricella, & Wartella, 2015; Kirkorian, Wartella, & Anderson, 2008; V. J. Rideout et al., 2003). Hence, the usage of these four electronic media devices was emphasized on the questionnaire. Smartphones and tablets are often used for the same reasons or to perform similar tasks, such as watching videos and playing games. Therefore, in this study, they were evaluated together in the research.

While developing the items for the questionnaire, the Zero to Six Project, one of the most comprehensive studies of young children's media use in the United States, was used as a springboard (V. J. Rideout et al., 2003). In the first part of the questionnaire, questions were developed to elicit information regarding the socio-demographic characteristics of the children and their parents. This section included information about the children's age, gender, and whether they had siblings. Previous research conducted in Turkey found that most children watch television on a daily basis regardless of age (Akkuş et al., 2015; Arslantaş, n.d.). Also, the daily use of media devices increases with age and is not associated with a child's gender (Arnett, 2007), although gender is associated with content preferences. For example, boys throughout the elementary school years maintain a strong preference for action-oriented cartoons or games and girls preferred calmer programs (Arnett, 2007). Being an only child is also associated with increased media usage in the literature. Davies and Gentile (2012) found that families with siblings consistently report more healthy media habits than families with only one child. They argued that children with siblings spend more time with each other and spend less time with media devices.

For the parents, the first section of the questionnaire asked about their age, marital status, educational status, occupation, working status, and monthly income level. The related literature has shown that children's and parents' socio-demographics are important predictors for children's electronic media usage (Kabali et al., 2015; V. Rideout, 2013; V. J. Rideout et al., 2003). Related studies have found that parents' education and income levels are important predictors of children's media use habits (Brunton, 2015; Lee, 2004; Mukherjee et al., 2014; Patton & Sawyer, 2000), and there are similar finding in the Turkish literature. For example, Yalçın, Tuğrul, Naçar, Tuncer, and Yurdakök (2002) found that a higher level of television viewing was negatively correlated with the level of paternal education (2002). Işılçay studied 3- to 6-year-old children in Turkey and found that the most important factors for the duration of television watching were their parents' educational level and the income level of their family.

In the second part of the questionnaire, parents were asked questions about their children's electronic media usage in their daily lives and their opinions about the effects of these devices on their children. According to the responses of the parents, the corresponding boxes were marked on the questionnaire by the researcher.

3.3.2. Pilot Study of the Questionnaire

The pilot study was conducted with 50 parents from the same hospital in Ankara. A total of 84 percent of the participants were mothers ($n = 42$) and 16 percent were fathers ($n = 8$). After collecting the questionnaires, a statistical analysis was conducted to control for the reliability of the questionnaire. Cronbach's alpha coefficient, which is one of the most commonly reported reliability estimates for questionnaires, was used to check for reliability issues. Cronbach's alpha coefficient was .85 for the pilot study. According to Pallant (2007), coefficient values higher than .70 are acceptable, although values higher than .80 are preferable. Thus, the questionnaire was considered reliable. In the pilot study, the clarity of the questions was also assessed before finalizing the questionnaire.

Overall, the study was completed using the face-to-face interview technique with mothers and fathers of 412 children in the age range of 0 to 6 years who came to the Social Pediatrics Department of a large university in Ankara for developmental

check-ups between December 15, 2016, and March 15, 2017.

3.4. Ethical Procedures

Permission from the Research Center for Applied Ethics at Middle East Technical University (METU) was requested. The ethical committee gave their approval for the study without requiring any revisions to the questionnaire.

All data were gathered in the Social Pediatrics Department. All of the participants answered the questions voluntarily, and all of the data were collected by the researcher herself to minimize missing data. The participants were informed about the purpose of the study, and no questions were included related to their identity. The questionnaire took approximately 20 minutes to complete.

3.5. Data Analysis

The data that were collected via the questionnaire were then entered into SPSS-24. The researcher checked for missing data, but as the questionnaire was administered face to face, this was not an issue.

To describe the characteristic of the sample, descriptive statistics were used for the specific research questions. The frequency and percentage distributions of the demographic characteristics of the parents and children were also identified. Then, the frequency and percentage of the survey items were found. Lastly, the mean, median, and standard deviations were checked for continuous variables.

The differences between the answers given to the questionnaire items and the demographic characteristics of the parents were examined via the chi-square test, which is used to determine if the distribution of scores for one nominal variable meets expectations (Pallant, 2001).

3.6. Internal Validity and Reliability

To ensure that the questionnaire was internally valid, the question pool was reviewed by four early childhood field experts. All of the experts were instructors at the university in the Early Childhood Education Department. An expert evaluation form that included both open and closed questions was used to gather their expert

opinions. A two-choice response format was used; i.e., ~~“appropriate/valid”~~ or ~~“inappropriate/not valid.”~~

The experts’ responses regarding the questionnaire validity were almost fully compliant (80 percent). Miles and Huberman (1994) claim that when the experts indicate 70-percent to 80-percent compliance on a scale, researchers should reorganize the items. In this study, according to the feedback from the experts, some questions were rewritten and some were kept in the questionnaire. For example, the first and second questions were modified and placed under the same heading in accordance with the experts’ opinions. Parents were asked, ~~“Which electronic media devices are used in your household?”~~ A list of rooms was then located under the question so that parents could mark the suitable boxes. Similarly, parents were asked, ~~“Which electronic media devices are used in your child’s room?”~~ These two questions were combined and modified into the same question, and the child’s room was added to the list of room names. Therefore, the parents could mark the electronic devices they used according to the rooms they were used in.

Another modification after the expert opinion was related to the fourth question. Parents were asked about how frequently their children used electronic media devices alone or with adult supervision. There were six options: ~~“always,”~~ ~~“often,”~~ ~~“sometimes,”~~ ~~“hardly ever,”~~ ~~“never,”~~ or ~~“invalid.”~~ The last option, ~~“invalid,”~~ was included for the possibility that the child might be too young to perform that activity. However, the experts thought that this option was unclear, so ~~“invalid,”~~ was removed from the questionnaire.

After modifications, the questionnaire had 80 questions with Likert-type and multiple-choice questions. The survey items were also evaluated in terms of wording and eligibility. The reliability of the questionnaire was retested via Cronbach’s alpha in both the pilot study and main study. The results showed that the questionnaire was reliable ($.85 > .70$ for the pilot study; $.818 > .70$ for the main study).

3.7. Ethical Issues

The aim of the research was clearly explained in the instructions given to the participants, and the participants’ consent was recorded. They were not asked to

provide any personal information, and they were guaranteed that their answers would only be used for this specific study. They were also informed that they could remove their responses from the study at any time.

3.8. Assumptions of the Study

The assumptions of the study can be listed as follows:

1. Using the accessible population, the purpose was to understand the target population, so the accessible population was assumed to represent the target population.
2. There was no scale developed for children's electronic media usage and parental opinions at the time of writing. Hence, the questionnaire was prepared by the researcher by reviewing the relevant literature. The items of the questionnaire were specifically developed for the purpose of this study.
3. Participation in the study was voluntary, and respondents were asked to reply to the questions as honestly and naturally as possible.

3.9. Limitations of the Study

1. Due to the fact that the convenience sampling technique was used in this study, the results cannot be generalized to all children between the ages of 0 to 6 years in Ankara.
2. The majority of the participants in the current study were well-educated families (59.3 percent of the parents had bachelor's degrees, and 30.3 percent had high school degrees). For this reason, the current study may not accurately represent the whole population in Turkey.

CHAPTER 4

RESULTS

In this chapter, the findings of the study in relation to the research questions are presented. Both the qualitative and quantitative results are presented together. Finally, the summary of the study's results is presented.

Before presenting the research questions, first demographic information of the parents and children (parents' age, education level, household income and child's gender, age, whether they have any siblings) as well as the home environment are described.

In total, 412 parents-320 mothers (77.7%) and 92 fathers (22.3%) - who had children between the ages of 0-6 participated in the study. The majority of the parents were in the age range of 30-39 (58.3%), and almost all of them were married (94.9%). More than half of the parents (59.3%) had a college degree while 30.3% of them graduated from high school. Only a small percentage of the parents (10.4%) had primary education. Most of the families' monthly income was between 2601-3900 Turkish Liras (N =126, f= 30.6). Table 4.1.1 summarizes the demographic information of the parents participated in this research.

Table 4.1.1 Demographic information of parents

		N	%
Being a ...	Mother	320	77.7
	Father	92	22.3
Age of parent	20-29 ages	123	29.9
	30-39 ages	240	58.3
	40-49 ages	41	10
Marital status	Married	391	94.9
	Single	21	5.1
Education	Primary education	43	10.4
	High school	125	30.3
	Bachelor	244	59.3
Occupation	Public employee	142	34.5
	Private sector employee	116	28.2
	Unemployed	154	37.5
Income level	0-1300tl	28	6.8
	1301-2600tl	92	22.3
	2601-3900tl	126	30.6
	3901-5200tl	80	19.4
	5200tl and more	85	20.6

Three age groups were investigated in this study, 0-2 years, 3-4 years and 5-6 years respectively. The sample comprised of 412 children (children aged 0-2, $N = 121$; 3-4, $N = 164$; and 5-6, $N = 127$). The number of the girls and boys were equal (girl $N = 206$; boy $N = 206$). Because the previous studies show that birth order is a significant factor for determining children's media use habits (Pinon, Huston & Wright, 1989), the parents' were also asked whether the child was the only child in the household in the study. It was reported that half of the children participating in the research had a sibling ($N = 206$), and the other half were only child ($N = 206$). All of the information about the children in the study was obtained from the parents. The information about the children's characteristics is presented in Table 4.1.2 in detail.

Table 4.1.2 Demographic information of children

		N	%
Gender	Girl	206	50.0
	Boy	206	50.0
Age	0-2 years	121	29.4
	3-4 years	164	39.8
	5-6 years	127	30.8
Being an only child	Yes	206	50.0
	No	206	50.0

4.1. Electronic media environment for 0- to 6-year-old children in the household

One of the aims of the present study was to explore the electronic media environment of 0- to 6-year-old children at home. With this aim in mind, the following sub-research questions were responded in this study, and the results were presented in Table 4.1.3 and 4.1.4.

Sub-RQ1.1: Which electronic media devices are commonly used in households with 0- to 6-year-old children? (Detail information is presented in Table 4.1.3)

Sub-RQ1.2: Which electronic media devices are used in the bedrooms of 0- to 6-year-old children? (Detail information is presented in Table 4.1.3)

Sub-RQ1.3: Is there Internet access in households with 0- to 6-year-old children? (Detail information is presented in Table 4.1.4)

The results showed that children's houses were filled with media devices, including TVs, computers, tablet/smart phones, game consoles, and radios. Nearly all households (98.3%) had television in the study. Television sets were found to be commonly located in living rooms ($N = 348$). A few (10.9%) families ($N = 45$) had television sets in their dining room, too.

After television, smart phones were the second most commonly used electronic media device in children's houses. Almost all the parents (93.2%) who participated in the study had smart phones. The most common place that smart phone was used at home was the living room ($N = 280$ $f = 68\%$). A similar number of household used smart phones in the dining room and the child's bedroom (dining room $N = 42$ $f = 10.2\%$, child bedroom $N = 44$ $f = 10.7\%$).

Tablets and computers were the next most commonly used media devices in young children's households. More than half of the households had tablets (63.3%) and computers (62.9). Computers were most commonly located in living rooms ($N = 108$ $f = 26.2\%$) and study rooms ($N = 99$ $f = 24\%$).

The most commonly used media devices in child's bedroom was smart phone

(10.7%) and computer (10.7%). Then, tablet (9.2%) and game console (4.4%) were used, and television was the least used electronic media device in child's bedroom since it was observed that only 2.7% of the children ($N = 11$) had television in their bedrooms.

Nearly three out of four families (73.8%) had an internet access at their home.

Table 4.1.3 Rooms where the electronic media devices are most commonly used at home

	Television		Tablet		Smart Phone		Computer		Game Console		Radio	
	N	%	N	%	N	%	N	%	N	%	N	%
Living room	348	84.5	185	44.9	280	68.0	108	26.2	60	14.6	96	23.3
Dining room	45	10.9	20	4.9	42	10.2	8	1.9	2	.5	99	24
Study room	1	.2	17	4.1	18	4.4	99	24.0	5	1.2	6	1.5
Child's bedroom	11	2.7	38	9.2	44	10.7	44	10.7	18	4.4	12	2.9
No	7	1.7	151	36.7	28	6.8	153	37.1	327	79.4	199	48.3

Table 4.1.4 Internet use at home

	N	%
Yes	304	73.8
No	108	26.2
Total	412	100.0

Sub-RQ1.4:How old are children when they first start using each type of electronic media device?

In the current study, it was also aimed to find out the age of onset of children's media device usage. As can be seen in Table 4.1.5, many children (85.6%) started watching television before they reached two years of age and they were not passive consumers. Almost one third (29.4%) of the parents reported that their children can turn the TV set on by themselves, and 26.2 percent can change channels by the age of 2. Additionally, 24.8 percent of 0 to 2 year-old children asked their parents to watch specific TV channels.

The results indicated the children did not engage in computers as actively as they did in television. The parents reported that only one-third (31.3%) of their children were able to turn on the computer on their own, while 29.9 percent played games on the computer. Watching videos on computer was seemed to be the most popular activity among young children because 43.9 percent of the parents reported that this was what their children did on computer.

The findings showed that young children started to use tablet/smartphone earlier than they began to use computers. More than two-thirds (75.2 %) of the children watched videos on tablet/smartphone, while 58 percent played games. More importantly, almost 60 percent of the parents (57.5%) reported that their children could turn on tablet/smart phones by themselves.

Briefly, children generally started to watch TV before the age of 1 (46.8%), turn on TV at the age of 2 (22.6%), ask for different TV channels at the age of 2 (23.3%), watch video on tablet/smart phone when they were 2 years old (25.7%), watch videos on the computer at the age of 2 (12.4%), change TV channel when they were 3 (18.9%),turn on tablet/smart phone at the age of 3 (18%), play games on tablet/smart phone when they were 3 years old (19.4%), turn on the computer when they were 5 or 6 years old (9.7%), and play games on the computer at the age of 5 or 6 (10.9%).

Table 4.1.5 Age of onset of using electronic media devices

	1 age and younger		2 ages		3 ages		4 ages		5 and 6 ages		not doing	
	N	%	N	%	N	%	N	%	N	%	N	%
first time....												
watching TV	193	46.8	160	38.8	23	5.6	5	1.2	3	.7	28	6.8
turning on TV	28	6.8	93	22.6	79	19.2	33	8	15	3.6	163	39.6
changing TV channel	32	7.8	76	18.4	78	18.9	41	10	24	5.8	159	38.6
asking TV channel	6	1.5	96	23.3	89	21.6	41	10	30	7.3	149	36.2
turning on the computer	4	1	15	3.6	26	6.3	39	9.5	40	9.7	183	68.7
playing game on the computer	1	.2	15	3.6	34	8.3	23	5.6	45	10.9	289	70.1
watching video on the computer	22	5.3	51	12.4	46	11.2	30	7.3	31	7.5	231	56.1
turn on tablet/smart phone	9	2.2	66	16	74	18	49	11.9	37	9	175	42.5
playing game on tablet/smart phone	2	.5	63	15.3	80	19.4	46	11.2	46	11.2	173	42
watching video on tablet/smart phone	55	13.3	106	25.7	80	19.4	34	8.3	33	8	102	24.8

Sub-RQ1.5: What are the children’s levels of knowledge of how to use the electronic media devices?

In this research, the children’s level of knowledge of how to use the electronic media devices was also examined. The results showed that many of the toddlers and preschoolers, even infants were not just passively consuming media chosen by other members of their families. They were turning on the TV themselves (58.5%), changed TV channels (57.3%), turned on the computers themselves (30.6%), turned on tablet and/or smart phone by themselves (59.7%), opened video games on the computer themselves (25%), opened video games on tablet and/or smart phone (51.5%), installed programs on the computer (7.5%), and installed programs on tablet and/or smart phones (17.5%). Detailed information is given with Table 4.1.6.

Table 4.1.6 Frequency table of children's level of knowledge how to use electronic media devices

	yes		no	
	f	%	f	%
turn on TV by themselves	241	58.5	171	41.5
change TV channel themselves	236	57.3	176	42.7
turn on the computer themselves	126	30.6	286	69.4
turn on tablet/smart phone themselves	246	59.7	165	40
open video and/or game on computer themselves	103	25	307	74.5
open video and/or game on tablet/smart phone	212	51.5	200	48.5
install applications on tablet/smart phone	72	17.5	340	82.5
install programs on computer	31	7.5	381	92.5

Sub-RQ1.6: How much time do the children spend on electronic media devices and other activities daily?

There were two comprehensive researches showing children's media use habits in United States done by Kaiser Family Foundation: Zero to Six (2003) and Zero to Eight (2013). Both studies compared the children's time spent on media devices and other activities that involved reading and play time. Similarly, in this research, children's time spent on electronic media devices and other activities was investigated.

The parents were asked how much time their children spent on electronic media devices in daily life. The answers were coded with the range of 0 to 4 (no=0; less than 1 hour= 1; 1 to 2 hours=2; 3 to 4 hours=3; more than 4 hours=4). The results showed that children six and under spent approximately one to two hours a day by watching television (mean: 1.68, mode: 2), they spent almost the same amount of time on playing with a person (mean: 1.66, mean: 2). They played with toys up to one hour daily (mean: 1.39, mode: 2), and then watched video on a tablet/smartphone (mean: .95). Table 4.1.7 exhibits more detailed information about the relevant findings.

The findings also revealed that playing game on the computer also increased with age (for 0-2 year-olds, mean: .12, 3-4 year-olds, mean: .38, 5-6 year-olds, mean: .75).

However, tablet/smartphone usages did not change much between the 3-4 year-olds (mean: 1.16) and 5-6 years-old children (mean: 1.09).

The amount of time spent playing with toys also did not differ much across different age groups (for 0-2 year-old children, mean: 1.34, 3-4 year-old children, mean: 1.35, 5-6 year-old children, mean: 1.48). However, reading time increased with age (for 0-2 year-old children, mean: .62, 3-4 year-old children, mean: .79, 5-6 year-old children, mean: 1.08).

Table 4.1.8 The length of time children spent on electronic media devices across different age groups

	Age	N	Min	Max	Mean	Std. Deviation
0-2 ages	Watching TV	121	1	4	1,32	1,026
	Watching video on computer	121	1	2	,28	,520
	Playing on computer	121	1	2	,12	,439
	Watching video on tablet/smartphone	121	1	3	,52	,696
	Playing with tablet/smartphone	121	1	3	,34	,702
	Playing with toys	119	1	4	1,34	1,084
	Playing with someone	119	1	4	1,45	1,141
	Reading or are read to	121	1	4	,62	,859
3-4 ages	Watching TV	164	1	4	1,74	,950
	Watching video on computer	164	1	4	,60	,964
	Playing on computer	164	1	4	,38	,824
	Watching video on tablet/smartphone	163	1	4	1,16	1,000
	Playing with tablet/smartphone	164	1	4	,96	,929
	Playing with toys	163	1	4	1,35	,959
	Playing with someone	164	1	4	1,70	1,069
	Reading or are read to	163	1	3	,79	,718
5-6 ages	Watching TV	127	1	4	1,93	,818
	Watching video on computer	126	1	4	,80	,938
	Playing on computer	126	1	4	,75	,909
	Watching video on tablet/smartphone	127	1	4	1,09	,836
	Playing with tablet/smartphone	127	1	4	1,21	,905
	Playing with toys	127	1	4	1,48	,933
	Playing with someone	127	1	4	1,79	,931
	Reading or are read to	126	1	3	1,08	,796

Sub-RQ1.7: To what extent do siblings affect children's electronic media usage?

The relevant literature indicates that there is a relationship between the case of having siblings and the electronic media use by children. In the current study, this relationship was also tested via chi-square, which is used for testing relationships between categorical variables.

Table 4.1.9 Chi-square results regarding the difference between the frequency of electronic media device usage and having siblings

Frequency of using electronic media devices	Having sibling		No	Less than 1 hour	1 to 2 hours	More than 3 hours	$X^2_{(3)}$	p
Watching TV	Yes	N	34	63	80	29	10,86	,013*
		%	16,5	30,6	38,8	14,1		
	No	N	18	50	93	45		
		%	8,7	24,3	45,1	21,8		
Watching video on computer	Yes	N	138	48	17	3	10,17	,017*
		%	67,0	23,3	8,3	1,5		
	No	N	121	42	31	11		
		%	59,0	20,5	15,1	5,4		
Playing computer games	Yes	N	161	32	11	2	11,72	,008*
		%	78,2	15,5	5,3	1,0		
	No	N	140	30	28	7		
		%	68,3	14,6	13,7	3,4		
Watching video on tablet/smart phone	Yes	N	84	87	30	4	14,94	,002*
		%	41,0	42,4	14,6	2,0		
	No	N	62	81	46	17		
		%	30,1	39,3	22,3	8,3		
Playing games on tablet/smart phone	Yes	N	118	53	30	5	26,87	,000*
		%	57,3	25,7	14,6	2,4		
	No	N	69	65	61	11		
		%	33,5	31,6	29,6	5,3		
Playing with toys	Yes	N	38	74	57	34	8,95	,030*
		%	18,7	36,5	28,1	16,7		
	No	N	40	82	69	15		
		%	19,4	39,8	33,5	7,3		
Playing with somebody (siblings, parents, friends etc.)	Yes	N	44	47	74	39	17,51	,001*
		%	21,6	23,0	36,3	19,1		
	No	N	16	69	80	41		
		%	7,8	33,5	38,8	19,9		
Reading or being read	Yes	N	81	82	33	9	6,51	,089
		%	39,5	40,0	16,1	4,4		
	No	N	75	102	25	3		
		%	36,6	49,8	12,2	1,5		

*p<,05

As can be observed in Table 4.2.1, there is a significant difference between the presence or absence of the siblings of the children and the amount of time spent watching TV ($X^2_{(3)}=10,86$, $p=,013<,05$); watching video on computer ($X^2_{(3)}=10,17$, $p=,017<,05$); playing computer games ($X^2_{(3)}=11,72$, $p=,008<,05$); watching video on tablet/smart phone ($X^2_{(3)}=14,94$, $p=,002<,05$); playing games on tablet/smart phone ($X^2_{(3)}=26,87$, $p=,000<,05$); playing with toys ($X^2_{(3)}=8,95$, $p=,030<,05$), and playing with a person ($X^2_{(3)}=17,51$, $p=,001<,05$).

Sub-RQ1.8: Is there a relationship between the children's level of knowledge of how to use electronic media devices and their ages?

In the current study, the relationship between the children's level of knowledge of electronic media use and age intervals was tested via chi-square.

Table 4.1.10 Chi-square results regarding the differences across different age ranges and children's level of knowledge of electronic media use

Children's level of knowledge of electronic media usage			Age of children			X ² ₍₃₎	p
			0-2 ages	3-4 ages	5-6 ages		
Turning on TV	Yes	N	29	110	102	89,29	,000*
		%	24,0	67,1	80,3		
	No	N	92	54	25		
		%	76,0	32,9	19,7		
Changing TV channels	Yes	N	35	95	106	75,37	,000*
		%	28,9	57,9	83,5		
	No	N	86	69	21		
		%	71,1	42,1	16,5		
Turning on the computer	Yes	N	9	46	71	69,39	,000*
		%	7,4	28,0	55,9		
	No	N	112	118	56		
		%	92,6	72,0	44,1		
Opening games and videos on the computer	Yes	N	6	42	55	49,18	,000*
		%	5,0	25,8	43,7		
	No	N	115	121	71		
		%	95,0	74,2	56,3		
Opening games and videos on tablet/smart phone	Yes	N	13	105	94	116,54	,000*
		%	10,7	64,0	74,0		
	No	N	108	59	33		
		%	89,3	36,0	26,0		
Installing program on the computer	Yes	N	1	14	16	12,74	,002*
		%	,8	8,5	12,6		
	No	N	120	150	111		
		%	99,2	91,5	87,4		
Installing application on tablet/smart phone	Yes	N	4	30	38	30,56	,000*
		%	3,3	18,3	29,9		
	No	N	117	134	89		
		%	96,7	81,7	70,1		

*p<,05

As can be seen in Table 4.1.10, there was a statistically significant difference between children's level of knowledge of how to use electronic media devices and age intervals. More specifically, it was seen that there was a significant difference across different age ranges and the ability to turn on TV ($X^2_{(3)}=89,29$, $p=,000<,05$); change TV channels ($X^2_{(3)}=75,37$, $p=,000<,05$); turn on the computer ($X^2_{(3)}=69,39$, $p=,000<,05$); open games and videos on the computer ($X^2_{(3)}=49,18$, $p=,000<,05$); open games and videos on tablet/smart phone ($X^2_{(3)}=116,54$, $p=,000<,05$); install

program on the computer ($X^2_{(3)}=12,74$, $p=,002<,05$), and install applications on tablet/smart phone ($X^2_{(3)}=30,56$, $p=,000<,05$).

Sub-RQ1.9: Do the children own personal items based on their favorite characters in the media?

The present study also aimed to reveal whether the children had personal belongings related to their favorite media characters.

Table 4.1.11 Frequency table for personal items based on children’s most favorite characters in the media (TV, movies or video games)

Personal items based on characters from media		Frequency	Percent
Clothes	yes	230	55,8
	no	182	44,2
Toys	yes	302	73,3
	no	110	26,7
Books	yes	178	43,2
	no	234	56,8
Others products	yes	191	46,4
	no	221	53,6

Many of 0 to 6 year-old children had personal items based on their favorite characters in the media: 55.8% had clothes, 73.3% had toys, 43.2% had a book, and 46.4% had other products like towels, bedding etc.

4.2. The parents opinions about the effect of electronic media device use on their children

Young children’s media use is interwoven with their family systems, and much of the media to which they are exposed is a result of their families’ media environment and opinions toward the media (Nikken & Schols, 2015; Spaulding, 2010). At this point, in the present study, parents' opinions about the impacts of electronic media device on their children were examined with several sub-questions.

Sub-RQ2.1: What are the parents’ opinions about if and how the electronic media affects their children’s learning?

In the current study, parents' opinions about the effect of electronic media device use on children's learning were investigated. The parents were asked to rate the electronic media devices' effect on children's learning at a scale from very effective to not effective.

Table 4.2.1 Parents' opinions about the effects of the electronic media devices on their children's learning

Educational value of...	very effective		effective		less effective		not effective	
	f	N	f	N	f	N	f	N
Television	33.0	8.0	130	31.6	177	43.0	70	17.0
Games on the Computer/tablet/smart phones	31.0	7.5	94	22.8	139	33.7	145	35.2
Applications of tablet/smart phones	54.0	13.1	165	40.0	111	26.9	79	19.2

In general, half of the parents (53.1%) reported that the applications of tablet/smartphones were very effective on children's learning, while 43 percent thought that television was less effective on children's learning, and 35.2 percent said that computer games and tablet/smartphone were not effective on their children's learning.

Table 4.2.2 The length of time spent watching TV according to parents' opinions about the TV's effects on children learning

TV is..... on children learning		Frequency	Percent	Valid Percent	Cumulative Percent
very effective	no	2	6,1	6,1	6,1
	less than one hour	5	15,2	15,2	21,2
	1 to 2 hour	14	42,4	42,4	63,6
	3 to 4 hour	8	24,2	24,2	87,9
	more than 4 hour	4	12,1	12,1	100,0
effective	no	9	6,9	6,9	6,9
	less than one hour	30	23,1	23,1	30,0
	1 to 2 hour	67	51,5	51,5	81,5
	3 to 4 hour	22	16,9	16,9	98,5
	more than 4 hour	2	1,5	1,5	100,0
less effective	no	18	10,2	10,2	10,2
	less than one hour	55	31,1	31,1	41,2
	1 to 2 hour	77	43,5	43,5	84,7
	3 to 4 hour	25	14,1	14,1	98,9
	more than 4 hour	2	1,1	1,1	100,0
ineffective	no	22	31,4	31,4	31,4
	less than one hour	23	32,9	32,9	64,3
	1 to 2 hour	15	21,4	21,4	85,7
	3 to 4 hour	8	11,4	11,4	97,1
	more than 4 hour	2	2,9	2,9	100,0

Table 4.2.2. showed that parental opinions played an important role to guess children's media use. The children whose parents thought that watching television was very effective on children's learning watched television more (93.9%). On the other hand, 31.4% of the children whose parents thought TV was ineffective on children's learning did not watch TV.

Sub-RQ2.2: How are the children affected by electronic media devices according to their parents' opinions? (i.e., imitating positive and/or negative behaviors from the media)?

The parents were asked about whether their children imitate the behaviors they observe in the media or not. The results were presented in Table 4.2.3 and Table 4.2.4.

Table 4.2.3 Frequency tables of children's imitating negative and positive behaviors in the electronic media

		N	%	Valid %	Cumulative %
imitating a negative behavior from electronic media	always	12	2,9	2,9	2,9
	often	18	4,4	4,4	7,3
	sometimes	36	8,7	8,8	16,1
	hardly ever	119	28,9	29,0	45,0
	never	226	54,9	55,0	100,0
	Total	411	99,8	100,0	
imitating positive behavior from electronic media	always	30	7,3	7,3	7,3
	often	58	14,1	14,1	21,4
	sometimes	104	25,2	25,2	46,6
	hardly ever	100	24,3	24,3	70,9
	never	120	29,1	29,1	100,0
	Total	412	100,0	100,0	

Table 4.2.4 Frequency tables of imitating negative and positive behaviors from electronic media

	N	%
Imitate only positive behavior	80	19.4
Imitate positive behavior more often	119	28.9
Imitate only negative behavior	14	3.4
Imitate negative behavior more often	28	6.8
Imitate both behaviors equally	50	12.1
Not imitating any type of behavior	97	23.5
Not using electronic media devices	42	10.2

Table 4.2.3 shows that the percent of the parents who believe their children imitated positive behavior (70.9%) is higher than the parents who believe their children imitated negative behavior (45.1%).

Table 4.2.4 shows that 23.5 percent of the parents believe their children do not imitate neither positive nor negative behaviors they observe in the media. However, 66.3 percent of the parents report that their children imitate either positive or negative behaviors from the media. What's more, almost half of the parents (48.3) argue that their children imitates only positive or mostly positive behaviors from the electronic media, whereas 10.2 percent argue that their children imitate only negative and mostly negative behaviors in the media.

4.3. The parental rules and regulations for the children's electronic media device use

The parent's opinions about the effects of electronic media on their children's learning are what motivate them to establish rules and regulations for their children's electronic media use (Spaulding, 2010). In the current study, the parents were asked if they provided guidance to their children when using electronic media devices and if they had any rules for if, when, and how long their children were permitted to use media devices to reveal how often and how long children used electronic media devices by themselves.

Sub-RQ3.1: What are the parental rules and regulations for the children’s electronic media use?

In this research, the parental rules and regulations for the children’s electronic media device use was also investigated, and Table 4.3.1 summarize the related findings.

Table 4.3.1 Frequency tables for the parental rules and regulations for their children's electronic media device use

Rules for...		N	%
duration of watching TV	yes	207	50,2
	no	204	49,5
what children watch on TV	yes	273	66,3
	no	139	33,7
duration of using computer	yes	198	48,1
	no	214	51,9
what children do on computer	yes	200	48,5
	no	212	51,5
duration of using tablet/smart phone	yes	244	59,2
	no	168	40,8
what children do on tablet/smart phone	yes	250	60,7
	no	162	39,3

Most of the parents had media related rules for what to do with electronic media devices and the length of time spent using electronic media devices. Specifically, more than half of the parents set more rules for what children watch on TV (66.3%) than they do related to the length of time to spend watching TV (50.2%). For tablet/smartphone use, more than half of the parents set rules for the length of time to spend using them (59.2%), and what they can do with them (60.7%). For children's computer use, half of the parents set rules for what children do on the computer (48.5%) and for the duration of computer use (48.1%).

Sub-RQ3.2: Is there a relationship between the parental education level and the length of time the children are allowed to use electronic media devices?

In the current study, the differences between the parental educational level and the length of time the children are allowed to use electronic media devices were

investigated via chi-square test, and the results were presented in Table 4.3.2.

Table 4.3.2 Chi-square results regarding the difference between parents' educational level and length of time children's spent using electronic media devices

Frequency of using electronic media devices	Education of parents		No	Less than 1 hour	1 to 2 hours	More than 3 hours	X ² ₍₃₎	p
Watching TV	≤ high school	N	15	33	73	47	25,32	,000*
		%	8,9	19,6	43,5	28,0		
	>high school	N	37	80	100	27		
		%	15,2	32,8	41,0	11,1		
Watching video on the computer	≤ high school	N	117	20	23	7	16,43	,001*
		%	70,1	12,0	13,8	4,2		
	>high school	N	142	70	25	7		
		%	58,2	28,7	10,2	2,9		
Playing computer games	≤ high school	N	119	18	26	4	14,62	,002*
		%	71,3	10,8	15,6	2,4		
	>high school	N	182	44	13	5		
		%	74,6	18,0	5,3	2,0		
Watching video on tablet/smart phone	≤ high school	N	56	57	43	12	13,79	,003*
		%	33,3	33,9	25,6	7,1		
	>high school	N	90	111	33	9		
		%	37,0	45,7	13,6	3,7		
Playing games on tablet/smart phone	≤ high school	N	55	45	56	12	34,35	,000*
		%	32,7	26,8	33,3	7,1		
	>high school	N	132	73	35	4		
		%	54,1	29,9	14,3	1,6		
Playing with toys	≤ high school	N	33	72	43	20	4,23	,238
		%	19,6	42,9	25,6	11,9		
	>high school	N	45	84	83	29		
		%	18,7	34,9	34,4	12,0		
Playing with somebody (siblings, parents, friends etc.)	≤ high school	N	23	54	57	34	2,74	,433
		%	13,7	32,1	33,9	20,2		
	>high school	N	37	62	97	46		
		%	15,3	25,6	40,1	19,0		
Watching TV	≤ high school	N	82	58	19	7	18,61	,000*
		%	49,4	34,9	11,4	4,2		
	>high school	N	74	126	39	5		
		%	30,3	51,6	16,0	2,0		

*p<,05

Table 4.3.2 exhibits that there is a statistically significant difference in the length

of time children spend using electronic media devices and parents' educational level. In other words, it was seen that there was a significant difference in the length of time children spend watching television according to the education levels of parents ($X^2_{(3)}=25,32$, $p=,000<,05$); watching video on the computer ($X^2_{(3)}=16,43$, $p=,001<,05$); playing computer games ($X^2_{(3)}=14,62$, $p=,001<,05$); watching video on tablet/smartphone ($X^2_{(3)}=13,79$, $p=,003<,05$); playing games on tablet/smartphone ($X^2_{(3)}=34,35$, $p=,000<,05$) and reading or being read ($X^2_{(3)}=18,61$, $p=,000<,05$).

Sub-RQ3.3: Is there a relationship between the parental income level and the length of time the children are allowed to use electronic media devices?

In the current study, the relation between the parental income level and length of time children spend using media devices was tested via Cramer's v that measures the associations between two nominal variables. The result was presented in Table 4.3.3.

Table 4.3.3 Cramer's v results of the relation between parental income levels and the length of time children spend using media devices

Frequency of using electronic media devices	Income level		No	Less than 1 hour	1 to 2 hours	More than 3 hours	Cramer's V	p
Watching TV	≤2600TL	N	11	30	45	35	0,19	,002*
		%	9,1	24,8	37,2	28,9		
	≥2601TL	N	41	83	128	39		
		%	14,1	28,5	44,0	13,4		
Watching video on the computer	≤2600TL	N	86	16	15	4	0,14	,052
		%	71,1	13,2	12,4	3,3		
	≥2601TL	N	173	74	33	10		
		%	59,7	25,5	11,4	3,4		
Playing computer games	≤2600TL	N	98	8	11	3	0,15	,021*
		%	81,7	6,7	9,2	2,5		
	≥2601TL	N	203	54	28	6		
		%	69,8	18,6	9,6	2,1		
Watching video on tablet/smart phone	≤2600TL	N	44	40	29	8	0,12	,105
		%	36,4	33,1	24,0	6,6		
	≥2601TL	N	102	128	47	13		
		%	35,2	44,1	16,2	4,5		
Playing games on tablet/smart phone	≤2600TL	N	49	34	32	6	,084	,407
		%	40,5	28,1	26,4	5,0		
	≥2601TL	N	138	84	59	10		
		%	47,4	28,9	20,3	3,4		
Playing with toys	≤2600TL	N	29	50	29	13	0,12	,142
		%	24,0	41,3	24,0	10,7		
	≥2601TL	N	49	106	97	36		
		%	17,0	36,8	33,7	12,5		
Playing with somebody (siblings, parents, friends etc.)	≤2600TL	N	24	32	38	27	0,12	,122
		%	19,8	26,4	31,4	22,3		
	≥2601TL	N	36	84	116	53		
		%	12,5	29,1	40,1	18,3		
Reading or being read	≤2600TL	N	64	40	12	4	0,21	,001*
		%	53,3	33,3	10,0	3,3		
	≥2601TL	N	92	144	46	8		
		%	31,7	49,7	15,9	2,8		

*p<,05

As can be seen in Table 4.3.3, there is a significant relationship between parental income level and length of time children spend using media devices. To illustrate, it was seen that there was a low level of positive correlation between parental income level and time spent on watching television by the children ($V = 0,19$, $p = ,002 <, 05$); playing computer games ($V = 0,15$, $p = ,021 <, 05$) and reading or being read ($V=0,21$, $p=,001<,05$).

The Summary of the Results

- Almost all children (98.3%) with the age range of 0 to 6 lived in a house with television, and the television is a commonly used electronic media device especially in the living room at home (84.5%). Televisions are followed by smartphones as the second most commonly used devices (93.2%) in children's households. Third, tablet and computer usages are found common, and more than half of the households have tablets (63.3%) and computers (62.9). Families generally use electronic media devices in living rooms (TV $f=84.5$; tablet $f=44.9$; smartphone $f=68$; computer $f=26.2$; game console $f=14.6$). The findings also show that nearly three out of four (73.8%) live in a house with internet access.
- Although there are not so many electronic media devices in children's rooms, smartphone and computer are the most commonly utilized devices there (10.7%). Only 2.7 percent of the children have television in their bedroom.
- Children generally start to watch TV earlier than the age of 1 (46.8%), turn on TV themselves at the age of 2 (22.6%), change TV channel at the age of 3(18.9%), ask for a specific TV channel when they are 2 years old (23.3%), turn on computer at the age of 5 and 6 (9.7%), play games on computer at the age of 5 and 6 (10.9%), watch videos on computer when they are 2 years old (12.4%), turn on tablet/smartphone at the age of 3(18%), play games on tablet/smartphone when they are 3 (19.4%) and watch videos on tablet/smartphone at the age of 2 (25.7%).
- Many of the toddlers and preschoolers, even infants, are not just passively consuming media chosen by other members of their families. They are turning on the TV themselves (58.5%), change TV channels (57.3%), turn on the computers themselves (30.6%), turn on tablet and/or smartphone by

themselves (59.7%), open video games on the computer themselves (25%), open video games on tablet and/or smartphone (51.5%), install programs on the computer (7.5%), and install programs on tablet and/or smartphones (17.5%).

- The Children six and under spend approximately one to two hours a day by watching television (mean: 1.68, mode: 2), about the same amount of time is spent playing with someone (mean: 1.66, mean: 2). They also play with toys up to one hour daily (mean: 1.39, mode: 2), and then watch videos on tablet/smartphone (mean:.95). Moreover, they read or are read up to one hour in a day (mean:.83, mode: 1).
- The children who have siblings watch less TV and videos on computer, play less computer games, and watch less videos and playing less games on tablet/smartphone. On the other hand, they play with toys more, read, and are read more than the children who do not have any siblings.
- There is a statistically significant difference between children's level of knowledge of how to use electronic media devices and age intervals. More specifically, it is seen that there is a significant difference across different age ranges and the ability to turn on TV ($X^2_{(3)}=89,29$, $p=,000<,05$); change TV channels ($X^2_{(3)}=75,37$, $p=,000<,05$); turn on the computer ($X^2_{(3)}=69,39$, $p=,000<,05$); open games and videos on the computer ($X^2_{(3)}=49,18$, $p=,000<,05$); open games and videos on tablet/smartphone ($X^2_{(3)}=116,54$, $p=,000<,05$); install program on the computer ($X^2_{(3)}=12,74$, $p=,002<,05$), and install applications on tablet/smartphone ($X^2_{(3)}=30,56$, $p=,000<,05$).
- The findings show that many of the children have personal items based on their favorite characters in the media: 55.8% have clothes, 73.3% toys, 43.2% books and 46.4% other products like towels, bedding etc.
- When it comes to the educational value of electronic media devices, half of the parents (53.1%) believe that applications of tablet/smartphones are very effective on children's learning, whereas 43 percent think that television is less effective on children's learning, and 35.2 percent state that computer games and tablet/smartphone are not effective on their children's learning. The majority of the parents (70.6 percent) report that their children imitate either positive or negative behaviors they observe in the media. Almost half

of the parents (48.3) argue that their children imitate positive behaviors more than negative ones they observe in the media, while 10.2 percent of the parents say that their children imitate negative behaviors more than the positive ones.

- More than half of the parents set rules for what children watch on TV (66.3%) and the length of time that children should spend watching TV (50.2%). For tablet/smartphone use, more than half of the parents set rules for the length of time to spend using them (59.2%) and what they could do with them (60.7%). For children's computer use, half of the parents set rules for what children will do on computer (48.5%) and the length of time to spend using computer (48.1%). The finding also reveal a relationship between the parents' educational level and guidance for children' electronic media device usage. 70.4 percent of the parents with a bachelor's degree report that they do not leave their children alone while watching TV, and only 7 percent of the parents with primary education say that they never leave their children alone while watching television. Similarly, 58.9 percent the parents with a bachelor degree claim that they do not leave their children alone while they are playing on the computer whereas only 11.5 percent of the parents with a primary education do not leave them alone. While children are playing with tablet/smartphone, half of the parents with high school degree state that they always leave their children alone (50%). On the other hand, 59.1 percent of the parents with a high school degree never leave their children alone while playing with tablet/smartphone.
- What's more, there is a significant difference in the length of time children spend using electronic media devices and parents' educational level. It is seen that there is a significant difference in length of time spent watching TV according to the education levels of the parents ($X^2_{(3)}=25,32$, $p=,000<,05$); watching video on the computer ($X^2_{(3)}=16,43$, $p=,001<,05$); playing computer games ($X^2_{(3)}=14,62$, $p=,001<,05$); watching video on tablet/smartphone ($X^2_{(3)}=13,79$, $p=,003<,05$); playing games on tablet/smartphone ($X^2_{(3)}=34,35$, $p=,000<,05$), and reading or being read ($X^2_{(3)}=18,61$, $p=,000<,05$).
- There is also a significant relationship between parental income level and children's electronic media device usage. For example, it is seen that there is

a low level of positive correlation between parental income level and time spent on watching television by the children ($V = 0,19, p = ,002 <, 05$); playing computer game ($V = 0,15, p = ,021 <, 05$) and reading or being read ($V=0,21, p=,001<,05$).

CHAPTER 5

DISCUSSION

In this chapter, the major findings of the present study are discussed in the context of the published literature in three main sections. The first section is devoted to the findings about children's electronic media environments at home, the second section focuses on parents' opinions on whether and how electronic media affects their children, and the third section describes parental mediation of children's electronic media usage. Lastly, conclusions, implications, and recommendations for future study are discussed.

5.1. Young Children's Electronic Media Environments at Home

The findings from this study reveal the media environments of young children in their homes as well as the sociodemographic contexts of these children and their parents. Electronic media enters into children's lives at an early age, and it is evident in this study that children begin to use electronic media at a very early age and that they consume a significant amount of it.

Despite the rapid increase in the use of interactive devices (tablets/smartphones) in recent years, television remains the most popular media device in children's homes. Almost all children (98.3 percent) who participated in the study lived in a house with a television set. Parents reported that smartphone usage was also common in their households (93.2 percent), followed by a relatively new device, tablets (63.3 percent). Personal computers (62.9 percent) were the least favorite electronic media device among young children, perhaps because they are more difficult to operate compared with smartphones and tablets.

The location of electronic media devices in children's households is a particular topic of concern among many families and educators. Increasing amounts of children have electronic media devices in their bedrooms (Chaput et al., 2014; Traversy, Borghese, Ferraro, & Chaput, 2014), and many studies have linked electronic media devices in children's bedrooms to various health problems, such as sleep deprivation and high adiposity (Chaput et al., 2014; Cain & Gradisar, 2010). However, the current study found that Turkish families generally prefer to use electronic media devices in the living room (television, $f = 84.5$; tablet, $f = 44.9$; smartphone, $f = 68$; computer, $f = 26.2$; game console, $f = 14.6$). Only a small number of parents (10.7 percent) reported that they allow their children to use smartphones and computers in their bedrooms. In addition, nearly three out of four respondents (73.8 percent) lived in a house with Internet access.

These results are consistent with a recent study conducted by RTÜK with 6 to 18 year olds. In that study, nearly all of the participants (97.9 percent) had a television in their household, and nearly two-thirds (73.7 percent) owned a computer/tablet (2013). Similarly, the Zero to Eight survey of American children's media use showed that 99 percent of children households have at least one television set, 63 percent have smartphones, and 40 percent have tablets (V. Rideout, 2013). Therefore, it is clear that televisions, computers, and tablet/smartphones are still popular electronic media devices in today's households.

How early children start using electronic media devices was another area of interest in this study. Participant responses indicated that for young children, television viewing was considerably more prevalent than other electronic media devices. Moreover, it was more likely to happen at a younger age; i.e., before 1 year old. This result confirms earlier research findings that young children are more likely to start watching television earlier than using other electronic media devices (AAP, 2011; Lauricella, Wartella, & Rideout, 2015). Similarly, greater numbers of young children are beginning to use a tablet/smartphone before the age of 2, while computer use generally starts after the age of 3. Overall, research supports the idea that electronic media is entering children's lives at an earlier age.

Another finding was that socioeconomic status is related to the first-time use of different kinds of electronic media devices, and this result supports previous findings

related to computer use and access (e.g., Becker, 2000; Dutton et al., 1987; Newburger, 2001; Rathburn et al., 2003). Children who have parents with higher income and education levels have more access to computers at home. In addition, the incidence and prevalence of use are higher among children whose parents have positive opinions about computers than among those whose parents have less positive opinions about the educational value of computers. Participants reported that their children's ability to use computers varied, but generally, they gained the skills needed to use it properly as they grew. Because computer use was largely estimated by socioeconomic status and access, the children's comfort levels with computers might be linked to how early they started using them. The study showed that parents' education and the availability of computers in the home are the main predictors of how early computer use begins.

The total time spent by children using electronic media devices was another concern of this study. It was found that children ages 6 years and under spend approximately 1 to 2 hours a day watching television (mean: 1.68, mode: 2) and approximately 1 hour watching videos on tablets/smartphones (mean: 9, mode: 1). Similarly, a recent study conducted in Turkey found that children between 3 to 24 months of age watched television an average of 1.05 hours per day and that children between 25 to 60 months of age watched an average of 2.9 hours (Akkuş et al., 2015). The Kaiser Family Foundation found that American children under age 6 spend an average of 2 hours per day in front of the television (V. J. Rideout et al., 2003). Although back in 1999 the AAP warned families that children under the age of 2 years should not be exposed to any media devices with a screen and that time restrictions should be used for older children, studies show that the amount of time young children spend in front of electronic media devices is rapidly increasing (Kabali et al., 2015).

In the current study, socioeconomic status (i.e., income and parental education) was found to be an important factor for the time children spend in front of a screen. In this regard, both sociodemographic factors and the family media environment proved to be important considerations (Lee, 2004). Income level is associated with the presence of a variety of media devices in the home, although it is not associated with total usage of electronic media by children. Although almost all families use

televisions at home, the time spent watching television is little bit higher in low-income families. Parents with higher incomes can provide different types of electronic media devices for children, and the computer-use rate (i.e., watching videos on a computer or playing video games) was lower in the low-income families. Nevertheless, tablet/smartphone use (watching videos on tablet/smartphone and playing games on tablets/smartphones) did not differ between the two income levels. The wide range of available smartphones and tablets and the higher adoption rate of such devices by Turkish society may be the primary reasons for this similarity (Kaya, 2010), while children from lower-income families may not have as many opportunities to access personal computers.

Almost all of the parents participating this study reported having a smartphone (93.2 percent) regardless of their income level. This means that parents from almost all income levels use smartphones and instantly become role models for their young children in terms of using these devices in their daily life. Game consoles were reported to be the least preferred electronic media devices in the study. Since tablets/smartphones can also be used for playing games, this could be the main reason for their lack of popularity.

Another finding worth discussing in the recent study is the link between the number of siblings in a family and the amount of time spent in front of an electronic media device. Being an only child significantly affected the time children spent with electronic media, and the results indicate that children with siblings start watching television at a later age. In addition, children without siblings seem to spend more time watching videos on devices and playing games on computers and tablets/smartphones. In general, older children are more likely to spend more time on electronic media devices than younger children.

5.2. Parents' opinions about the effects of electronic media on their children

Family culture has a significant influence on the media usage of young children (Lee, 2004). Their media use is enmeshed in the family system, and much of the media to which they are exposed is a result of their family's media environment and opinions toward media. In this study, the parents were asked to evaluate the

educational value of television, computer/tablet/smartphone games, and tablet/smartphone apps. Half of the parents (53.1 percent) believed that tablet/smartphones apps were very effective for children's learning, 43 percent felt that television was less effective, and 35.2 percent said that computer games and tablets/smartphones were not effective for children's learning. The parents' opinions about the educational value of electronic media devices directly affected their children's media usage, but there are also other factors that might affect their usage, like the availability of media at home, children's interests, and parental rules and regulations for using the media. For example, even children whose parents felt that television was not effective for children's learning still let their children watch high amounts of television because of a lack of regulations.

Parents' opinions about the media can be affected by their observations of the type of content their children consume. In this regard, the parents were asked how frequency their children imitate the positive or negative behaviors from the media. Two-thirds of the parents argued that their children imitated either positive or negative behaviors, and almost half said that their children imitated more positive behaviors than negative ones. Only a small percent (10.2 percent) said that their children imitated negative behaviors. If parents feel that their children are imitating positive behaviors from the media, this could motivate them to relax their rules and regulations for media use at home, while the opposite could be true if they observe negative behaviors.

5.3. Parental mediations

Recent policy recommendations have encouraged parents to mediate their young children when using electronic media tools (Nikken & Schols, 2015) to promote healthy use of media. Therefore, in this study, the parents were asked whether they provided guidance to their children when using electronic media devices and if they had any rules for their children's media use. They were also asked how often their children were alone when using electronic media devices. Previous studies have demonstrated that parents' guidance of their children's media use is related to demographic variables, such as the parent's educational level (Nikken & Schols, 2015). Therefore, in this study, information on parents' educational levels and their

guidance of their children's electronic media usage was gathered. It was found that parental education level was mostly related to increased assistance with using electronic media devices; for example, the parents who were more educated tended to not leave their children alone when using electronic media devices. Two-thirds of the parents with bachelor's degrees reported that they never left their children alone when watching television and playing with tablets/smartphones.

Parental education also had a direct association with how much media the children consumed. The rates of children who did not watch television was higher in families with more highly educated parents. The results were similar for tablet/smartphone usage: The rates of children who did not watch videos and play games on tablets/smartphones were higher in families with highly educated parents. What causes this correlation is not clear; perhaps children who have more highly educated parents tend to participate in more educational activities. In addition, the research shows that parents are more likely to guide their children when using computers, whereas they tend to leave them alone when using more traditional media, such as television viewing. This might be the result of children's self-efficacy about the use of electronic media. Children might ask to help from their parents when using more complicated electronic media devices.

Parents were also asked about any rules that they have for when their children use electronic media devices (both related to time and content). The results show that more than half of the parents set rules for what their children watched on television (66.3 percent) and how long they watched (50.2 percent). For tablet/smartphone use, more than half of the parents set rules for duration (59.2 percent) and what they could do with them (60.7 percent). For computer use, half of the parents set rules for what their children did on the computer (48.5 percent) and the duration of their computer use (48.1 percent). However, although the parents said that they had rules for television use, there is no way to know if these rules are obeyed. Pointing at those rules might have a more powerful and reasonable than enforcement. Singer and Desmond (1990) claimed that generally limited mediation (i.e., rule setting) was negatively associated with how much children watch television. In their research, they also found that parental guidance occurred less among children who were heavy viewers (Desmond et al., 1990).

Setting rules may be indicative of parents' parenting style. If parents are restrictive toward their child, they may enforce rules and regulations. By doing this, they may limit their child's media use time, but it may not be the most effective way of regulating viewing. Perhaps other forms of mediation like co-viewing and encouraging alternative activities are more effective than rule setting.

This study also found that media guidance is related to parents' social lives as well as their educational backgrounds, ages, and gender. The research shows that there are significant differences between parents who reported time and/or content rules for their children and those who did not, with higher family income and educational levels associated with parents who reported rules. This study differentiated between rules about programs (i.e., the parents regulated which programs children the watched) and rules about viewing time (i.e., the parents regulated the amount or period of time that children were allowed to watch television). Almost 90 percent of the parents in the sample reported that they had program-related rules, while 67 percent reported time-limit rules. Having rules about time also influenced the amount of time parents reported their children as watching television (Connell et al., 2015). Parent and family characteristics and the home media environment influence parents' media attitudes and self-efficacy regarding guiding their children, which will in turn influence the degree to which parents provide guidance.

5.4. Conclusion

The results from this study provide information on the electronic media environments of young children in their homes and how their organizational (access), attitudinal (opinions about the effects of electronic media devices), and behavioral (rules and mediation while using them) components are interrelated.

The findings indicate that almost all children live in homes with different types of electronic media devices. Television is the most commonly used electronic media, followed by smartphones, tablets, and computers. Most of the media devices used by children have Internet access.

Children ages 6 years and under spend approximately 1 to 2 hours a day

watching television, which is about the same amount of time that they spend playing with friends, playing with toys, and watching videos on tablets/smartphones (i.e., up to 1 hour daily). Also, they often read or are read to for up to 1 hour a day. In addition, children with siblings spend less time on electronic media devices; they play more games their siblings, plays with their toys, and read or are read to.

In recent years, children have begun watching television at younger ages. They therefore acquire skills related to television use at an earlier age. They then start to use tablets/smartphones after they have already started using the television, and then computer use comes later as they grow.

Apart from the demographics of the parents and children, children's media use was predicted by many of the parents' opinions about the educational value of electronic media. The current study revealed that half of the parents believed that tablet/smartphones apps were very effective for children's learning, and a close percentage believed that television was less effective. One-third of the families participating in the survey believed that computer games and tablets/smartphones were not as effective for their children's learning. Although the parents' opinions about the educational value of electronic media devices is an important predictor, it might not be the only factor for their usage. Because a large proportion of children watch television, the majority of parents believe that it is less effective for learning.

Apart from the educational value of electronic devices, parents were asked about their observations of whether their children imitated behaviors they saw in the media. The findings revealed that 2 of 10 parents said that their children did not imitate any behavior from the media and half of the parents believed their children imitated positive behaviors more than negative ones.

Parents' opinions were a significant factor for their mediation when their children used electronic media. The findings showed that parents mediate their children's media use in different ways; for example, some parents set rules about content and duration. There is also a relationship between parents' educational levels and their guidance of their children's media use. More educated parents tend to mediate use more than other parents.

Regarding whether the children surveyed in this study owned items related to

their favorite characters from the media, the parents indicated that two-thirds of the children had toys, half of the children had clothes, and less than half had books and other products, like towels, bedding, etc.

Overall, the children's home electronic media environments and their parents' demographics are important predictors for their usage of electronic media. These findings are consistent with the related literature's perspective of children's media use in early years.

5.5. Implications

This study examined young children's electronic media usage, their parents' opinions about the effects of electronic media, and their parents' mediation of the children's electronic media usage. Therefore, it provides information for both parents and teachers. The study shows that the demographics of parents and the home electronic media environment are both predictors of children's electronic media use habits. These findings demonstrate how the home media environment can be shaped to encourage healthy media use habits. Although in this study not many children used electronic devices in their bedrooms, the related literature shows that the presence of media in children's bedrooms is a steadily growing problem (Jordan et al., 2006; Isilay, 2016; V. J. Rideout et al., 2003). Many experts do not recommend allowing electronic media use in children's bedroom because it limits parental control (Strasburger, Wilson, & Jordan, 2009). Moreover, studies indicate that children with televisions in their bedrooms watch more programs that are inappropriate for their age (Woodard & Gridina, 2000) and that they watch more television overall (Rideout et al., 2005). Therefore, families should be made aware of the risks of allowing electronic media devices in children's bedrooms. A central location in the home with common access is more advisable.

Children who spend their days in an environment filled with television sets, computers, and video games have greater opportunities to use media (Strasburger et al., 2009). The present study shows that the accessibility of media at home and diversity in terms of media devices affects children's electronic media use routines. The results indicate that children start to use electronic media at an early age and that they use these media devices more than the expected amount. Although the AAP

recommends that children under the age of 2 years should not be exposed to any screen media (Patton & Sawyer, 2000), this study shows that the rate of children who watch television under 2 is high.

Families should be warned about the AAP recommendations and encouraged to gain knowledge about the effects of early exposure to media on children's development. They should be encouraged to avoid screen time for children younger than 2 years, restrict their older children's electronic media usage, and to develop strategies for mediating their children's media use. At this point, parents may need to be supported in restricting and controlling their children's media usage. Parents should be supported in co-viewing media with their children and discussing the content. If the parents have difficulty coping with these situations, they can be guided by teachers in these matters.

Teachers can provide trainings to families on topics they need, and parents can be encouraged to spend time with their children in more active and creative ways. For example, teachers could send home lists of family-friendly activities. However, for this to happen, teachers must recognize the importance of media use in the early years and have enough knowledge about this issue. Media education is therefore crucial for candidate teachers, and in-service trainings can be organized for working teachers so that they can effectively educate their students' parents about the possible negative effects of electronic media use.

When children do use media devices, their parents should be encouraged to participate with their children by providing guidance on age-appropriate use of all media, including the television, computer, tablets, and smartphones. They should discuss and share their opinions about programs, movies, cartoons, game characters, etc. Talking with them about what they watch, hear, and read is important to allow them to express judgement and approval of what they are exposed to in the media. Parents can also play a big role in helping their children differentiate between fantasy and reality, especially when it comes to sex, violence, and advertising.

A large body of research has shown that parent mediation when young children use the media is an essential resource for children's overall media literacy development (Jeffrey, 2006; Nikken & Schols, 2015). If the parents are not media

literate, then they are less likely to be a part of their children's media use experiences. Therefore, parents need to be encouraged to be media literate in order to support the children in terms of healthy media use.

Children need role models when developing media use habits (Nikken & Schols, 2015), and parents should be mindful of their own media practices. For example, if parents spend an excessive time on media devices, their child will normalize and internalize this behavior. Parents should be good examples of adequate and effective media use, and they should therefore be selective about what media they consume, thus modeling the importance of making good choices related to media usage.

It has been proven that the media can have both positive and negative effects, and many studies have looked at the impact of media devices on children (Kirkorian, Pempek, Murphy, Schmidt, & Anderson, 2009; Kureishi & Yoshida, 2013; Neumann, 2014). An individual child's developmental level is a critical factor in determining whether it will have positive or negative effects (Pediatrics & Child Health, 2003). In addition, there are many studies of the impact of media violence on children (Groebel, 1998; Lucić, 2016), so kindergarten teachers should be alert for possible negative behaviors in their students. Teachers can talk with their students about their favorite characters from the media and how much television they watch. They can talk critically about these characters' negative and positive sides. Teachers can also observe children's habits and behaviors that are similar to characters in the media, and if they have any concerns, they can share the situation with the students' families.

National campaigns can also create awareness about the media's effects on young children and the importance of parental mediation. Through these campaigns, people can learn about important topics, such as the early use of media and the need to mediate their children's electronic media usage. In addition, RTÜK can publish public service announcements on television to increase public awareness about the proper use of the media by children and adults.

Lastly, this study provides information for the Ministry of National Education and early childhood policy and program makers. Media literacy should be included in early childhood education programs. For preschool children, a media literacy

course could be offered like done with elementary school students as an elective, giving these children an opportunity to learn about different media forms and devices, like the radio, television, magazines, Internet, etc. The children should be taught to think critically about what they see and hear, and as they gain knowledge about media use, they can develop self-control and healthy habits. This will protect them from the negative effects of electronic media.

All in all, the findings of this study highlight young children's electronic media usage in modern society, and it provides information for parents, teachers, and anyone else interested in child development and its relationship with media use.

5.6. Limitations of the Current Study and Future Research Directions

Today's children are growing up in a media-rich environment that is more complicated than the environments of earlier generations. In the past, books were young children's first introduction to media (Schramm et al., 1961), but now even the youngest children have ready access to many forms of electronic media. There are many factors for young children's media use, including the socio-demographic features of their families. However, the current study only included parents and children demographics and the parents' opinions about the effects of electronic media. Other factors could have different effects, such as parents' opinions about nonmedia activities, the availability of alternative activities other than media use, and the quality of the home environment in terms of children's play. Moreover, because the related literature emphasizes the relationship between the socioeconomic status of families and children's media exposure, future research could focus on larger samples of children from diverse backgrounds. The majority of the participants in the current study were well-educated families (59.3 percent of the parents had bachelor's degrees, and 30.3 percent had high school degrees). For this reason, the current study may not accurately represent the whole population in Turkey. If future studies were to include parents whose educational backgrounds were more representative of Turkey as a whole, then a more exact picture of media use by young children would be possible.

The children examined in this study were included based on age, gender, and status as an only child/number of siblings. However, the results of the investigation

show that children's media use habits cannot be determined with only these characteristics. Other child-related factors (e.g., preferences, temperament, and behavior) could be important for determining media use or for controlling the processes described in this study.

Additionally, as electronic media use begins extremely early in modern society, additional discussion and long-term studies to fully understand the effect of electronic media on young children are needed. Although the study of media use is important, the content of the media that children are exposed to is also important, as well as how much they consume. Such a process could include careful observation of what content the children are exposed to so that researchers can better assess the unique effects of media on children.

Apart from the home environment, children are also exposed to the media in other contexts, and this outside exposure increases as children age and spend more time at school and with their peers. Therefore, to clearly determine children's use of electronic media, information in a variety of contexts should be gathered using video-taping or other reliable data-gathering tools. Media use is growing at a rapid pace in modern society and various media devices continue to be developed; therefore, ongoing research on how this impacts and shapes future generations is desperately needed to keep our information and knowledge as up to date as possible.

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APPENDICES

**Appendix A: Young Children’s Electronic Media Use and Parental Mediation
Questionnaire (English version of the questionnaire)**

Demographic information of mother/father:

Age	Marital Status		Occupation	Household income	Education		
	Married	Single		<input type="radio"/> 0-1300 tl <input type="radio"/> 1301-2600 <input type="radio"/> 2601-3900 <input type="radio"/> 3901-5200 <input type="radio"/> 5201 and more	Primary education	High School	Bachelor Degree

Demographic information of the child:

Age	Gender		Does your child go to kindergarten?		Does your child have any sisters or/and brothers?	
	Girl	Boy	Yes	No	Yes	No

1- Where do you commonly use the following electronic media devices at home?

	Living room	Dining room	Study room	Child’s bedroom	None
Television					
Tablet					
Smart phone					
Computer					
Video games (X-box, play station etc.)					
Radio					

2- Do you have Internet access at home? Yes No

3- How much time do your children spend using electronic media devices and doing other activities in daily life?

	No	Less than 1 hour	1 to 2 hour	3 to 4 hour	More than 4 hour
Watch TV					
Watch video or movie on computer					
Play computer games					
Watch video or movie on tablet/smartphone					
Play games on tablet/smartphone					
Play with toys					
Play with someone else					
Read or being read to					

4- Put a tick in the suitable box for your child.

	Always	Often	Sometimes	Hardly ever	Never
Watch TV alone					
Watch TV with someone else					
Play computer alone					
Play computer with someone else					
Play with tablet/smartphone alone					
Play with tablet/smartphone with someone else					

6- Do you have rules and regulations for your child's media usage which are explained below?

	Yes	No
Rules for how long your child can watch television		
Rules for what your child can watch on television		
Rules for how long your child can spend with computer		
Rules for what your child can do with computer		
Rules for how long your child spend using tablet/smartphone		
Rules for what your child can do with tablet/smartphone		

7- Does your child have any personal belongings based on his/her favorite characters in the media?

	Yes	No
Clothes		
Toys		
Book		
Others		

8-Think of your child's level of knowledge of how to use electronic media devices and put a tick in the suitable box.

	Yes	No
turn on TV by themselves		
change TV channel by themselves		
turn on the computer by themselves		
turn on tablet/smartphone by themselves		
open video and/or game on computer by themselves		
open video and/or game on tablet/smartphone		
Install applications on tablet/smartphone		
Install programs on computer		

9- Think of your child's first experience with the following electronic media devices and put a tick in the suitable box.

first time....	1 age and younger	2 ages	3 ages	4 ages	5 and 6 ages	Not doing
watching TV						
turning on TV						
changing TV channel						
asking TV channel						
turning on the computer						
Playing game on the computer						
watching video on the computer						
Turn on tablet/smartphone						
Playing game on						

tablet/smartphone						
watching video on tablet/smartphone						
first time....						
watching TV						
turning on TV						
changing TV channel						

10- How often does your child imitate the positive and negative behaviors they observe in the media?

	Always	Often	Sometimes	Hardly ever	Never
imitating negative behaviors from electronic media					
Imitating positive behaviors from electronic media					

11- Does your child imitate the positive and/or negative behaviors they observe in the media mostly?

- Imitate only positive behaviors**
- Imitate positive behaviors more often**
- Imitate only negative behaviors**
- Imitate negative behaviors more often**
- Imitate both behaviors equally**
- Not imitating any type of behaviors**
- Not using electronic media devices**

12- What do you think about the impacts of the electronic media devices on your child's learning?

	Very effective	Effective	Less effective	Not effective
Television				
Games on the Computer/tablet/smartphones				
Applications of tablet/smartphones				

Appendix B: Turkish Version of the Questionnaire

0-6 YAŞ ÇOCUKLARIN ELEKTRONİK MEDYA KULLANIM ALIŞKANLIKLARI VE AİLELERİN KONU HAKKINDAKİ GÖRÜŞLERİ

–Değerli veliler, anketimize katıldığınız için çok teşekkür ederim. Bu çalışma Orta Doğu Teknik Üniversitesi Okul Öncesi Eğitimi yüksek lisans öğrencisi Esra Merdin’in Yrd. Doç. Dr. Volkan Şahin danışmanlığında yürüttüğü tez çalışmasıdır. Çalışmanın amacı 0-6 yaş çocuklarının elektronik medya araçlarını (televizyon, akıllı telefon, tablet ve bilgisayar) ne şekilde ve sıklıkta kullandıklarına dair bilgi toplamaktır. Bu çalışmaya katılmak tamamen gönüllülük esasına dayalıdır. Herhangi bir yaptırıma maruz kalmadan çalışmaya katılmayı reddedebilir veya istediğiniz noktada çalışmayı bırakabilirsiniz. Bu çalışma ile ilgili her hangi bir risk ön görülmemektedir.”

Anketi dolduran katılımcı hakkında demografik bilgiler:

Yaşınız	Medeni Haliniz		Mesleğiniz	Ailenizin Aylık Ortalama Geliri	Öğrenim Durumunuz		
	Evli	Bekâr			İlköğretim	Ortaöğretim	Yüksek Öğrenim (Ön lisans, Lisans)
				<input type="radio"/> 0-1300 tl <input type="radio"/> 1301-2600 <input type="radio"/> 2601-3900 <input type="radio"/> 3901-5200 <input type="radio"/> 5201-daha fazla			

Elektronik medya kullanımı ile ilgili bilgi verilen çocuk hakkında demografik

bilgiler:

Çocuğunuzun Yaşı (Ay olarak)	Cinsiyeti		Okul öncesi eğitim kurumuna (kreğ, anaokulu) gidiyor mu?		Çocuğunuzun kardeği var mı?	
	Kız	Erkek	Evet	Hayır	Var	Yok

1- Lütfen aşağıda belirtilen elektronik medya araçlarını evinizde kullandığınız yere göre işaretleyiniz.

	Salon	Oturma odası	Mutfak	Çalışma odası	Çocuk odası	Yok
Televizyon						
Tablet						
Akıllı telefon						
Bilgisayar						
Video oyunları (X-box ya da playstation gibi)						
Radyo ya da müzik çalar						

2- Evinizde internet bağlantınız var mı? Evet Hayır

3- Sıradan bir günü düşündüğünüzde çocuğunuza uygun olduğunu düşündüğünüz kutucukları işaretleyiniz.

	Hayır	1 saatten az	1-2 saat	3-4 saat	4 saatten fazla
Televizyon izler					
Bilgisayarda video veya film izler					
Bilgisayarda oyun oynar					
Tablet veya akıllı telefonda video veya film izler					
Tablet veya akıllı telefonda oyun oynar					

Oyuncaklarıyla yalnız oynar					
Kardeşiyle/arkadaşıyla/anne-babasıyla oyun oynar					
Kitap okur (yetişkin yardımıyla)					

4- Lütfen çocuğunuza uygun olduğunu düşündüğünüz durumu işaretleyiniz.

	Her zaman	Sık sık	Genelde	Nadiren	Hiç
Çocuğum televizyon ya da videoyu yalnızızler					
Çocuğum televizyon ya da video izlerken yanında bir yetişkin (anne/baba/kardeş gibi) bulunur					
Çocuğum bilgisayar ile yalnız oyun oynar					
Çocuğum bilgisayar ile oyun oynarken yanında bir yetişkin (anne/baba/kardeş vs.) bulunur					
Çocuğum tablet veya akıllı telefon ile yalnız oyun oynar					
Çocuğum tablet veya akıllı telefon ile oyun oynarken yanında bir yetişkin bulunur					

5- Lütfen ailenize uygun olduğunu düşündüğünüz durumu işaretleyiniz.

	Her zaman	Sık sık	Genelde	Nadiren	Hiç
Evde birileri varken televizyonu açık bırakırım (Kimse izlemese bile)					
Evde yapmam gereken bir işim olduğunda çocuğumun elektronik medya araçlarıyla vakit geçirmesine (televizyon ve videoizlemek/tablet veya telefonda oyun oynamak gibi) izin veririm					
Evde yemek saatlerinde televizyona açık bulunur					
Çocuğum oyun oynarken televizyon açık bulunur					

6- Lütfen aşağıda anlatılan durumlar için evinizde kurallar olup olmadığını belirtiniz.

	Var	Yok
Çocuğunuzun ne kadar süreyle televizyon izleyebileceğine ilişkin kurallar		
Çocuğunuzun televizyonda ne izleyip izleyemeyeceğine ilişkin kurallar		
Çocuğunuzun bilgisayarda ne kadar süre geçirebileceğine ilişkin kurallar		
Çocuğunuzun bilgisayarda ne yapabileceğine ilişkin kurallar		
Çocuğunuzun tablet ve akıllı telefonda ne kadar süre geçirebileceğine ilişkin kurallar		
Çocuğunuzun tablet ve akıllı telefonda ne yapabileceğine ilişkin kurallar		

7- Lütfen çocuğunuzun televizyon, film, ya da video oyunu karakterlerine ait eşyalarının olup olmadığını işaretleyiniz.

	Var	Yok
Giyecek		
Oyuncaklar (bebek, araba vs)		
Kitap		
Diğer malzemeler (yatak örtüsü, havlu vs.)		

8-Lütfen aşağıda belirtilen eylemleri çocuğunuzun yapıp yapmadığını işaretleyiniz.

	Evet	Hayır
Televizyonu kendi açabilir		
Televizyon kanalını kendi değiştirebilir		
Bilgisayarı kendi açabilir		
Tablet veya akıllı telefonu kendi açabilir		
Bilgisayarda istediği oyunu veya videoyu kendi açabilir		
Tablet veya akıllı telefonda istediği oyunu veya videoyu kendi açabilir		
Bilgisayara program indirip kurabilir veya kaldırabilir		
Tablet veya akıllı telefona program indirip kurabilir veya kaldırabilir		

9- Lütfen aşağıda listelenmiş olan eylemleri çocuğunuzun ilk ne zaman yaptığını işaretleyiniz.

	1 yaş (0- 12ay)	2 yaş (13- 24ay)	3 yaş (25- 36ay)	4 yaş (37- 48ay)	5-6 yaş (49- 60ay)	Geçersiz (Yapmıyor)
Televizyon izlemek						
Televizyonu kendi başına açmak						
Televizyon kanalını kumanda kullanarak değiştirmek						

Belirli bir tv kanalını ya da programı sormak						
Bilgisayarda video izlemek						
Akıllı telefonda ya da tablette video izlemek						
Bir yetişkin desteğiyle bilgisayar kullanmak						
Yetişkin desteği olmadan bilgisayar kullanmak						
Bir yetişkin desteğiyle akıllı telefon ya da tablet kullanmak						
Yetişkin desteği olmadan akıllı telefon ya da tablet kullanmak						
Bilgisayarı kendi açıp kapatmak						
Akıllı telefon ya da tableti kendi açıp kapatmak						
Bilgisayar oyunu oynamak						
Akıllı telefon ya da tablette oyun oynamak						

10- Çocuğunuzda aşağıda belirtilen durumları ne sıklıkta gözlemlediniz?

	Her zaman	Sık sık	Genelde	Nadiren	Hiç
Elektronik medya araçlarında (televizyon/bilgisayar/tablet/akıllı telefon) gördüğü vurma, çarpma gibi saldırgan davranışları taklit etmek					
Elektronik medya araçlarında (televizyon/bilgisayar/tablet/akıllı telefon) gördüğü yardım etme, paylaşma gibi olumlu davranışları taklit etmek					

11- Çocuğunuzun elektronik medya araçlarında (televizyon/bilgisayar/tablet/akıllı telefon) gözlemlemiş olduđu olumlu ve olumsuz davranışlardan hangisini daha fazla yansıttığını düşünöyorsunuz?

- Çocuğum olumlu davranışları yansıtır
- Çocuğum olumlu davranışları daha çok yansıtırken olumsuz davranışları daha az yansıtır
- Çocuğum olumsuz davranışları yansıtır
- Çocuğum olumsuz davranışları daha çok yansıtırken olumlu davranışları daha az yansıtır
- Çocuğum ikisini de neredeyse eşit yansıtır
- Çocuğum bu davranışları yansıtmıyor
- Çocuğum elektronik medya araçları (televizyon/bilgisayar/tablet/akıllı telefon) kullanmıyor

12- Aşağıda belirtilmiş olan elektronik medya araçlarının çocuğunuzun öğrenmesi (rakamlar, yeni kelimeler vs.) üzerine etkisi konusunda ne düşünöyorsunuz?

	Çok önemli	Önemli	Az önemli	Etkisi yok
Televizyon				
Bilgisayar/tablet/akıllı telefon oyunları				
Bilgisayar/tablet/akıllı telefon eğitici uygulamaları				
Elektronik kitap ve dergiler				

ORTA DOĐU TEKNİK ÜNİVERSİTESİ
İLKÖĞRETİM BÖLÜMÜ
ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu çalışma Orta Dođu Teknik Üniversitesi İlköğretim Bölümü öğretim üyesi Yrd. Doç. Dr. Volkan Şahin danışmanlığında yüksek lisans tez öğrencisi Esra Merdin tarafından yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı:

Okul öncesi dönem çocuklarının (0-6 yaş)televizyon, akıllı telefon, bilgisayar ve tablet gibi elektronik medya araçlarını ne sıklıkta ve şekilde kullandıklarına dair bilgi toplamayı amaçlayan bir çalışmadır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Çalışmaya çocuğunuzun elektronik medya araçlarını kullanımı hakkında sorulardan oluşan anketimizi doldurarak iştirak etmeniz beklenmektedir.

Katılımla ilgili bilmeniz gerekenler:

Bu çalışmaya katılmak tamamen gönüllülük esasına dayalıdır. Herhangi bir yaptırıma veya cezaya maruz kalmadan çalışmaya katılmayı reddedebilir veya çalışmayı bırakabilirsiniz. Ankette cevap vermek istemediğiniz sorular olursa boş bırakabilirsiniz.

Araştırmaya katılanlardan toplanan veriler tamamen gizli tutulacaktır. Katılımcılardan herhangi bir kimlik bilgisi istenmeyecektir. Ayrıca toplanan verilere sadece araştırmacılar ulaşabilecektir. Bu araştırmanın sonuçları bilimsel ve profesyonel yayınlarda veya eğitim amaçlı kullanılabilir.

Riskler:

Bu çalışma ile ilgili her hangi bir risk öngörülmemektedir.

Çalışmayla ilgili soru ve yorumlarınız için araştırmacıya e166497@metu.edu.tr adresinden ulaşabilirsiniz.

Appendix C: Turkish Summary / Türkçe Özet

GİRİŞ

Bir çocuğun hayatının ilk yılları bilişsel, nörolojik, fiziksel ve sosyal-duygusal gelişim için kritiktir (Denham, 1998; Mascolo & Griffin, 1998; Shonkoff & Phillips, 2000). Yeni doğanların beyinleri sayısız nöronlarla doludur ve bunlar kullanılmadığında zamanla ölür. Öte yandan, bu nöronlar kullanıldığında, normal gelişimin anahtarı olan diğer nöronlarla bağlantı kurarak beyin devresine entegre olur (Begley, 1996). Bu nedenle, ilk tecrübeler beyin gelişiminde çok önemlidir ve bir çocuğun hem zihinsel hem fiziksel potansiyelini etkiler. Pek çok farklı uyarana ve tecrübeye maruz kalmak, bir çocuğun beyin gelişimini etkiler ve genetik özellikler bu deneyimlerle birleştirildiğinde beyin gelişimine olumlu etkiler sağlar (Begley, 1996). Bu bilgiler göz önüne alındığında bu önemli gelişim evresi; ebeveynler, öğretmenler ve çocukların eğitimine katkı sağlayan diğer yetişkinler tarafından ciddiye alınmalıdır.

Günümüz çocukları televizyon, radyo, DVD oynatıcı, bilgisayar, internet ve akıllı telefon gibi elektronik cihazları içeren zengin medya ortamlarında doğmaktadır. İnsan hayatının vazgeçilmez bir parçası haline gelen bu cihazlar, çocukların hayatında da önemli bir yer kaplamaktadır (Calvert & Wilson, 2008). Teknolojinin gelişimiyle hem yetişkin hem genç bireylerin elektronik medya cihazları kullanımı hızla artmaya devam etmektedir (Kabali ve diğerleri, 2015).

Türkiye'de radyo yayıncılığının yaklaşık 85 yıllık bir geçmişi vardır ve televizyon yayınları 1950'lerden itibaren var olmaya başlamıştır (Serim, 2007). Türkiye'de 1993 yılından itibaren yaygınlaşmaya başlayan internet erişimi (Arısoy, 2009), günümüzde oldukça geniş bir kullanıcı kitlesine sahiptir (Tüzün, 2002). Radyo Televizyon Üst Kurulu (RTÜK) tarafından yapılan 2013 yılına ait bir çalışma verilerine göre; 6-18 yaş arasındaki çocukların yüzde 97,9'unun evinde televizyon, yüzde 73,7'sinin bilgisayar ya da tablet, yüzde 63'ünün internet erişimi ve yüzde 44,6'sının sabit telefonu bulunmaktadır (RTÜK, 2013). Elektronik medya araçlarının yaygın kullanımı küçük çocukların bu cihazlara ne sıklıkta ve nasıl maruz kaldıkları, bu cihazlarla ne kadar zaman geçirdikleri ve bu medya araçlarından nasıl

etkilendikleri gibi soruları da beraberinde getirmektedir. Bu cihazların çocuklar tarafından kullanımı, ebeveynlerin onlara sağladıkları ortamlara bağlıdır. Çocuklar medya araçlarına doğrudan maruz kalmasalar bile çevrelerinde bu araçların sıklıkla kullanılır olması onları gelebilecek her türlü uyarıya açık hale getirmektedir. Bu sebeple, medyanın çocuklar üzerindeki etkileri hakkındaki ebeveynlerin görüşleri, çocukları için evlerinde medya araçları kullanımına yönelik oluşturdukları kurallar ve düzenlemeler çocukların medya kullanımını ve onların gelişimleri üzerindeki etkilerini anlamada büyük önem taşımaktadır. (Nikken & Schols, 2015).

Küreselleşme ve hızla gelişen teknoloji nedeniyle elektronik medya araçları milyonlarca insanın yaşamına hakim olmaya başlamıştır (Robinson, Skill, Turner, 2004). Bronfenbrenner (1979) çocuk gelişiminin çevresel faktörlerden etkilendiğini iddia etmektedir. Ekolojik sistem teorisine göre, çocuklar çevreleriyle etkileşim kurarak öğrenir ve sonraki davranışlarını bu etkileşimlerle şekillendirir. Bronfenbrenner çevreyi beş katmana böler: mikro sistem, mezosistem, ekosistem, makro sistem ve kronosistem. Günümüzde medya araçları mikro sistemi çevreleyen ve mikro sistem içindeki karakterler arasındaki etkileşimi kapsayan ikinci katman olan mezosisteme girmektedir. Mikrosistemde yer alan ve bireyi doğrudan etkileyen iki faktör arasındaki etkileşim bireyin gelişimini doğrudan etkilemektedir ve etkileşim mezosistemin bir parçasıdır (Ryan, 2001). Hem ebeveynler hem de çocuklar düzenli olarak elektronik medya cihazlarıyla etkileşime girerek doğrudan veya dolaylı yoldan onlardan etkilenir. Kullanımı gitgide yaygınlaşan medya cihazları insanların hem düşüncelerini hem de davranışlarını etkileyerek “medya kültürü” adı verilen yeni bir kültür yaratmaktadır (Keller, 1995).

İlgili çalışmalar göstermektedir ki çocukların medya araçları kullanımı ve içeriği değerlendirme seviyeleri farklı yaş gruplarında farklı düzeydedir. Yapılan araştırmaların büyük bir çoğunluğu ergenlerin (11-18 yaş) medya kullanım alışkanlıklarına odaklanmıştır (Cain & Gradisar, 2010; Kaya, 2010; Zack, Gerhardstein, Meltzoff, Barr, 2013). Ancak, 0-6 yaş arası küçük çocuklar da beklenenin üzerinde elektronik medya ortamlarına maruz kalmaktadır ve gelişimin hızlı seyrettiği, kritik olduğu bilinen erken çocukluk döneminde medya kullanımının oldukça önemli bir konu olduğu düşünülmektedir.

Çalışmanın Önemi

Daha önce de belirtildiği gibi televizyonlar, bilgisayarlar, oyun cihazları, akıllı telefonlar ve tabletler gibi elektronik medya cihazları, hem yetişkinler hem de çocuklar için günlük hayatın ayrılmaz bir parçası olmuştur (Tific vd., 2015). Bu araçlar iletişim, sosyalleşme, eğlence, öğrenme ve çalışma gibi sebeplerle gündelik hayatta sıkça kullanılmaktadır (Jago vd., 2012; Wijtzes ve diğerleri, 2012). Yetişkinlerin günlük yaşamda çoğunlukla kullandığı bu araçların çocuklar üzerinde gelişimsel, eğitimsel ve sosyal ilişkiler bakımından etkisi vardır (Takeuchi vd., 2015; Tüzün, 2002).

Elektronik medya cihazlarının kullanımı arttıkça (2013 Camargo & Orozco,) medya araçlarının özellikle genç tüketiciler üzerindeki etkisini araştıran çalışmaların sayısı da artmıştır (Jeffrey 2006). Medyanın çocuklar üzerindeki etkilerini inceleyen çok sayıda araştırma bulunmaktadır (AAP, 1999; Anderson vd., 2003; Bonuck & Huesmann, 2007; Bushman & Huesmann, 2006; Chervin, & Lu, 2012; Christakis & Zimmerman, 2006; Crespo ve diğerleri, 2001; Freeman vd., 2010; Huesmann & Kirwil, 2007; Johnson, Brook, Cohen, & Kasen, 2007; Page, Cooper, Griew, & Jago, 2010; Rich et al., 2007; Tanimura, Okuma, & Kyoshima, 2007; Zimmerman & Christakis, 2005). Fakat daha önce belirtildiği gibi, bu çalışmaların çoğu büyük çocukların medya kullanımını araştırmıştır. Küçük çocukların elektronik medya cihazlarına ne ölçüde maruz kaldıkları konusunda bir araştırma eksikliği bulunmaktadır.

Benzer şekilde Türkiye'de bu konuyla ilgili yapılan çalışmalar sıklıkla 3 yaş ve üzeri çocukların medya kullanımı üzerinde yoğunlaşmaktadır (Akkuş, Yilmazer, Şahinöz, Sucakli, et al., 2015; Ayranci, Köşgeroğlu, & Günay, 2004; Karaya, 2007; Kaya, 2010; Tüzün, 2002; Yalcin, Tugrul, Nacar, Tuncer, & Yurdakök, 2002). Bununla birlikte, Akkuş ve arkadaşları (2015) tarafından yapılan bir araştırma, 3 aydan 60 aya kadar olan çocukların televizyon kullanımını analiz etmektedir. Benzer şekilde, Işılay (2016) tezinde okul öncesi çocukların televizyon izleme alışkanlıklarını araştırmıştır. Daha küçük yaş gruplarıyla yapılan bu çalışmalar sadece televizyona odaklanmaları bakımından kısıtlıdır. Bu nedenle, konu ile ilgili farklı yaş grupları ve çeşitli elektronik medya cihazlarını kapsayan daha detaylı araştırmalar yapılması faydalı olacaktır. Dinleyici, Carman, Öztürk ve Dağlı (2016)

tarafından Türkiye’de yapılan, 0 ile 18 yaş arası çocuđu olan 381 ailenin dahil edildiđi alıřmada ocukların televizyon, bilgisayar, iPad / tablet ve cep telefonu kullanımı ile ilgili nemli bilgiler edinilmiřtir. Ancak bu alıřmada ocukların yzde 33,6’sı 5 yařın altında olup bu durum kk ocuklarla daha fazla arařtırma yapılması geređini desteklemektedir. Bu alıřma, 0 - 6 yař arası ocukların elektronik medya kullanım alışkanlıklarına, konu hakkında ebeveyn grřlerine ve medya kullanımı ile ilgili ev ortamında uygulanan kural ve dzenlemelere yer verilmesi bakımından nemlidir. Arařtırmanın bulguları đretmenler ve ocuk bakımını stlenen kiřiler iin yararlı bilgiler tařımaktadır.

alıřmanın Amacı

alıřmanın temelde  ana amacı bulunmaktadır. Birinci ama 0 aydan 6 yařına kadar olan ocukların evlerindeki elektronik medya ortamlarını arařtırmaktır. İkinci ama, ebeveynlerin elektronik medyanın ocuk zerindeki etkileri konusundaki grřlerini arařtırmaktır. nc ama ise ocukların elektronik medya kullanımı ile ilgili ebeveyn kural ve dzenlemelerini incelemektir.

Arařtırma sonunda cevaplanması beklenen  ana soru ve alt soruları ařađıda verilmektedir:

1. 0-6 yař arası ocukların evlerindeki elektronik medya ortamları nasıldır?
- 1.1. 0-6 yař arası ocuklu ailelerde yaygın olarak hangi elektronik medya cihazları kullanılır?
- 1.2. 0-6 yař arası ocukların yatak odalarında hangi elektronik medya cihazları kullanılmaktadır?
- 1.3. 0-6 yař arası çocuđu olan ailelerin evlerinde internet eriřim oranı nedir?
- 1.4. ocuklar elektronik medya cihazlarını ka yařında kullanmaya bařlamaktadır?
- 1.5. ocukların elektronik medya cihazlarını kullanım dzeyleri nedir?
- 1.6. ocuklar gnlk hayatlarında elektronik medya cihazları ve diđer etkinliklerle ne kadar zaman harcıyorlar?

- 1.7. Kardeşler birbirlerinin elektronik medya kullanımını nasıl etkilemektedir?
- 1.8. Çocukların elektronik medya cihazları kullanım yeterlikleri ile yaşları arasında anlamlı bir farklılık var mıdır?
- 1.9. Çocukların medyadaki karakterlere dair kişisel eşyaları var mı?
2. Ebeveynlerin elektronik medya cihazlarının çocuklar üzerindeki etkisi konusunda görüşleri nelerdir?
 - 2.1. Ebeveynlerin elektronik medya cihazlarının çocuklarının öğrenmeleri üzerindeki etkileri hakkında görüşleri nelerdir?
 - 2.2. Çocuklar elektronik medya cihazlarında gördükleri davranışları taklit ediyorlar mı veya ne sıklıkta taklit ediyorlar?
 - 2.3. Çocukların elektronik medya cihazı kullanımına yönelik ebeveyn kuralları ve düzenlemeleri nelerdir?
3. Ebeveynlerin çocukların elektronik medya kullanımına yönelik uyguladıkları kural ve düzenlemeleri nelerdir?
 - 3.1. Çocukların elektronik ortam kullanımı için ebeveyn kuralları ve düzenlemeleri nelerdir?
 - 3.2. Ebeveynlerin eğitim düzeyleri ile çocukların elektronik medya cihazlarını kullanım süreleri arasında anlamlı bir farklılık var mıdır?
 - 3.3. Ebeveyn gelir düzeyi ile çocukların elektronik medya cihazlarını kullanım süreleri arasında bir ilişki var mıdır?

Önemli Terimlerin Tanımları

Erken çocukluk eğitimi: 3 ila 6 yaş arasındaki çocuklara hitap eden gelişimsel olarak uygun programları kapsayan bir terimdir (MEB, 2013).

Erken çocukluk eğitimi öğretmeni: Erken çocukluk eğitimi kurumlarında çalışabilmek amacıyla onaylanmış bir sertifikası veya diploması bulunan eğitimcidir

Erken çocukluk öğretmenleri, MEB tarafından sağlanan yıllık planlar (2013) temelinde faaliyetler hazırlamak ve yürütmekle sorumludur.

Yeterlik: Herhangi bir şeyi başarıyla gerçekleştirme kabiliyetini ifade eder (Maddux, 1995).

Elektronik medya cihazları: Televizyon, bilgisayar, radyo, VCR-DVD oynatıcılar vb. içeren medya cihazı çeşitleridir (Kirsh, 2010). Bu çalışmada elektronik medya cihazları olarak televizyon, bilgisayar, akıllı telefon ve tabletler dahil edilmiştir.

Ev elektronik medya ortamı: Çocuğun evinde bulunan televizyon, bilgisayar, video oyunları, tablet, akıllı telefon ve radyo gibi medya cihazları.

Ebeveyn medya arabuluculuğu: Ebeveynlerin çocukları için medya içeriğini kontrol etmesi, denetlemesi veya yorumlaması için kullandığı stratejiler (Warren, 2001).

YÖNTEM

Araştırma Yöntemi

Araştırmada veri toplama yöntemi olarak tarama yöntemi kullanılmıştır. Veri toplama aracı olarak ise anket kullanılmıştır. Fraenkel ve Wallen (2006), nicel araştırmalarda anket tekniğini, küçük bir örneklemden bilgi toplamak suretiyle belirli bir konuyla ilgili bir nüfusun görüşlerini ortaya koymak olarak tanımlamaktadır.

Araştırmacı tarafından hazırlanan anket iki ana bölümden oluşmaktadır: Birinci bölüm anne-baba ve çocukların demografik bilgileri üzerine odaklanmıştır. İkinci bölümde çocukların evdeki elektronik medya ortamlarına, medya araçlarını kullanımlarına ve bu konudaki ebeveynlerinin fikirlerine odaklanılmıştır. Nicel bilgilerin yer aldığı ankette Likert tipi ve evet/hayır soruları yer almaktadır. Veriler toplandıktan sonra, Sosyal Bilimler Programı için İstatistik Paketi'nin (SPSS24) en güncel sürümünde değerlendirilmiştir.

Evren ve Örneklem

Araştırmanın hedef kitlesi, Ankara'da yaşayan 0-6 yaş arası tüm çocuklar olarak

tanımlanmıştır. Ankara'da yaşayan tüm çocuklara ulaşmak mümkün olmadığından erişilebilir örneklem Ankara ilinde bir devlet hastanesinin Sosyal Pediatri Bölümüne başvuran 0-6 yaş arası çocuklar olarak tanımlanmıştır.

Sağlık kurumu 0-6 yaş grubuna erişmek için uygun bir yer olarak kabul edilmiştir. Ancak sağlık kurumları daha çok sağlık sorunu olan insanlarla ilgilendiğinden bu çalışma için bir devlet hastanesinin Sosyal Pediatri Bölümü uygun bir çalışma ortamı olarak belirlenmiştir. Sosyal Pediatri Bölümü, çocukların sağlıklı yaşamını destekleyen bilimsel bir disiplindir ve küçük çocukların için gelişim durumlarını takip eder.

Araştırmaya katılan ebeveyn ve çocukların demografik özellikleri aşağıdaki tabloda özetlenmiştir.

Ebeveynlerin demografik özellikleri

		N	%
	Anne	320	77.7
	Baba	92	22.3
Ebeveyn yaşı	20-29 yaşı	123	29.9
	30-39 yaşı	240	58.3
	40-49 yaşı	41	10
Medeni hal	Evli	391	94.9
	Bekar	21	5.1
Eğitim durumu	Öğretim	43	10.4
	Lise	125	30.3
	Üniversite	244	59.3
Çalışma durumu	Devlet	142	34.5
	Özel sektör	116	28.2
	Çalışmayan	154	37.5
Gelir durumu	0-1300tl	28	6.8
	1301-2600tl	92	22.3
	2601-3900tl	126	30.6
	3901-5200tl	80	19.4
	5200tl ve fazlası	85	20.6

Çocukların demografik özellikleri

		N	%
Cinsiyet	Kız	206	50.0
	Erkek	206	50.0
Yağ	0-2 yaş	121	29.4
	3-4 yaş	164	39.8
	5-6 yaş	127	30.8
Kardeği olma durumu	Evet	206	50.0
	Hayır	206	50.0

Veri Toplama Aracı ve Süreci

Veri toplama aracı olarak seçilen anket araştırmacı tarafından ilgili alan yazını taranarak oluşturulmuştur. Anket maddeleri oluşturulurken Amerika Birleşik Devletlerinde uygulanan Zero to Six (2013) başlıklı çalışma temel alınmıştır. Anket soruları hakkında dört alan uzmanının görüşleri alınmış olup gerekli düzenlemeler yapılmıştır. Anket maddeleri oluşturulduktan sonra 50 anne-baba ile anketin pilot çalışması tamamlanmıştır.

Araştırmada 15 Aralık 2016- 15 Mart 2017 tarihleri arasında üç ay süresince haftada iki gün olmak üzere Sosyal Pediatri Bölümüne başvuran ebeveynlerden veri toplanmıştır. 0 ila 6 yaş aralığında çocuğu olan toplam 412 anne-babaya uygun örnekleme yöntemiyle anket uygulaması yüz yüze yapılmıştır. Araştırma amacı ebeveynlere açıklanmış ve gönüllük esasına göre çalışmaya katılımları sağlanmıştır. Araştırma sonuçları benzer demografik özelliklere sahip çocuklara genellenebilir.

BULGULAR

Araştırma sonucunda 0-6 yaş arası çocukların yüzde 98.3'ünün evinde televizyon olduğu görülmüştür. Televizyon genel olarak ortak yaşam alanı olan oturma odasında (%84.5) kullanılmaktadır. Televizyondan sonra en yaygın kullanılan elektronik medya cihazının akıllı telefon (% 93.2) olduğu görülmüştür. Akıllı telefondan sonra ise tablet (% 63.3) ve bilgisayar (62.9) kullanımı yaygın olarak görülmektedir. Aileler genellikle ortak alan olan evin salonunda elektronik medya araçlarını kullanmayı tercih etmektedirler (TV f = 84.5; tablet f = 44.9; akıllı

telefon f = 68; bilgisayar f = 26.2; oyun konsolu f = 14.6). Ayrıca çalışmaya katılan ailelerin dörtte üçünün (% 73.8) evinde internet erişimi bulunmaktadır.

- Çocuk odalarında en çok kullanılan elektronik medya araçlarının akıllı telefon (% 10.7) ve bilgisayar (% 10.7) olduğu görülmektedir. Çocukların sadece yüzde 2.7'sinin odasında televizyon bulunmaktadır.

- Araştırmaya katılan çocukların neredeyse yarısı bir yaşından önce (% 46.8) TV izlemeye başlamaktadır. İki yaşındaki çocukların yüzde 22.6'sı televizyonu kendi açabilmekte ve üç yaşındaki çocukların yüzde 18.9'u televizyon kanalını kendi değiştirebilmektedir. Ayrıca iki yaşındaki çocukların yüzde 25.7'si tablet/akıllı telefonda video izlemekte, üç yaşındaki çocukların ise yüzde 19.4'ü tablet/akıllı telefonda oyun oynamaktadır. Genel olarak bakıldığında çocukların yüzde 58.5'i televizyonu kendileri açabiliyor, yüzde 57.3'ü televizyon kanallarını değiştirebiliyor, yüzde 30.6'sı bilgisayarı kendileri açabiliyor, yüzde 59.7'si tablet/akıllı telefonu kendileri açabiliyor, yüzde 25'i bilgisayar oyunlarını kendi açabiliyor ve yüzde 51.5'i tablet/akıllı telefonda oyun açabiliyor. Bu sonuçlar çocukların pasif birer medya kullanıcısı olmadığını da göstermektedir.

- Araştırmaya katılan çocuklar genel olarak günlük 1-2 saatlerini televizyon izleyerek ve yine günlük 1-2 saatlerini birileriyle oyun oynayarak geçirmektedir. Günlük yaklaşık bir saatlerini ise oyuncaklarıyla oynayarak ve tablet/akıllı telefonda video izleyerek geçirmektedirler Kitap okuma için ayırdıkları zaman ise yaklaşık olarak bir saattir.

- Çalışmada 0-6 yaş çocuklarının kardeşlerinin olup olmama durumlarına göre elektronik medya araçlarını kullanım sıklıkları arasında anlamlı farklılığın olup olmadığı ki-kare testiyle incelenmiştir. Sonuçlar göstermektedir ki kardeşi olan çocuklar medya araçlarıyla daha az zaman geçirmekte ve oyuncaklarıyla oynama ve kitap okuma sürelerinde artış görülmektedir.

- Araştırmaya katılan çocukların yaş aralıklarına göre elektronik medya araçlarını kullanım öz-yeterlikleri arasında anlamlı farklılığın olup olmadığı ki-kare testiyle incelenmiştir. Spesifik olarak, farklı yaş aralıklarında ve TV'yi açma ($X^2_{(3)}=89,29$, $p=,000<,05$), televizyon kanalı değiştirme ($X^2_{(3)}=75,37$, $p=,000<,05$), bilgisayar

açma ($X^2_{(3)}=69,39$, $p=,000<,05$), bilgisayarda video ve oyun açma ($X^2_{(3)}=49,18$, $p=,000<,05$), tablet/akıllı telefonda video ve oyun açma ($X^2_{(3)}=116,54$, $p=,000<,05$), bilgisayara program indirme ($X^2_{(3)}=12,74$, $p=,002<,05$) ve tablet/akıllı telefona uygulama indirme ($X^2_{(3)}=30,56$, $p=,000<,05$) bakımından önemli bir farklılık olduğu görülmektedir.

- Araştırmaya katılan çocukların büyük kısmı medya araçlarında beğendikleri karakterlere ait eşyalara sahipler: %55,8'i giysi, % 73,3'ü oyuncak, % 43,2'si kitap ve % 46,4'ü havlu, nevresim takımı vb. eşyalar.

- Araştırmaya katılan ebeveynlere elektronik medya cihazlarının çocuklarının öğrenmesi üzerindeki etkisi sorulduğunda ebeveynlerin yarısı (% 53.1) tabletin / akıllı telefon uygulamalarının çocukların öğrenmesi üzerinde çok etkili olduğunu, yüzde 43'ü televizyonun çocukların öğrenmesi üzerinde daha az etkili olduğunu ve yüzde 35.2'si bilgisayar oyunları ve tablet / akıllı telefonun çocuklarının öğreniminde etkili olmadığını belirttiler.

- Ebeveynlerin çoğunluğu (% 70.6) çocuklarının medyada gözlemlediği olumlu veya olumsuz davranışları taklit ettiğini bildirmiştir. Ebeveynlerin yaklaşık yarısı (%48.3), çocuklarının medyada gözlemledikleri olumsuz davranışlardan çok olumlu davranışları taklit ettiğini belirtirken anne-babaların yüzde 10.2'si çocuklarının olumsuz davranışları olumlu davranışlardan daha çok taklit ettiği görüşündedir.

- Ebeveynlerin yarısından fazlası (% 66,3) çocukların televizyonda ne izleyebileceklerine dair kurallar koyarken yüzde 50.2'si ne kadar süreyle televizyon izleyebileceklerine dair kurallar koymaktadır. Tablet / akıllı telefon kullanımı için, ebeveynlerin yarısından fazlası (% 59.2) süre ile ilgili kurallar koyarken ve yüzde 60.7'si tablet/akıllı telefonla yapabilecekleri konusunda kurallar koymaktadır. Çocukların bilgisayar kullanım süresi(% 48.5) ve bilgisayarda yapabileceklerine dair (% 48.1) aileler neredeyse eşit düzeyde kurallar koymaktadır. Aynı zamanda sonuçlar göstermektedir ki ebeveynlerin eğitim seviyesi ile çocukların elektronik medya cihazı kullanımına yönelik yönlendirmeleri arasında anlamlı bir ilişki vardır: Lisans diplomasına sahip ebeveynlerin yüzde 70,4'ü, çocuklarını televizyon izlerken yalnız bırakmadıklarını iddia ederken ilköğretim mezunu anne-babalarının yüzde 7'si televizyon izlerken çocuklarını yalnız bırakmadıklarını belirttiler. Benzer şekilde,

lisans derecesine sahip ebeveynlerin yüzde 58,9'u bilgisayarında oynarken çocuklarını yalnız bırakmadıklarını iddia ederken, ilkokul mezunu olan ebeveynlerin yüzde 11,5'i çocuklarının yanında bulunmaktadır. Bunu yanı sıra, ebeveyn gelir düzeyi ile çocukların elektronik medya cihazı kullanım süreleri arasında da anlamlı bir ilişki vardır. Örneğin, çocukların televizyon seyretmek için harcadığı zaman ile ebeveynlerin gelir düzeyi arasında düşük bir pozitif korelasyon olduğu görülmüştür.

TARTIĞMA

Bu araştırmanın sonuçları 0-6 yaş arası çocukların evdeki elektronik medya ortamlarını, medya araçlarını kullanmaya başlama yaşlarını, kullanım sürelerini, çocukların medya araçlarını kullanım yeterliğini, ailelerin medyanın çocuklar üzerindeki etkileri konusundaki fikirlerini ve ailelerin çocukların medya kullanımı konusunda oluşturdukları kural ve düzenlemeleri göstermesi açısından güncel bilgiler sunmaktadır.

Araştırmanın hem ebeveynler hem de öğretmenler için önemli bilgiler sunar. Çalışma, ebeveynlerin demografik özelliklerinin ve ev medya ortamının çocuğun medya araçları kullanımını üzerinde önemli etkileri olduğunu göstermektedir. Bu sonuçlar evde sağlıklı bir medya ortamı oluşturabilmek açısından ebeveynlere bilgi vermektedir. Bu çalışma çocukların yatak odasında elektronik medya aracı kullanımının düşük oranda olduğunu gösterirken, konu ile ilgili yapılan diğer araştırmalar çocuk odasında medya aracı kullanımının giderek artan bir sorun olduğunu göstermektedir (Jordan ve diğerleri, 2006; Isılay, 2016; VJ Rideout ve ark. 2003). Birçok uzman ebeveyn kontrolünü sınırladığı için çocuk yatak odasında elektronik medya cihazı kullanımına izin verilmesi önermez (Strasburger, Wilson & Jordan, 2009). Ayrıca, çalışmalar, yatak odalarında televizyon bulunan çocukların yaşlarına uygun olmayan daha fazla program izlediklerini ve genel olarak televizyon izleme sürelerinin arttığını göstermektedir (Rideout ve ark., 2005). Bu nedenle, aileler, çocuk odalarında elektronik medya cihazı kullanımına dair risklerden haberdar edilmelidir. Bununla ilgili ortak erişimin ve kullanımın sağlandığı odalar medya kullanımı için ailelere önerilebilir.

Çocuklar vakitlerinin büyük bölümü geçirdikleri ev ortamlarında çok ve çeşitli

medya araçlarına maruz bırakılmaktadır ve bu durum onların medya kullanım alışkanlıklarını doğrudan etkilemektedir (Strasburger ve ark., 2009). Yapılan çalışma da bu bilgiyi destekler niteliktedir. Araştırma sonuçları çocukların erken yaşlarda elektronik medya kullanmaya başladıklarını göstermekte ve önerilen seviyenin üzerinde medya kullanıldığını göstermektedir. Amerikan Pediatrik Akademisi (AAP), iki yaşın altındaki çocukların herhangi bir elektronik medya cihazına maruz kalmaması gerektiğini vurgulasa da (Patton & Sawyer, 2000), bu çalışma, iki yaşın altında televizyon izleyen çocuk oranının oldukça yüksek olduğunu göstermektedir.

Aileler, AAP'nin çocukların medya kullanımı konusunda yaptığı tavsiyeler konusunda bilgilendirilmeli ve medyaya erken dönemde maruz kalmanın çocuk gelişimi üzerindeki etkileri hakkında bilinçlendirilmelidir. İki yaşından küçük çocuklar medyadan uzak tutulmaya çalışılmalı ve iki yaşından büyük çocukların kullanımları kısıtlanmalıdır. Çocuklarının olumlu medya kullanım alışkanlığı kazanabilmeleri için ailelere destek olunmalıdır. Ebeveynlerin çocuklarıyla birlikte medya kullanımı teşvik edilmeli, çocukların olumsuz içeriklerden korunmaları konusunda ailelere destek sağlanmalıdır.

Öğretmenlerin etkin medya kullanımı hakkında bilinçli olmaları oldukça önemlidir. Aileleri konu hakkında uyurabilecek ve yönlendirebilecek okul öncesi eğitim öğretmenlerine ihtiyaç duyulmaktadır. Konu ile ilgili olarak öğretmenlere hizmet içi eğitimler verilebilir ve konunun önemini kavramaları sağlanabilir. Hatta öğretmen adaylarının üniversiteden mezun olmadan önce medya okur-yazarlığı dersi almaları ve bu konuda yetkin birer öğretmen adayı olarak mezun olmaları sağlanabilir.

Ek olarak ulusal kampanyalar medyanın küçük çocuklar üzerindeki etkileri ve ebeveynlerin arabuluculuğunun önemi hakkında farkındalık yaratabilir. Bu kampanyalar sayesinde, insanlar medyanın erken kullanımı ve çocuklarının elektronik medya kullanımına aracılık etme gibi önemli konuları öğrenebilirler. Buna ek olarak, RTÜK, medyanın çocuklar ve yetişkinler tarafından düzgün bir şekilde kullanılması hakkında halkın farkındalığını artırmak için televizyonda kamuya açık duyurular yayımlayabilir.

Özetle, bu çalışmanın bulguları, küçük yaşta çocukların günümüzde elektronik

Appendix E: Tez Fotokopi İzin Formu

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

- Fen Bilimleri Enstitüsü
- Sosyal Bilimler Enstitüsü
- Uygulamalı Matematik Enstitüsü
- Enformatik Enstitüsü
- Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı :
Adı :
Bölümü :

TEZİN ADI (İngilizce) :

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi almamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: