

WHY YOUNG CHILDREN USE ELECTRONIC MEDIA? MATERNAL
ATTITUDES AND COMPETENCE

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

WHY YOUNG CHILDREN USE ELECTRONIC MEDIA? MATERNAL ATTITUDES AND COMPETENCE

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The Internet, technology, and electronic media tools have been becoming a central part of both adults and children's lives. For this reason, the current study aimed to investigate the factors that related to young children's electronic media use. A total of 165 mothers whose children attending a preschool were recruited, and mother's parenting sense of competence, parental involvements, their attitudes toward children's media use, and children's temperamental characteristics were assessed. Results indicated that children whose mothers have more positive attitudes and mothers who involve more in attention and closeness use media more. Also, children whose mothers with lower parental efficacy, more positive attitudes and more involvement in attention and closeness use media more at weekdays.

Keywords: Electronic Media, Maternal Attitudes, Parental Involvement

ÖZ

ÇOCUKLAR NEDEN ELEKTRONİK MEDYA KULLANIYORLAR? ANNELEİN TUTUMLARI VE YETERLİLİKLERİ

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İnternet, teknoloji ve elektronik medya araçları hem çocukların hem de yetişkinlerin hayatlarında çok önemli rol oynamaktadır. Bu sebeple, güncel çalışma çocukların elektronik medya kullanımında rol oynayan faktörleri incelemektedir. Bu çalışmaya çocukları anaokuluna devam eden 165 anne katılmıştır. Annelerin ebeveyn yeterlilik algıları, çocukların elektronik medya kullanımına karşı olan tutumları, ebeveyn katılımları ve çocukların mizaç özellikleri ölçülmüştür. Sonuçlara göstermiştir ki daha pozitif tutuma sahip olan ve ilgi ve yakınlık anlamında ebeveyn katılımı yüksek olan annelerin çocukları daha çok elektronik medya aracı kullanmaktadır. Ayrıca kendini ebeveyn yeterliliğini daha düşük olarak değerlendiren annelerin ve daha pozitif tutumu olan, ilgi ve yakınlığı daha yüksek olan annelerin çocuklarının hafta içi daha çok elektronik medya aracı kullandığı görülmüştür.

Anahtar Kelimeler: Elektronik medya, Annelerin Tutumlar, Anne Katılımı

To All Digital Native Children and Their Parents

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CHAPTER 1

INTRODUCTION

1.1.Overview

For many years, researchers have focused on studying the traditional media, such as television and radio (Chassiakos, Radesky, Christakis, Moreno & Cross, 2016), the time children spent watching television, how it affects children's physical, social, emotional, and cognitive developments, and their daily routines (Kostyrka-Allchorne, Cooper & Simpson, 2017). Especially how television affects children's developments, in terms of obesity, sleep routines, social and emotional development, and attention as well as investigating why children watch television. However, nowadays, the media is extended beyond the television and radio to smartphones, tablets, laptops, computers, and videogames (Brooks-Gunn & Donahue, 2008).

With the help of the fast-growing technology and the Internet, a transition period has begun (Nikken & Haan, 2015). Children has started to access media tools easier (Brooks-Gunn & Donahue, 2008). Accordingly, both children's and parents' lives get affected and started to change rapidly. Therefore, with the pervasiveness of digital/electronic media use (Lee, Bartolic & Vandewater, 2009), researchers have started to conduct research on the issue of children's media use, its reasons, and its possible child outcomes (e.g. Bittman, Rutherford, Brown & Unsworth, 2011; Holloway, Green & Livingstone, 2013; Huber, Yeates, Meyer, Fleckhammer & Kaufman, 2018).

For the last decade, most of the media research have done on adolescents' use of electronic media (Poulain et al., 2018). Although digital media takes place as a very important portion of young children's lives (Brooks-Gunn & Donahue, 2008), there is a paucity of studies for preschoolers (Holloway, Green & Livingstone, 2013). To the best of our knowledge, there are no studies that were conducted on preschoolers and the maternal factors related to those children's electronic/digital media use. For these reasons, the main goal of the current study is to investigate the role of mothers' attitudes toward children's media use, their parenting sense of competence, their parental involvement, and children's temperament in young children's electronic/digital media use. Therefore, in the following sections literature about children's media use, its predictors, and how maternal factors can be related with children's media use will be reviewed.

1.2 Digital Media & Digital World

As it was previously mentioned, developing technology is leading us to live in a new and rapidly evolving electronic era. For last several decades, television was the most popular medium. After all, in the current situation digital tools and electronic media devices are the main mediums for the young children, adolescents, and adults (Waisman, Hidalgo & Rossi, 2018). Using technology and electronic media is becoming more attractive (Sergi, Gatewood Jr, Elder & Xu, 2017). One of the reasons of this situation is that they are portable and easy to access (Kabali, et al., 2015).

The new generation, which includes those people who were born after 1980, into the digital world, (Jones, Ramanau, Cross & Healing, 2010) are known as digital natives (Prensky, 2001), Net Generation (Tapscott & Barry, 2009), or Millennials (Oblinger & Oblinger, 2005). Those people from this digital population and their daily lives are enveloped by digital technologies and electronic media tools such as computers, videogames, smartphones, music players, and televisions (Prensky, 2001). Therefore, the nature of those digital natives' activities is changing in parallel to changes in technology (Leung, 2007).

1.2.1 Digital Media & Children

Digital media and digital tools are central part of not only adults but also children's lives and those technologies gradually take more and more place in their daily routines (Holloway, Green & Livingstone, 2013). Especially young children tend to engage in digital/electronic media tools more (Genc, 2014; Sergi et al., 2017). One reason for them to experience living in such an environment is that electronic media tools, more specifically portable ones such as tablets, smartphones, and laptops, are easy to use and even young children can operate those tools alone or with less help (Kabali, Irigoyen, Nunez-Davis, Budacki, Mohanty, Leister & Bonner, 2015). A study conducted in Turkey with the children who are aged between 6 and 15, showed that 60.5 % of the children use computer and 50.8 % of them go online. (TÜİK, 2013). There is an obvious expansion in children's electronic media use and ownership of tools (Kucirkova, Littleton & Kyparissiadis, 2018). A research done by Common Sense Media in U.S about children's media use with 1454 participants who were parents of children ages between zero and eight, revealed that in 2011, less than 1% of children in U.S have their own tablets, in 2013, 7 % of children own a tablet, and in 2017 42% of children possess a tablet for their own (Rideout, 2017). Also, it was shown that 98% of children's living environment included TV and other kind of mobile media tools. In addition to those findings, a research conducted in Turkey showed that all homes in the study had an available computer, and 82 % homes had either laptop or tablet (Genc, 2014). Along with ownership, the time spent with the digital and electronic media has been increasing year by year (Rideout, 2017). As reported by Rideout (2017), while, in 2011, children were spending 5 minutes per day on digital devices, in 2013, it was raised to 15 minutes, and in 2017 they were spending 48 minutes per day on those mobile and digital tools.

With the changing environment and several available opportunities, children's life conditions, daily routines and habits, for example leisure time activities, play habits and their way of communication have been altering (Kostyrka-Allchorne, Cooper & Simpson, 2017; Verenikina, Kervin & Rivera,

2016). For example, children spend less time reading books comparing to watching TV (Genc, 2014). Some of the studies indicated that electronic media tools can be used both as learning materials and as leisure activity tools (Sergi, et al., 2017). It was revealed that the educational and entertainments applications are used commonly by babies and young children (Kabali, et al., 2015). Therefore, parents allow their children to use media tools to entertain themselves by playing both educational and non-educational games.

1.2.2 Digital Media & Parents

It is impossible to examine digital media and its effects on daily lives without considering parents and parent-child relationship (İnan Kaya, Mutlu Bayraktar & Yılmaz, 2018) since parents have an influence on their children through teaching media use, controlling, offering, and guiding their children's media use (Nikken & Schols, 2015). Parents are the ones who create the home media environment, so children meet digital technologies and electronic media tools, usually via their parents (Lauricella, Wartella & Rideout, 2015). They provide an environment with full of electronic and digital devices (Kostyrka-Allchorne, Cooper & Simpson, 2017). According to a study conducted in US, nearly every home (98%), where children live under age eight, have available electronic tools (Rideout, 2017). Moreover, children imitate their parents, so parents' media consumption is associated with their children's media use (Lauricella, Wartella & Rideout, 2015). According to a study, 10- and 11-years old children, whose parents have higher screen view rate, have more chance to watch TV compared to others (Jago, Davison, Thompson, Page, Brockman & Fox, 2011). However, parents' motivations and intentions can differ while providing those tools to their children (Sergi, et al., 2017). For example, children can be provided electronic media tools for entertainment, as a leisure time activity, or for educational reasons. Beside those, some other parents provide electronic and digital media tools to keep their children busy while they do chores (Livingstone, et al., 2015). A study showed that parents use media as a reward, to bond, and to calm children down (Nabi & Krcmar, 2016). Moreover, children do not only spend time on those tools at home, but also

at school and at cafes (Ko, Choi, Yang, Lee & Lee, 2015). The study showed that 35% of parents let their children to use a mobile device often/sometimes during the meal time, and 38% of parents provide a mobile tool often/sometimes during transportation (Rideout, 2017). Furthermore, in Turkey, it was revealed that parents offer their smartphones to their children during meal time or when they cry to be able to sooth them (Dinleyici, Carman, Ozturk & Sahin-Dağlı, 2016). Children's media use under different situations bring new questions such as what are the underlying mechanisms that lead parents to provide technological tools to their children.

Parents who have digital native children had to adjust themselves to new world that their children were born into by finding new strategies (Livingstone, Mascheroni, Dreier, Chaudron & Lagae, 2015). Those strategies to monitor, control, manage, and guide the children's media use, in terms of content and time spending on, are called as *parental mediation*. (Nevski & Siibak, 2016; Padilla-Walker & Coyne, 2011). In the previous literature three types of strategies were defined which are active mediation, restrictive mediation and co-viewing/co-use (Valkenburg, Krcmar, Peeters & Marseille, 1999). According to Valkenburg and colleagues, *restrictive mediations* refers to making rules, *active mediation* defined as sharing thoughts on and discussing the content and being near by the children and *co-viewing/using* is watching or using the tool together (1999). These parental strategies emerged with the increasing rates of TV viewing and video gaming, and evolved with the developments in technology (Clark, 2011). For example, some researchers suggested that active and restrictive mediation are more related to electronic media tools, because those tools such as tablets and smartphones are not very suitable to do co-use, they are small and portable, parents can be in the same room but most of the time cannot utilize the device together (Hwang, Choi, Yum & Jeong, 2017). It was found that co-use can make the media beneficial for children (Coyne, Padilla-Walker, Stockdale & Day, 2011). Also, *technical mediation* is used by parents to regulate children's internet use (Nevski & Siibak, 2016).

There are several factors that affect parental mediation and get affected by parental mediation. For example, parents' perceptions, children's age, children's gender, parents' educations, family income, and parent-child relationship such as parental involvement level affects the parental mediation strategies to control their children's electronic media use (Kucirkova, Littleton & Kyparissiadis, 2018; Nevski, Siibak, 2016; Warren, 2001; Warren, 2005; Wu, Fowler, Lam, Wong, Wong & Loke, 2014).

After all, parents apply those strategies, or provide those mediums to their children with different motivations, their beliefs about digital media and electronic tools and their attitudes toward children's electronic media use (Vittrup, Snider, Rose & Rippy, 2014) appear to be important factors. A study conducted in US revealed that besides parent's time spending on electronic media; parental attitudes are also highly correlated with children's time spending on electronic media (Lauricella, Wartella & Rideout, 2015).

1.3 Predictors of Children's Media Use

As it was mentioned before, there is a pervasive use of electronic media by children (Waisman, Hidalgo & Rossi, 2018). So, there is a wide literature for possible outcomes of children's media use (Anand & Krosnick, 2005). These possible child outcomes were examined in relation with television viewing and DVD watching (Bickham, Huston, Lee, Caplovitz & Wright, 2003; Warren, 2001). On the other hand, a literature was devoted understanding why children engage in media and what predicts their use (Bickham, et al, 2003; Lee, Bartolic & Vanderwater, 2009). Most common predictors suggested in the field are socioeconomic status, income, parents' education levels, parent's demographics, and parental attitudes, children's gender, and age of children.

A wide literature emphasize that socioeconomic background is one of the important predictors for children's media use and television viewing. Several studies suggested that children from lower income families use electronic media devices less than higher income families since their opportunities to reach devices is

limited (Nikken & Oprea, 2018) However, according to a recent research, it revealed that low SES children's homes can be counted as media-rich environment however when it is compared to high SES homes they have poorer quality and variety devices at home (Livingstone, et al., 2015). Moreover, parental education is another predictor of children's media use. Literature indicated that children who have less educated parents engage in media activities more (Rideout, 2017).

Literature suggest that age is an important factor that affect children's usage and parent's perceptions, so they approach their children for media use regarding their gender and their age (Kucirkova, Littleton & Kyparissiadis, 2018). For instance, parents tend to spend more time with younger children during media experience (Connel, Lauricella & Wartella, 2005). Also, it was found that, when zero to eight years old children compared, older children use screen media more than younger children (Rideout, 2017). Gender is also a predictor for young children's media use. A research conducted in UK found that boys who are three and four use portable game tools more than girls (Ofcom, 2014).

Despite of all those information and research about the demographic predictors of children's media use, other parental mechanisms such as parental efficacy and parental involvement and children's engagement in media relationship has not been studied as much.

1.3.1 Parenting Sense of Competence

Parenting is a transition period which includes adapting to an unfamiliar new identity (Ponomartchouk & Bouchard, 2015), and every parents experience parenting in different ways. While some mothers consider motherhood as a satisfying and joyful practice, others may believe that being a mother is overwhelming, not for them, and not pleasurable (Coleman & Karraker, 1998). A very important construct that called parental efficacy is parents' perceptions about how much they feel competent, confident, and satisfied about their parenting skills, their emotions (Johnston & Mash, 1989), and coping the problems they face while raising their children (Seçer, Çeliköz & Yaşa, 2008). Although it is a cognitive

construct, it helps to interpret the parents' behaviors and functioning (Jones & Prinz, 2005).

There are several underlying mechanisms that affect mothers' parenting efficacy and competence which are ecological reasons such as living environment's characteristics and socioeconomic status, children's characteristics such as temperament, and disorders (Jones & Prinz, 2005). Besides those, parents' their own sense of competencies affects their parenting practices and parents' reactions in terms of emotional, behavioral, and motivational (Coleman & Karraker, 1979; Sigel & McGillicuddy-De Lisi, 2002), and parent- child interaction (Johnston & Mash, 1989).

The measure of parenting sense of competence was developed by Gibaud-Wallston and Wandersman (1978, as cited in Johnston & Mash, 1989) and revised by Johnston and Mash (1989). Both suggests that it has two dimensions which are parental efficacy and parental satisfaction. The subdimension parental efficacy was characterized as feeling competent in parenting and solving child related problems (Johnston & Mash, 1989). On the other hand, parental satisfaction was defined as happiness and satisfaction receiving from the role of parenting (Johnston & Mash, 1989). However, later it was suggested by Roger and Matthews (2004) another additional subdimension called parental interest and it is defined as the intention toward parenting and the belief that accomplishing the requirements of parenting duty. Parents who are high in parental interest pay more attention to their children's problems and approach more sensitively (Seçer, Çeliköz & Yaşa, 2008).

Although a number of studies investigated the relationship between parental competence and child outcomes, only one study focused on children's media use in terms of television (Jago, et al., 2015). That study was conducted with parents with 3 to 5 years old children in UK and reported that children who had parents with lower parental efficacy to limit their children's screen viewing, had higher rates for watching TV (Jago, Sebire, Edwards & Thompson, 2013). However, literature does not provide any further research on parenting sense of competence in relation with children's electronic/digital media use.

1.3.2 Parental Involvement

Parental involvement reflects the shared parent-child time, presence and availability of parents in parent-child relationship including spending time together on leisure activities and providing care. It is one of the main components of parent-child interaction (Warren, Gerke & Kelly, 2002). Engaging with activities and play with parents influences children's development (Giallo, Treyvaud, Cooklin & Wade, 2013). It includes several schemes such as playing, reading, doing both indoor and outdoor activities, drawing, singing, dancing together, and providing children's primary care. Younger children need their parents more for both basic care and for their social needs (Warren, 2001). Fathers involve more on play activities, whereas mothers involve in parent-child relationship more than fathers and spend more time with their children (Connel, Lauricella & Wartella, 2015), since the primary care is mostly provided by mothers (Buckley & Schoppe-Sullivan, 2010). Parental involvement is a way to socialize and interact with the children (Spera, 2005). Although sometimes parents use media in order to bond and interact with their children (Nabi & Kremer, 2016), it is possible that parents who are more involved with their children are less likely to offer media tools to their children, or more likely to use parental mediation. For example, co-using can be part of a parental involvement since they can spend quality time with their children. Therefore, this relationship will be examined in the current study. Not only maternal factors but also child characteristics may be related to children's media use, thus in the following section children's temperament and media use relation will be reviewed.

1.3.3 Children's Temperamental Characteristics

Temperament can be defined as individual characteristics, especially related to emotion regulation, and reactivity (Rothbart, 1989; Rothbart, 2012). Although the environment affects temperament, biological roots of temperament affect the environment too (Bates, 1980; Bates, Schermerhorn & Gallagher, 2012). Negative affectivity is one of the main dimensions of temperament which indicates negative

emotions, distress, and negative mood. This dimension has four subdimensions which are discomfort, sadness, fear, and anger/frustration (Rothbart, 2001).

Children's temperament has a central role in children's development and children's adjustments (Rothbart & Bates, 1998; Bates, Schermerhorn & Gallagher, 2012). Also, it is very influential on differences in parents' parenting styles, parental behaviors, and parent-child relationship (Bates, Schermerhorn & Gallagher, 2012; Sutor, Sechrist, Plikuhn, Pardo & Pillemer, 2008). Children's characteristics and parents' behaviors reciprocally affects one another (Rothbart & Bates, 1998). Several researches indicated that children's temperament in terms of negative affectivity has a negative influence on mother's parenting styles such as responsiveness, parental control, parental stress and parental behaviors (Bates, 1980; Bates, Schermerhorn & Gallagher, 2012; Lengua & Kovacs, 2005). In the infancy, it was revealed that children's temperamental difficulty affects mother's parental efficacy (Cutrona & Troutman, 1986). It was found that based on to children's temperamental characteristics, parents' engagement differentiates (Kotilla, Schoppe- Sullivan & Dush, 2016). More specifically, children's anger and frustration are related to less sensitive parenting, less parental warmth and more parental control (Kochanska, Friesenber, Lange & Martel, 2004; Paulussen-Hoogeboom, Stams, Hermanns, Peetsma & Van Den Wittenboer, 2008). It was also suggested that as children's temperament affects parenting behaviors, for example, parents of children with higher negative emotionality act in more negative ways (Ganiban, Ulbricht, Saudino, Reiss & Neiderhiser, 2011). Moreover, children's temperamental characteristics not only affect their parenting styles, their warmth, responsiveness, and sensitiveness but also their views about parent roles. For instance, a study measured both mothers' characteristics and children's temperaments as negative emotionality, activity, and sociability, and it was found that children's negative emotionality is correlated with less parenting sense of competence (Grady & Karraker, 2017).

Children's temperament and parenting behaviors in relation to children's characteristics also play a role in children's media activities since parents are an

integral part of children's socialization process and children's activities. Parents, who have children with more difficult temperament or high in negative affectivity, may provide media tools to be able to manage their children's behaviors (Nabi & Krcmar, 2016). Nabi and Krcmar (2016) revealed that when children have more energetic temperament, they engage in more media activities for both electronic media and television. However, up to our knowledge, this study one of the rare studies that bring together temperament and children's media use through parenting.

1.3.4 Parental Attitudes

Parents have a very influential role on their children's lives which is presumably affect children's media use (Jago, Wood, Zahra, Thompson & Sebire, 2015). According to Bronfenbrenner's ecological systems theory, children are shaped by the environment they grow up and, this environment affects children's emotional and social development (1979). Children both directly and indirectly affect their environment and get affected by their environments (Bronfenbrenner, 1979). In the context of ecological system theory, children's media use can be conceptualized in the micro-level system. (Bronfenbrenner & Morris, 1998, as cited in Piotrowski, 2017). The micro-level system can be defined as the system that include parents, peers, schools, and neighborhoods (Bronfenbrenner, 1979). Thus, Lauricella, Wartella and Rideout suggested that parents' media use and their perceptions about media affect children's media habits and access since it is related to living such media saturated environment and being able to do co-use as a parent-child activity (2015). Also, Bleakley, Jordan and Hennessy mentioned that in terms of modelling and imitating (Bandura, Bryant & Zillmann, 1994) parents' media experiences have likely influence on children's media use (2013).

According to the literature parents' attitudes toward media tools for children is generally positive (e.g Genc, 2014). Parents who have more positive attitudes toward children's engagement with technology and electronic media tend to give permission or provide to use media for their children (Roy & Paradis, 2015). Thus, current study, also included parental attitudes toward young children's media use.

1.4 The Current Study

Why children engage in media activities has been investigated in the context of traditional media tools for instance television, radio and, video games for a long time. (e.g Anand & Krosnick, 2005; Vanderwater, Park, Huang & Wartella, 2005; Warren, Gerke & Kelly, 2002). That is why the current study only focused on the portable digital/electronic media tools such as tablets, smartphones, and laptops. Also, studies have been focusing on infants, grade-schoolers and adolescents but there is relatively less research on younger children- preschoolers (Chassiakos, et al., 2016; Marshall, Gorely & Biddle, 2006). For this reason, in this study, to be able to focus on preschoolers' media use, only mothers of preschoolers were recruited. Only mothers whose children are attending a preschool were accepted to participate. Because we calculated the time children spend at home, and the time children spend when mothers are available, being able to prevent a large gap with the children who stays at home all days and the children go to preschools. Moreover, most of the studies focus on the possible outcomes of children's media use, but only few of them investigated the contributing factors to young children's media use (Bittman, et al., 2011; Cain & Gradisar, 2010).

Therefore, the current study primarily focused on investigating the predictors of young children's media use. Scholars have been studying how parental attitudes toward children's media use contribute the children's media activities. However, there is a paucity of evidence in the psychology and the media literature about other parental predictors of children's media use such as parental involvement and parental competence. Not only parental factors are related to children's media activities but also children's characteristics affect their use. As mentioned before, there are evidences on how children's gender and age are related with their media use yet children's temperament not studied in the context of young children's electronic media use. Therefore, in order to fill this gap in the literature, this study aimed to examine whether young children's negative affectivity, parent's attitudes toward children's media use, parental involvement, and parenting sense of competence predict children media use. In addition, current study aimed to provide

descriptive information about the time young children devote to media activities, purposes of their media use, parents use of parental mediation strategies, and whether parents offer media tools or children themselves initiate or request the use of devices.

In the light of the existing evidence it is hypothesized that children's negative affectivity positively, but parent's attitudes toward children's media use, parental involvement, and parenting sense of competence will be negatively related to children's media use. Furthermore, predictors of children's media use for weekends and weekdays will be tested in an exploratory way.

CHAPTER 2

METHOD

2.1 Participants

Power analysis was conducted by using G-power program to calculate the sample size with .95 effect size. The analysis indicated minimum sample size of 160 participants. In order to reach targeted number of participants, they were recruited both through preschools and the Internet sources. Initially, 212 mothers who had a child attending to preschool were recruited through both online and from preschools. However, 165 cases were included in analysis since 47 participants did not complete daily diary scales. Mothers who completed diaries for at least one day from weekend and three days from weekday were included in the study. Data from 132 (80 %) cases were collected from online channels via Facebook groups, and data from 33 (20 %) cases were collected from preschools as paper-pen surveys. Participants were recruited via snowball sampling method from preschools.

The mothers' age range was between 25 to 46 years ($M_{age} = 34.07$, $SD = 3.77$). 74.5 % of mothers were employed and 25.5% of mothers were unemployed. Data was consisted of middle and high socioeconomic status families living in various cities in Turkey.

The children's age range was between 29 months to 78 months ($M_{age} = 54.6$, $SD = 11.8$). Gender of the children was balanced, 82 were girls (50%), and 82 were boys (50%).

A t-test was performed in order to see whether there are any differences between participants who were recruited online or preschools. The t-test showed that there were no differences.

2.2 Measures

2.2.1 Demographic Information Form

Demographic form included questions about mothers' age, occupation, employment status, SES of families, number of children, whether they own an electronic media device or not, frequency of children's use of electronic media tools, their purpose of using, and how long they engage those tools more Detailed demographic information for mothers is provided in Table 2.1 and detailed demographic information for children is provided in Table 2.2. (See Appendix C).

Table 2.1 Demographic information for mothers

	<i>N</i>	Percentage
Education		
Secondary school	1	0.6%
High school	19	11.5%
University	109	66.1%
Higher education	36	21.9%
Working status		
Employed	123	74.5%
Unemployed	42	25.5%
Marital status		
Married	157	95.2%
Divorced	8	4.8%

Table 2.2 Demographic information for children

	<i>N</i>	Percentage
Media device ownership		
Own a media device	59	36%
No ownership	105	64%
Tools		
Tablet	56	33.9 %
Smartphone	10	6.1 %
Laptop	5	3%

2.2.2 Parental Involvement

Father involvement scale was originally developed to measure fathers' degree of involvement by Simsıkı & Şendil (2014). Since all the items could equally apply to mothers, in the present study it is used measure maternal involvement. The scale is composed of 37 items in three dimensions. The first dimension is Arbitrary Occupation (AO) and it includes 17 items (e.g. I take my child to theatre). The second dimension is called as Attention and Closeness (AC) and it composed of 12 items (e.g. I kiss my child). Lastly the third dimension is Primary Care (PC) and it has 8 items (e.g. I have my children take a bath). The rating is on 5-points Likert scale ranged between always to never. There are no reverse coded items. Higher scores indicate higher parental involvement. Lastly, in the original study, the reliability of the scale was found as .92 and in the current study, the reliability of the scale was found as .84.

2.2.3 Parental Attitudes toward Media

This measure was developed by researchers to assess mother's attitudes toward children's use of electronic media devices. It consists of 18 items on 5-points Likert scale rated from strongly agree to strongly disagree. The scale

includes both negative and positive attitudes. The reliability score of the scale was .78. (See Appendix d)

2.2.4 Children's Temperamental Characteristics

Children's Behavior Questionnaire was used to measure children's temperamental characteristics (Rothbart, Ahadi, Hershey & Fisher, 2001). The scale originally has three dimensions and 15 characteristics under those factors. The dimensions are called as Extraversion (Surgency), Negative Affectivity, and Effortful Control. However, for the present study, only Negative Affectivity dimension was used. This dimension includes Anger/Frustration, Discomfort, Fear, Sadness, and Soothability sub-characteristics. It was composed of 25 items and 9 reversed items on 5 points Likert scale which was ranged from extremely untrue for my child to extremely true for my child. Of those 25 items, 6 of them belonged to anger sub-scale, 6 of them belonged to discomfort sub-scale, 7 of them belonged to sadness sub-scale, 6 of them belonged to fear sub-scale. In the present study, the reliability was found as .81.)

2.2.5 Children's Media Use

Children's pattern of electronic media devices use was measured by a diary method. Instead of one-time survey mothers were asked to fill in the diary for one week to get more precise information about children's media use habits. Diary included questions about how many hours a child spent at home, how many hours a mother were available at home, whether a child used any electronic media devices when mother and child were together, if she/he used media tools, what device he/she used, for how long, what type of parental mediation was applied, whether a mother limit the duration, whether a mother offered the device or a child asked for it, whether a child was stopped using the tool when his/her mother warn, and lastly whether the child was frustrated when he/she had to stop using.

Participants were included the analysis if they had at least four days of completed diaries. 55% of participants completed the diaries for 7 days, 23.9 % of

them completed for six days, 13.1% of them completed for five days, and 7.7% of them completed for four days.

Based on the information gathered through diaries children's media use was calculated. Firstly, to find out how many minutes a day mothers spent with their children was calculated by adding up all available weekdays data and dividing the total to the number of days diary completed. Secondly, children's average time spent on media was calculated by adding up all available weekdays data than dividing it to days diary completed. As a last step, by dividing the child's average time spent on media to average time child was with his/her mother. Thus, a percentage of children's time on media while mother is available was used in the analyses as children's media usage. (See Appendix H)

2.2.6 Parental Efficacy

This scale was originally developed by Gibaud-Wallston and Wandersman (1978) and modified by Johnstone and Mash (1989). Turkish adaptation of the scale was done by Seçer, Çeliköz, and Yaşa (2008). The aim of the scale is to measure parents' self-esteem and competence, how much they feel competent in their parenting practices and skills (e.g. I honestly believe I have all the skills necessary to be a good mother to my child). The scale was developed for both father and mothers but in the current study it is used to measure mothers' parental efficacy. The scale has three subscales and 16 items rated on 6- points Likert scale ranged from strongly disagree to strongly agree. Parental satisfaction sub-scale assesses how much parents consider themselves as motivated, anxious, and frustrated in their parenting roles. Parental efficacy sub-scale assesses how much parents think that they are competent and familiar with parenting. Nine of the items were reverse coded. Lastly parental interest sub-scale assesses the willingness of parenting duty. Higher points represent higher score of competence. In the current study, the reliability score was .74. (See Appendix G)

2.3 Procedure

Prior to data collection, ethical approval was taken from Human Subjects Ethics Committee. (See Appendix A) Data were collected online using Qualtrics and as paper pen from preschools located in İstanbul and Ankara.

Scales and daily diaries were sent to mothers who were reached through preschools as hard copies. In order to reach mothers through Facebook groups, main researcher became a member of Facebook groups related to mothers and children, and a post was shared on groups. When a mother sent a message agreeing to participate in the study, further information was given to explain the study. When they accepted to participate, informed consent and online versions of scales and diaries were shared. (See Appendix B) Diaries were expected to be filled out daily basis, so mothers were sent messages as reminders. After seven days, materials were collected, and debriefing forms were provided.

CHAPTER 3

RESULTS

3.1 Overview

In this section, first data screening, descriptive statistics, correlations and **exploratory analysis**, then hierarchical regression results will be reported. All analyses were done on the statistical software SPSS 24 except expectation maximization analysis. This method was applied on SPSS program version 23.

3.2 Data Screening

Before performing analysis, data were screened for missing values and outliers. In total, 212 participants were recruited for this study, but 47 cases were deleted since they were not completed diaries for at least four out of seven days.

In order to deal with the missing data which was less than 5%, as suggested by Tabachnick and Fidell (2007), Expectation Maximization (EM) method was used, and all missing values were filled in with estimated values which were generated by EM algorithm.

After handling missing data, composite scores of parents' involvement, parenting sense of competence, temperament (negative affectivity subscale), and parental attitude scales were calculated. Subsequently, the data were analyzed first for univariate outliers and secondly for multivariate outliers. To check univariate outliers, Z-scores were calculated for each variable. Three outliers were identified in the children's media use variable and one outlier was appeared in the primary care subscale of parental involvement scale. Therefore, those outliers rescored by pulling those values to closest value. Following in univariate outliers, for multivariate outliers, Mahalanobis distance was examined and no outliers was

detected. Data was also screened for skewness and kurtosis. In four variables which are children’s total media use, children’s media use in weekend, children’s media use in weekdays, and primary care subscale of parental involvement were detected skewness. Therefore, logarithmic transformation was performed as offered by Tabachnick and Fidell (2007).

3.3 Descriptive Statistics

Standard deviations, means, and maximum and minimum values of used scales and subscales were indicated in Table 3.1.

Table 3.1 Descriptive statistic of measures

	Min.	Max.	Mean	SD
Temperament	49.4	114	77.5	12.1
Sadness	13	30	20.9	2.9
Fear	6	29	17.6	4.7
Anger	8	29	18.4	4.1
Discomfort	6	29	17.5	4.9
Parental Attitudes	35	71	54	7.4
Parenting Competence				
Satisfaction	15	41	26.1	5.3
Efficacy	19	41	31.6	3.9
Interest	5	12	9.4	1.6
Parental Involvement				
Primary Care	27	40	37	2.7
Arbitrary Occupation	49	84	66.2	7.3
Closeness	47	60	56.8	2.5
Children media use	.00	35.7	8.8	8.4
Weekend	.00	111.1	14.9	18.3
Weekdays	.00	247	42.7	42.3

Note: Children media use is percentage.

3.4 Correlation Analysis

Pearson’s bivariate correlation analyses were done to explore the associations between children’s temperament, parents’ attitudes toward children’s media use, parental involvement (arbitrary occupation, attention and closeness, and primary care), parenting sense of competence (satisfaction, efficacy, and interest), and

children's media use proportion (weekend, weekdays, and total for seven days). The correlations were shown in Table 3.2.

Table 3.2 Correlations of predictors

		1	2	3	4	5	6	7	8	9	10	11	12	13
1	Total media use	1.00												
2	Weekdays media use	.82**	1.00											
3	Weekends media use	.73**	.52**	1.00										
4	Parental Involvement	-.01	-.04	-.04	1.00									
5	Arbitrary Occupation and Attention	-.05	-.7	-.07	.92**	1.00								
6	Closeness	.21**	.15	.15	.69**	.44**	1.00							
7	Primary Care	-.09	-.09	-.09	.61**	.31**	.43**	1.00						
8	Parental Efficacy	-.16*	-.18*	-.01	.14	.10	.10	.16*	1.00					
9	Parental Interest	.01	-.02	-.06	.05	.02	.04	.09	.38**	1.00				
10	Parental Satisfaction Parenting	-.14	-.14	.02	.14	.09	.12	.16*	.59**	.36**	1.00			
11	Competence	-.15	-.16*	-.01	.16*	.11	.12	.18*	.83**	.55**	.91**	1.00		
12	Parental Attitudes	-.31**	-.26**	-.28**	.05	.06	-.12	.12	-.07	.01	.02	-.02	1.00	
13	Negative Affectivity	.17*	.10	.04	-.07	-.12	.04	.02	-.16*	-.12	-.18*	-.20**	-.09	1.00

*Significant correlation at the .05 level (2-tailed), ** Significant correlation at the .01 level (2-tailed), *** Significant correlation at the .001 level (2-tailed)

3.5 Hierarchical Regression Analyses

A hierarchical regression analyses were performed in order to examine the role of children's temperamental characteristics, mothers' attitudes toward children media use, maternal involvement, and parent's sense of competence on children media use as general, on weekend, and lastly on weekdays. Therefore, there are three hierarchical regression analyses were conducted. Firstly, children' age and gender, mothers' age and mother's employment status were entered at the first step of regression equation as control variables. However, analysis indicated that none of those variables were related to children's electronic media use. Thus, they excluded from the analyses.

3.5.1 Predicting Children's Media use for a Week

A four steps regression analysis was conducted to investigate whether children's temperament, mothers' attitudes, maternal involvement, and mothers' parenting sense of competence predict children's electronic media use. In the first block, temperament (negative affectivity) was entered, in the second step parental attitudes was entered. As a third step, parental involvement entered as subscales (arbitrary occupation, primary care, and closeness). As a last step, mothers' parenting sense of competence entered as subscales (parental efficacy, parental satisfaction, and parental interest). (See Table 3.3)

The results revealed that, in the first model, children's negative affectivity as a temperamental characteristic explained 3% (adjusted $R^2=.02$) variance on children's electronic media use ($F(1, 163) = 4.95, p < .05$) and significantly predicted children's media use ($\beta = .17, p < .05$).

In the second model, results indicated that when the parental attitudes variable was entered the equation it explained 8% additional variance, for children media use, $R^2 = .11$ (adjusted $R^2 = .10$), $\Delta F(1, 162) = 15.69, p < .05$. Both children's temperament and parents' attitudes significantly predicted children's electronic media use ($\beta = .14, p < .05, \beta = -.29, p < .001$, respectively).

In the third model, parental involvement subscales which are arbitrary occupation, primary care and closeness were added in the analyses. Results revealed

that all variables together significantly explained 17% of variance on children's media use, $\Delta R^2=.06$ (adjusted $R^2=.15$), $\Delta F(3, 159) = 3.87, p<.05$. In this model, children's negative affectivity and arbitrary occupation did not significantly predict children's media use ($\beta =.12, p=.07, \beta =-.09, p=.23$, respectively). However, parental attitudes, attention and closeness, and primary care significantly predicted children's electronic media use ($\beta =-.23, p<.05, \beta =.29, p<.05, \beta =-.16, p<.05$, respectively).

In the last model, parenting sense of competence subscales were entered into the equation and they significantly explained additional 3 % of variance on children's media use ($R^2 =.21$, adjusted $R^2=.17$), $\Delta F(3, 156) = 2.42, p<.05$. However, while maternal attitudes and attention and closeness significantly predicted children media use ($\beta =-.25, p<.05, \beta =.29, p<.05$, respectively), primary care and parental efficacy marginally predicted children media use ($\beta =-.14, p=.08, \beta =-.15, p=.08$, respectively).

Table 3.3 Children's media use

	Predictors	R²	ΔR^2	F	ΔF	B	SE	β
Step 1	Negative Affectivity	.03	.03	4.95	4.95	.11	.05	.17*
Step 2	Negative Affectivity					.10	.05	.14*
	Parental Attitudes	.11	.08	10.55	15.69	-.33	.08	-.29**
Step 3	Negative Affectivity					.09	.05	1.29
	Parental Attitudes					-.26	.08	-.23*
	Arbitrary Occupation					-.11	.09	-.09
	Attention and Closeness	.17	.06	6.76	3.87	.95	.29	.29**
	Primary Care					-.49	.24	-.16*
Step 4	Negative Affectivity					.07	.05	.10
	Parental Attitudes					-.28	.08	-.25**
	Arbitrary Occupation					-.10	.09	-.09
	Attention and Closeness					.97	.28	.29**
	Primary Care					-.42	.24	-.14
	Parental Efficacy	.21	.03	5.25	2.42	-.33	.19	-.15

Table 3.3 (Continued)

Parental Interest	.62	.40	.12
Parental Satisfaction	-.11	.14	-.07

** $p < .001$, * $p < .05$.

SE (Standard Error)

Therefore, according to the first analysis, children use media devices more when their mothers have positive attitudes toward children's media use, and when mothers are less involved in terms of primary care and attention closeness, and when mothers are more involved in terms of arbitrary occupation.

3.5.2 Predicting Children's Media Use for Weekends

Similar to the previous analysis, again a four stages hierarchical analysis was performed in order to see whether children's temperamental characteristics in terms of negative affectivity, maternal attitudes toward children's media use, mothers' involvement, and parents' parenting sense of competence are related to children's electronic media use at weekends. (See Table 3.4)

According to the results, for the first step, children's negative affectivity as their temperamental characteristics was added. However, the first model was not significant ($F(1, 163) = .24, p = .625$). Thus, children's negative affectivity did not significantly explain any variance on children's electronic media use at weekends.

In the second stage, after adding mothers' attitudes toward children's media use, model significantly explained 8 % of variance (adjusted $R^2 = .70$), and significantly predicted children's media use at weekends ($\Delta F(1, 162) = 11.28, p < .05$). Maternal attitudes toward media significantly predicted children's weekend use ($\beta = -.28, p < .001$).

For the third step of the analysis, subscales of maternal involvement were entered, the model explained 12% of variance ($\Delta R^2 = .03, \Delta F(3, 159) = 2.45, p < .05$). Results indicated that mothers' attitudes ($\beta = -.23, p < .05$) and attention and closeness ($\beta = .22, p < .05$) significantly predict children's media use at weekends.

As a last stage, the subscales of parenting sense of competence were introduced, the model significantly explained 12.6% of variance ($\Delta R^2 = .005, \Delta F(3,$

156) =2.35, $p<.05$). According to the results, again, only maternal attitudes and attention and closeness were significantly predicted children's media use at weekends ($\beta =-.24$, $p<.05$, $\beta =.22$, $p<.05$, respectively).

Consequently, as revealed in the analysis, at weekends children use electronic media devices more when their mothers have more positive attitudes toward children's media use, and when their mothers are involved in their relationships in terms of attention and closeness.

Table 3.4 Children media use at weekends

	Predictors	R²	ΔR²	F	ΔF	B	SE	β
Step 1	Negative Affectivity	.00	.00	.24	.24	.05	.11	.30
Step 2	Negative Affectivity					.02	.11	.01
	Parental Attitudes	.08	.08	7.17	14.09	-.70	.18	-.02**
Step 3	Negative Affectivity					.00	.11	.00
	Parental Attitudes					-.58	.19	-.23*
	Arbitrary Occupation					-.29	.21	-.11
	Attention and Closeness	.12	.03	4.35	2.35	1.62	.65	.22*
	Primary Care					-.83	.56	-.12
Step 4	Negative Affectivity					.00	.11	.00
	Parental Attitudes					-.59	.19	-.24*
	Arbitrary Occupation					-.29	.21	-.11
	Attention and Closeness					1.59	.65	.22*
	Primary Care					-.80	.57	-.12
	Parental Efficacy	.12	.00	2.80	.31	-.16	.44	-.03
	Parental Interest					-.69	.93	-.06
	Parental Satisfaction					.22	.32	.06

** $p<.001$, * $p<.05$.

SE (Standard Error)

3.5.3 Predicting Children's Media Use for Weekdays

In order to understand whether children's negative affectivity, mothers' attitudes toward children's electronic media use, parents' involvement in parent-child relationship, and parents' parenting sense of competence predict children's electronic media use in weekdays. A hierarchical regression analysis which is composed of four steps was done. (See Table 3.5)

In the first step of the analysis, children's negative affectivity was added, it did not significantly account for variance, and the model did not significantly predict children's media use in weekdays ($R^2=.010$, adjusted $R^2=.004$, $\Delta F (1, 163) = 1.69$, $p=.195$).

Therefore, in the second step, parental attitudes were introduced the analysis, it significantly explained 7% of variance on children's media use in weekdays ($\Delta R^2=.06$, $\Delta F (1, 162) = 14.09$, $p<.05$). The results showed that parental attitudes significantly predicted children's use in weekdays ($\beta = -.25$, $p<.05$).

As a third step, subscales of parental involvement were included in the analysis. Thus, when those variables added into the equation, the model significantly explained 11% variance with the 4 % increment (adjusted $R^2=.08$, $\Delta F (3, 159) = 2.35$, $p <.05$). In this model, maternal attitudes, attention and closeness which is one of the subscales of parental involvement predicted the children's electronic media use in weekdays ($\beta = -.20$, $p<.05$, $\beta = .23$, $p<.05$, respectively).

At the last step of the analysis, subscales of parental sense of competence scale were entered, and the model significantly explained 15% of variance ($\Delta R^2=.03$, $\Delta F (3, 156) = .31$, $p <.05$). The results indicated that parental attitudes, attention and closeness, and parental efficacy significantly predicted children's electronic media use in weekdays ($\beta = -.22$, $p<.05$, $\beta = .23$, $p<.05$, $\beta = -.18$, $p<.05$, respectively).

As an overall result, the analysis showed that children are more likely to use electronic media weekdays if their mothers' have more positive attitudes toward children's electronic media use, when they are highly involved in terms of attention and closeness, and when mothers are low in parental efficacy

3.6 Descriptive and Exploratory results about Children's Media Use

Mothers' average available time to their children in a weekday was ranging between 97.50 minutes and 761 minutes ($M= 450.7$, $SD = 114.2$). On the other hand, children's average time at home in a week was ranging between 332.14 minutes and

Table 3.5 Children media use at weekdays

	Predictors	R²	ΔR²	F	ΔF	B	SE	β
Step 1	Negative Affectivity	0.01	0.01	1.69	1.69	0.35	0.27	0.10
Step 2	Negative Affectivity					0.27	0.26	0.08
	Parental Attitudes	0.07	0.06	0.00	11.28	-1.45	0.43	-0.25**
Step 3	Negative Affectivity					0.21	0.26	0.06
	Parental Attitudes					-1.18	0.44	-0.20*
	Arbitrary Occupation and Attention Closeness Primary Care	0.11	0.04	0.00	2.45	-0.65	0.49	-0.11
						3.87	1.51	0.23*
						-1.99	1.29	-0.13
Step 4	Negative Affectivity					0.10	0.26	0.03
	Parental Attitudes					-1.28	0.43	-0.22*
	Arbitrary Occupation and Attention Closeness Primary Care					-0.61	0.48	-0.10
						3.95	1.49	0.23*
						-1.55	1.29	-0.10
	Parental Efficacy	.15	.03	.00	2.35	-2.01	1.02	-.18*
	Parental Interest					1.89	2.12	.07
	Parental Satisfaction					-.38	.74	-.04

** $p < .001$, * $p < .05$.

SE (Standard Error)

803.5 minutes ($M= 558.9$, $SD = 101.6$). When we divide it as weekend and weekdays, it revealed that children's mean use is 35.2 minutes ($SD=37.44$) in weekdays, and 49.3 minutes ($SD=53.54$) in weekends in daily basis. (See Table 3.6)

Table 3.6 Descriptives

	Min.	Max.	Mean	SD
Mothers' average available time	97.5	761	450.7	114.2
Children's average available time	332.1	803.5	559.0	101.6
Children media use average	0	1310	240.2	234.5
Children media use at weekdays			35.2	37.4
Children media use at weekends			49.3	53.5

To test whether children's media usage differed between weekdays and weekends paired sample t test was carried out. It was found that children use media devices significantly more at the weekends than in weekdays ($t(164) = -4.17$, $p < .001$).

In order to compare whether children ask to use a media device or mothers offer, t test was carried out. We calculated the ratio by dividing total offer/request to days. So, 1 means children asked for every usage, and 0 means mothers offered every usage. It was found that, children asked to use ($M = .79$, $SD = .34$) a media device more than their mothers offered to them ($t(164) = 15.4$, $p = 0.00$).

In order to examine whether children use those tools at home or other places such as cafés, parks, or houses they visited. We again calculated a ratio, 1 means children used media devices at home, and 0 means children used media devices at other places. The results specified that children use media mostly at their homes both in weekdays and at weekends ($M = .67$, $SD = .39$; $M = .62$, $SD = .45$, respectively).

Parental mediation strategies were examined. It was revealed that in **weekends**, 16.4% of mothers did not use any mediation strategies, 67.3 % did either co-using or active mediation, and 16.4% of them were inconsistent in their use of any mediation strategies. However, during **weekdays**, 3.6% of mothers did not use any mediation strategies, 54.5% of mothers did either co-using or active mediation, and 41.9% of them were inconsistent in their use of any parental mediations methods (See Table 3.7 and Table 3.8)

Table 3.7 Parental Mediation

	Weekdays	Weekends
Non-mediation	3,6	16,40
Co-use and/or active	54,5	67,3
Inconsistent use	41.9	16.40

Table 3.8 Parental co-using

	Weekdays	Weekends
No co-using	54.5%	71.5 %
Only co-using	13.3%	12.1%

In order to examine the purposes of children' electronic media use, from daily diaries percentages of different uses of media was calculated. It was revealed that, in total, 41% of children used media for educational purposes, 27% of them used for non-educational games, and 48% of children used medium for watching videos including cartoons and TV. 8.5% of children used media only for educational content, 4.8 % of children used media only for playing non-educational games, and 21.2% of them used media only for watching videos. Others used multiple functions in a week.

CHAPTER 4

DISCUSSION

In recent years, the time children devote to the use of electronic/digital media tools such as tablets, smartphones, and laptops have been increasing. Through these novelties in lifestyle, the age children start to use these devices have been declining (Rideout, 2017). For that reason, the primary goal of the current study was to investigate the predictors of young children's electronic/digital media tool use. Thus, current study investigated the role of young children's negative affectivity, maternal attitudes toward children's media use, maternal involvement - arbitrary occupation, primary care, and attention and closeness- and lastly parenting sense of competence - parental efficacy, parental satisfaction and parental interest- as predictors of children's media use.

It was expected that children's negative affectivity positively, but parent's attitudes toward children's media use, parental involvement, and parenting sense of competence would be negatively related to children's media use.

4.1 Findings on Children's Weekly Media Use

In order to test the first hypothesis, a hierarchical regression analysis was conducted. Children's negative affectivity, maternal attitudes, mothers' involvement (primary care, arbitrary occupation, and attention and closeness), and parenting sense of competence (parental efficacy, parental satisfaction, and parental interest) were entered into the regression equation. Results showed that children whose parents had

positive views of children's media use and more involved with their children in terms of attention and closeness tended to use electronic media more.

It was hypothesized that children who are higher in negative affectivity would use electronic media more. However, although it was significantly predicted children's media use at first two steps when mothers' involvement was entered it did not significantly predict in the other steps. This result is partially consistent with the literature. It is known that parents use media tools as time-fillers, babysitters, and nannies to keep their children busy (Radesky et al., 2015; Rideout, 2017). And a body of research indicated that parents who have children with social-emotional difficulties offer electronic media devices to calm their children and cope with the crises situations. Also, children's screen time and their emotion regulation abilities are found to be related to each other. A study conveyed that the children who are low in emotion regulation tend to use more media (Radesky, Silverstein, Zuckerman & Christakis, 2013). Those children who are high in negative affectivity have poor emotion regulation skills, they tend to cry, get angry frequently, and get upset easily. For this reason, it was expected mothers of children high in negative affectivity to provide electronic media devices to be able sooth their children or it was expected those children to persist to use media tools more and when their mothers take tools away they cry and get angry. Probably those children and mothers experience these problems up to certain degree since negative affectivity predict significantly at first. However, as suggested in literature, children's temperamental characteristics and their parents' practices and parents' involvement are related with each other (Rothbart & Bates, 1998; McBride, Schoppe & Rane, 2002). So maybe, those mothers can cope with their children's negative emotionality by involving more in mother-child relationship and compensate the effects of those negative affectivity. Parental attitudes and their effects on children's media use have been widely studied by the scholars (Roy & Paradis, 2015; Vittrup, et al., 2016) it was suggested in the literature that parental attitudes are one of the main factors affecting children's media use as consistent with the results of

this study. Parents' positive attitudes toward children's media use and the time and the frequency of children spending on using media tools are positively associated. As it was supported by several studies; since parent's attitudes and their own screen time affect the home media environment and it again affects children's use (Cingel & Krcmar, 2013; Lauricella, Wartella & Rideout, 2014). Furthermore, when parents have positive opinions of children's media use, they might offer electronic media tools to their children more frequently and they might encourage their children to use electronic media devices by purchasing tools to children or allowing children to use their own devices. The other relation appeared between children's media use and positive parental attitudes could be that they may allow their children to spend more time on digital tools when their attitudes are more positive. This finding also could be a support for Bronfenbrenner's micro system which suggests that environment, family, school, and peers have an influence on children's development and behaviors (1979).

Primary care predicted significantly when it entered the regression however after adding parenting sense of competence it became marginally significant in predicting children's media use. Parental efficacy had marginal significance in predicting children's media use at last step. However, on the contrary, arbitrary occupation, parental interest, and parental satisfaction were not significant in predicting children's media use at last step. As previous literature mentioned before, mostly mothers are primary caregivers of children. And in this scale primary care subscale includes activities such as doing children's hair, cutting children's nails, taking children's bath. Children mostly do not like those activities to get done. Mothers' might be offer electronic media tools while they do those activities to keep calm their children.

Moreover, parental efficacy and parenting behaviors are highly associated (Jones & Prinz, 2015). So, it was expected a negative relationship between parental efficacy and children's media use. Mothers who are not feel high in parental efficacy might offer their children to use media more since they might not think that they can

deal with their children, and they might not believe they have strong parenting skills and might avoid doing other activities with their children.

Lastly attention and closeness predicted children's media use significantly. Attention and closeness subscale of parental involvement contains items related to show love and affection such as hugging, kissing, answering the child's questions, watching videos with the child. Attention and closeness were found related with democratic and over protective parenting attitudes (Simsıkı & Şendil, 2014). Therefore, maybe those mothers try to provide an environment where their children do what they want and maybe they cannot/do not say no to their children or do not set time limits for their children's electronic media use, so those children engage electronic media more.

4.2 Discussion of predictors for Children's Media Use at Weekdays and Weekends

The factors predict children's media use and duration of their use at weekdays and at weekends were slightly different. Mothers' attitudes toward children's media use and attention and closeness were related to children's media use both at weekends and at weekdays. However, parental efficacy was only found to be related to the children's weekdays media use. Literature suggested that parental efficacy is highly related with parental practices such as monitoring and involvement to parent-child relationship (Grolnick, Benjet, Kurowski & Apostoleris, 1997; Jones & Prinz, 2005). As in line with the literature, the current study found that children who have mothers with low parental efficacy tend to use more electronic media at weekdays. Perhaps mothers are not able to involve with their children as much at weekdays because of work, or children go to preschools so there is less time left to be with children. So, they might feel less competent in their parenting. Or they might get more tired at weekdays, and cannot allocate time for their children, and offer or allow their children to use electronic media tools. Also, children's characteristics did not play any predictive role on children's media use when weekday and weekend usage were separated, so the findings are contradictory to the previous literature. finding. However, it was found that

difficult temperament of children is related with less parental efficacy and less parental involvement (Machida, Taylor & Kim, 2002).

4.3 Discussion of descriptive and exploratory results about Children's Media Use

Child Request vs Mothers' Offer: Exploratory results indicated that children are more likely to ask for the use of electronic media. In this study, children were aged around 4.5 years old. Considering the wide availability of media, even at this age children are likely to have had enough time to get used to choose media as a leisure time activity. For instance, it is possible that parents offer media tools more to younger children to cope with their entertainment demands and by the time they are 4 they already developed a habit for them. Furthermore, in the present study 36% of children were reported to own their media tools- mostly tablet, so they have probably more opportunity to engage in media use. From this perspective, those children do not need a permission to use, or do not need parents to offer them.

Use of mediation strategies : In the present study, most of the mothers reported that they either use active mediation or co-use media tools (54.5% at weekdays, 67.3% at weekends). One of the reasons of this might be that mothers instead of doing other activities with their children, they prefer to engage in media related activities since media is more appealing for children. So, by active mediation or co-using mothers can be both involve mother-child relationship and be able to control their children's use.

Why children use media tools? : As mentioned before, children use media for different purposes, and parents offer them with different motivations. In this study, according to descriptive statistics, most of the children used media for educational purposes. According to Cingel and Krckmar, parents offer media for educational purposes, when children ask for it, or to cope with children's negativity, or as a reward (2013). Moreover, previous literature includes television and its educational aspect for

example how Sesame Street influence children and support children's language development (Rice, Huston, Truglio & Wright, 1990). This also could be related to parents' education levels since literature suggests that children of educated parent are less likely to use media and if they use they are more likely to use them for educational purposes (Livingstone, et al., 2015). Consistent with the literature, in this sample, most of the mothers (88%) were university or higher education graduates. Therefore, they might be thinking that they are providing something beneficial for their children (Radesky, Schumacher & Zuckerman, 2015).

Comparing weekday vs weekend use : As stated in the T-test results, children use electronic media at weekends more than they use at weekdays. This finding is in line with the literature (Okely, Trost, Steele, Cliff & Mickle, 2009); according to a research, most of the parents, especially mothers, have stated that they spend their all weekend or most hours of the weekend with their children (Connel, Lauricella & Wartella, 2015). Because of the gender roles and cultural stereotypes; mothers are the ones who are responsible for the housework and taking care of children even in families where both partners work. Therefore, especially when women work, the only available time is weekends to do the expected works such as cleaning house, cooking meals, and doing other house works, taking time for themselves. They might let their children to use media tools to their children more in weekends while they do chores or taking care of other staff.

4.4 Conclusion

Scholars have been discussing about the optimum time limit for children's media use, the effects of media use, and why children use media. There is no one true answer for these issues. Several different factors share variance on children's media use, and in this study some of them were included.

Maternal attitude toward children's media use and mothers' involvement in parent-child relationship in terms of attention and closeness are positively related to children's

electronic media use. Moreover, only at weekdays, besides positive relation with maternal attitudes toward children media use and attention and closeness, mothers' parental efficacy is also negatively associated with children's electronic media use.

4.5 Strengths and Limitations of the Study

Although there are several studies conducted on children and media, this study has some unique contributions to literature. The first one is that scholars mostly focused on either infants or adolescents' engagement in media, but this study specifically concentrated on preschoolers. Secondly, throughout the years, the most studied media tool has been television, since the fast-growing technology, for last decade, new tools became a part of our lives. This study only included portable electronic/digital tools which are tablets, smartphones, and laptops. Thirdly, literature mostly provides information about the possible outcomes of children's media use on their physical health, cognitive, social, and emotional developments, and there is relatively less research conducted to investigate the predictors of children's media use. Also, those studies have mainly focused on demographic factors instead of examining this issue in a larger context by including parents, their characteristics, and children's characteristics. This study included maternal factors which are maternal attitudes, maternal involvement, and parenting sense of competence. To the best of our knowledge, parenting sense of competence has not studied before in the context of young children's electronic/digital media use. Lastly, existed studies asked parents for a general information about their children's media use whereas the current study used weekly diary method to be able to gather more specific information day by day.

On the other hand, the study has several limitations too. The most preeminent one is that participants consist of only mothers. It would be better to assess father's

attitudes, their involvement, and their competence. Also, fathers' and mothers' ideas can be different, while a mother does not allow to her child to use media, but a father can allow. It might have an effect on the time children spend on electronic media use. In addition to this, parent's own media use found as an important predictor (Lauricella, Wartella & Rideout, 2015), so it would be considered to include in future studies. Another limitation of the study is generalizability. Data only collected from middle and high SES mothers who live in Turkey. So, it is not possible to generalize those findings to other situations. Furthermore, number of siblings and whether the child is younger children in the household or not could be important for mothers' competence and the child's media use. Therefore, this information could have involved in the future research. Lastly, since young children's media use is a hot topic, and parents have concerns about it. They may be provided a social desirability scale in order to prevent the effect of it.

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APPENDICIES

A: METU ETHICS COMMITTEE APPROVAL FORM

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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02 OCAK 2018

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Sibel Kazak BERUMENT;

Danışmanlığımı yaptığınız Burcu Halise TATAR'ın "Ebeveyn Yeterlilik Algısı, Ebeveyn Katılımı ve Ebeveyn Kontrolünün Çocuğun Elektronik Medya Kullanımı Üzerindeki Etkisi" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2017-SOS-230 protokol numarası ile 02.01.2018-30.07.2018 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

Doç. Dr. Kaşar KÖNDAKÇI

Üye

Doç. Dr. Zana ÇITAK

Üye

Yrd. Doç. Dr. Pınar KAYGAN

Üye

Yrd. Doç. Dr. Emre SELÇUK

Üye

B: INFORMED CONSENT FORM

Sayın Veliler, Sevgili Anne-Babalar,

Bu çalışma Orta Doğu Teknik Üniversitesi Psikoloji bölümü öğretim üyesi Prof. Dr. Sibel Kazak Berument danışmanlığında yüksek lisans tezi kapsamında yürütülmektedir. Çalışmanın çocukların; tablet, telefon ve dizüstü bilgisayarı gibi elektronik medya araçları kullanımını incelemektir. Bu amacı gerçekleştirebilmek için sizden anket ve günlük aracılığı ile bazı bilgiler almaya ihtiyaç duymaktayız.

Yürütülmekte olan Türkiye’de son yıllarda çok artan elektronik medya kullanımına yönelik önerilere temel teşkil edecektir. Sizden alınan bilgiler araştırmacılar haricinde kimseyle paylaşılmayacak ve yalnızca bilimsel araştırma için kullanılacaktır. İstedığınız zaman, herhangi bir sebep belirtmeden katılımcı olmaktan vazgeçme hakkına sahipsiniz.

Çalışmaya katılmanız çocukların elektronik medya araçlarını kullanımının incelenmesine önemli bir katkı sağlayacaktır. Çalışmaya katılımınız hem bilimsel anlamda hem de anne babalara yönelik tasarlanabilecek çalışmalar için fikir vermesi anlamında bizim için çok önemlidir. Araştırmayla ilgili soruları aşağıda yer alan telefon numaraları veya e-posta adreslerini kullanarak bizlere yöneltebilirsiniz.

Saygılarımızla,
Sibel Kazak Berument & Burcu Halise Tatar

Burcu Halise Tatar
Tel: 0537 733 39 13
E-posta: burcu.tatar@metu.edu.tr

Bu araştırmaya tamamen gönüllü olarak katılıyorum ve çalışmayı istediğim zaman yarıda kesip bırakabileceğimi biliyorum
Ve verdiğim bilgilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.
Velinin adı-soyadı
İmza.....

C: DEMOGRAPHIC INFORMATION FORM

1. Yaşınız
2. Mesleğiniz
3. Eğitim durumunuz?
 - İlkokul
 - Ortaokulu
 - Lise
 - Üniversite
 - Yüksek Lisans
 - Doktora
4. Çalışıyor musunuz?
 - Evet
 - Hayır
5. Evli misiniz?
 - Evet
 - Hayır
6. Çocuğunuza kim bakıyor?
 - Kendim bakıyorum
 - Yatılı bakıcı bakıyor

- Yalnızca gündüz çalışan bakıcı
- Babaanne/anneanne gibi bir yakınımız

7. Kaç çocuğunuz var? -----

8. Çocuğunuzun yaşı? -----

9. Çocuğunuzun cinsiyeti? -----

10. Evde kaç kişi yaşıyorsunuz? -----

11. Çocuğunuzun kendine ait elektronik medya araçları var mı?

- Evet -----
- Hayır

12 Siz elektronik medya araçlarını ne sıklıkla ve amaçla kullanırs

D: PARENTAL ATTITUDE SCALE

Bu anket, çocukların tablet, akıllı telefon, bilgisayar gibi elektronik medya araçlarını kullanmalarıyla ilgili düşüncelerinize değinmektedir. Lütfen soruları okuduktan sonra size en uygun seçeneği işaretleyiniz. Soruların doğru ya da yanlış cevabı yoktur. 1 hiç katılmıyorum, 5 tamamen katılıyorum olmak üzere sayıyı yuvarlak içine alarak cevabınızı belirtiniz.

1. Elektronik medya araçları çocukların gelişimine katkıda bulunur.

Kesinlikle katılmıyorum	Katılıyorum	Ne katılıyorum ne katılmıyorum	Katılmıyorum	Kesinlikle katılmıyorum
1	2	3	4	5

2. Elektronik medya araçları belirli bir yaşa kadar çocuklara verilmemelidir.

Kesinlikle katılmıyorum	Katılıyorum	Ne katılıyorum ne katılmıyorum	Katılmıyorum	Kesinlikle katılmıyorum
1	2	3	4	5

3. Elektronik medya araçlarının eğitici bir yönü vardır.

Kesinlikle katılmıyorum	Katılıyorum	Ne katılıyorum ne katılmıyorum	Katılmıyorum	Kesinlikle katılmıyorum
1	2	3	4	5

4. Çocuklar elektronik medya araçlarını kullanmalıdırlar.

Kesinlikle katılmıyorum	Katılıyorum	Ne katılıyorum ne katılmıyorum	Katılmıyorum	Kesinlikle katılmıyorum
-------------------------	-------------	--------------------------------	--------------	-------------------------

1	2	3	4	5
---	---	---	---	---

5. Elektronik medya araçları çocuklar için faydalıdır.

Kesinlikle katılıyorum	Katılıyorum	Ne katılıyorum ne katılmıyorum	Katılmıyorum	Kesinlikle katılmıyorum
------------------------	-------------	--------------------------------	--------------	-------------------------

1	2	3	4	5
---	---	---	---	---

6. Elektronik medya araçları yalnızca çizgi film izletmek için kullanılmalıdır.

Kesinlikle katılıyorum	Katılıyorum	Ne katılıyorum ne katılmıyorum	Katılmıyorum	Kesinlikle katılmıyorum
------------------------	-------------	--------------------------------	--------------	-------------------------

1	2	3	4	5
---	---	---	---	---

7. Ebeveynler meşgul olduklarında, elektronik medya araçları çocuğu oyalamak için iyi bir yöntemdir.

Kesinlikle katılıyorum	Katılıyorum	Ne katılıyorum ne katılmıyorum	Katılmıyorum	Kesinlikle katılmıyorum
------------------------	-------------	--------------------------------	--------------	-------------------------

1	2	3	4	5
---	---	---	---	---

8. Elektronik medya araçları eğitici amaçlar için kullanılmalıdır.

Kesinlikle katılıyorum	Katılıyorum	Ne katılıyorum ne katılmıyorum	Katılmıyorum	Kesinlikle katılmıyorum
------------------------	-------------	--------------------------------	--------------	-------------------------

1	2	3	4	5
---	---	---	---	---

9. Çocukları sakinleştirmek için elektronik medya araçlarının sunulması doğru değildir.

Kesinlikle Katılıyorum Ne katılıyorum Katılmıyorum Kesinlikle
katılıyorum ne katılmıyorum katılmıyorum

1 2 3 4 5

10. Çocukların kendilerine ait elektronik medya araçlarının olması doğru değildir.

Kesinlikle Katılıyorum Ne katılıyorum Katılmıyorum Kesinlikle
katılıyorum ne katılmıyorum katılmıyorum

1 2 3 4 5

11. Çocukların elektronik medya araçlarını yalnız başlarına kullanmaları sakıncalıdır.

Kesinlikle Katılıyorum Ne katılıyorum Katılmıyorum Kesinlikle
katılıyorum ne katılmıyorum katılmıyorum

1 2 3 4 5

12. Çocukların elektronik medya araçları ile ne yaptıklarının bir yetişkin tarafından kontrol edilmesi gerekir.

Kesinlikle Katılıyorum Ne katılıyorum Katılmıyorum Kesinlikle
katılıyorum ne katılmıyorum katılmıyorum

1 2 3 4 5

13. Elektronik medya kullanımı, çocuklarda, uzun dönemde fiziksel, duygusal ve sosyal problemlere sebep olabilir.

Kesinlikle Katılıyorum Ne katılıyorum Katılmıyorum Kesinlikle
katılıyorum ne katılmıyorum katılmıyorum

1 2 3 4 5

14. Çocuklar elektronik medya araçlarının kullanımıyla ödüllendirilebilir.

Kesinlikle Katılıyorum Ne katılıyorum Katılmıyorum Kesinlikle
katılıyorum ne katılmıyorum katılmıyorum

1 2 3 4 5

15. Ebeveynler, çocuklarının elektronik medya araçları kullanımına süre sınırı koymalıdır.

Kesinlikle Katılıyorum Ne katılıyorum Katılmıyorum Kesinlikle
katılıyorum ne katılmıyorum katılmıyorum

1 2 3 4 5

16. Çocukların yemek yemeleri için elektronik medya araçlarının kullanılması doğru değildir.

Kesinlikle Katılıyorum Ne katılıyorum Katılmıyorum Kesinlikle
katılıyorum ne katılmıyorum katılmıyorum

1 2 3 4 5

17. Çocuğumun elektronik medya araçları yerine geleneksel oyuncaklarla oynamasını tercih ederim.

Kesinlikle Katılıyorum Ne katılıyorum Katılmıyorum Kesinlikle
katılıyorum ne katılmıyorum katılmıyorum

1	2	3	4	5
---	---	---	---	---

18. Çocukların elektronik medya araçları kullanımı, gelecekteki akademik başarılarına etki eder.

Kesinlikle katılıyorum	Katılıyorum	Ne katılıyorum ne katılmıyorum	Katılmıyorum	Kesinlikle katılmıyorum
1	2	3	4	5

E: MEDIA DIARY

GÜN: Pazartesi

MEDYA GÜNLÜĞÜ

1. Çocuğunuzla bugün içinde geçirdiğiniz zaman aralıklarını saat olarak belirtiniz (Örneğin; 07:00-09:00, 17:00-22:30).

.....
.....

2. Çocuğunuz bu sabah saat kaçta uyandı?

.....

3. Çocuğunuz bugün saat kaçta okula gitti?

.....

4. Çocuğunuz bugün saat kaçta okuldan geldi?

.....

5. Çocuğunuz bu akşam saat kaçta uyudu?

.....

Lütfen aşağıdaki soruları bugün çocuğunuzla sizin beraber geçirdiğiniz (yukarıda belirttiğiniz) zaman aralığı içerisinde düşünerek cevaplayınız.

6. Bugün çocuğunuz akıllı telefon, tablet ya da bilgisayar gibi elektronik medya cihazlarını kullandı mı?

O Evet

O Hayır

7. Evet ise hangi cihazları kullandığını işaretleyiniz.

Akıllı Telefon

Tablet

Bilgisayar

Diğer

8. Yaklaşık olarak ne kadar tablet kullandı?

- | | | | |
|--|--|--|---|
| <input type="radio"/> Hiç | <input type="radio"/> 2 saat | <input type="radio"/> 6 saat | <input type="radio"/> 10 saat |
| <input type="radio"/> 10 dakika | <input type="radio"/> 2 saat 30 dakika | <input type="radio"/> 6 saat 30 dakika | <input type="radio"/> 10 saat 30 dakika |
| <input type="radio"/> 20 dakika | <input type="radio"/> 3 saat | <input type="radio"/> 7 saat | <input type="radio"/> 11 saat |
| <input type="radio"/> 30 dakika | <input type="radio"/> 3 saat 30 dakika | <input type="radio"/> 7 saat 30 dakika | <input type="radio"/> 11 saat 30 dakika |
| <input type="radio"/> 40 dakika | <input type="radio"/> 4 saat | <input type="radio"/> 8 saat | <input type="radio"/> 12 saat |
| <input type="radio"/> 50 dakika | <input type="radio"/> 4 saat 30 dakika | <input type="radio"/> 8 saat 30 dakika | <input type="radio"/> 12 saatten fazla |
| <input type="radio"/> 1 saat | <input type="radio"/> 5 saat | <input type="radio"/> 9 saat | |
| <input type="radio"/> 1 saat 30 dakika | <input type="radio"/> 5 saat 30 dakika | <input type="radio"/> 9 saat 30 dakika | |

9. Yaklaşık olarak ne kadar bilgisayar kullandı?

- | | | | |
|--|--|--|---|
| <input type="radio"/> Hiç | <input type="radio"/> 2 saat | <input type="radio"/> 6 saat | <input type="radio"/> 10 saat |
| <input type="radio"/> 10 dakika | <input type="radio"/> 2 saat 30 dakika | <input type="radio"/> 6 saat 30 dakika | <input type="radio"/> 10 saat 30 dakika |
| <input type="radio"/> 20 dakika | <input type="radio"/> 3 saat | <input type="radio"/> 7 saat | <input type="radio"/> 11 saat |
| <input type="radio"/> 30 dakika | <input type="radio"/> 3 saat 30 dakika | <input type="radio"/> 7 saat 30 dakika | <input type="radio"/> 11 saat 30 dakika |
| <input type="radio"/> 40 dakika | <input type="radio"/> 4 saat | <input type="radio"/> 8 saat | <input type="radio"/> 12 saat |
| <input type="radio"/> 50 dakika | <input type="radio"/> 4 saat 30 dakika | <input type="radio"/> 8 saat 30 dakika | <input type="radio"/> 12 saatten fazla |
| <input type="radio"/> 1 saat | <input type="radio"/> 5 saat | <input type="radio"/> 9 saat | |
| <input type="radio"/> 1 saat 30 dakika | <input type="radio"/> 5 saat 30 dakika | <input type="radio"/> 9 saat 30 dakika | |

10. Yaklaşık olarak ne kadar akıllı telefon kullandı?

- | | | | |
|---------------------------------|--|--|---|
| <input type="radio"/> Hiç | <input type="radio"/> 2 saat | <input type="radio"/> 6 saat | <input type="radio"/> 10 saat |
| <input type="radio"/> 10 dakika | <input type="radio"/> 2 saat 30 dakika | <input type="radio"/> 6 saat 30 dakika | <input type="radio"/> 10 saat 30 dakika |
| <input type="radio"/> 20 dakika | <input type="radio"/> 3 saat | <input type="radio"/> 7 saat | <input type="radio"/> 11 saat |
| <input type="radio"/> 30 dakika | <input type="radio"/> 3 saat 30 dakika | <input type="radio"/> 7 saat 30 dakika | <input type="radio"/> 11 saat 30 dakika |
| <input type="radio"/> 40 dakika | <input type="radio"/> 4 saat | <input type="radio"/> 8 saat | <input type="radio"/> 12 saat |

- 50 dakika
saatten fazla
- 1 saat
- 1 saat 30 dakika
- 4 saat 30 dakika
- 5 saat
- 5 saat 30 dakika
- 8 saat 30 dakika
- 9 saat
- 9 saat 30 dakika
- 12

11. Yaklaşık olarak ne kadar diğer elektronik medya cihazlarını kullandı?

- Hiç
- 10 dakika
- 20 dakika
- 30 dakika
- 40 dakika
- 50 dakika
saatten fazla
- 1 saat
- 1 saat 30 dakika
- 2 saat
- 2 saat 30 dakika
- 3 saat
- 3 saat 30 dakika
- 4 saat
- 4 saat 30 dakika
- 6 saat
- 6 saat 30 dakika
- 7 saat
- 7 saat 30 dakika
- 8 saat
- 8 saat 30 dakika
- 10 saat
- 10 saat 30 dakika
- 11 saat
- 11 saat 30 dakika
- 12 saat
- 12

12. Bu süre boyunca elektronik medya araçlarının hangi fonksiyonlarını kullandı? Ne kadar süre ile kullandı?

- Çocuklara yönelik eğitici uygulamalar/ oyunlar.....
- Eğitici olmayan, küçük çocuklara yönelik uygulamalar/ oyunlar.....
- Videolar.....
- Diğer.....

13. Çocuğunuz elektronik medya araçlarını hangi ortamda kullandı?

- Ev ortamında
- Misafirlikte
- Dışarıda (cafe, restoran, park)
- Diğer.....

14. Çocuğunuz bu elektronik medya araçlarından birini kullanmayı kendisi mi talep etti, siz mi önerdiniz?

- Kendisi istedi
- Ben önerdim

15. Çocuğunuz elektronik medya araçlarını kullanırken;

- Ben de onunla birlikte oynadım/ kullandım
- Aynı odadaydık, ama ben başka bir işle meşguldüm
- Tek başına oynadı, aynı odada değildik.
- Diğer (Ağabey, kardeş arkadaş).....

16. Kullanması için herhangi bir süre sınırı koydunuz mu? Eğer koyduysanız kaç dakika?

- Evet saat dakika
- Hayır

17. Koyduğunuz süre bittiğinde, çocuğunuzun medya aracını kullanmayı bırakmasını istediniz mi?

- Evet
- Hayır

18. Kullandığı elektronik medya aracını kendisi mi bıraktı, siz mi bıraktırdınız?

- Kendisi bıraktı
- Ben bıraktırdım

19. Eğer siz elinden aldıysanız huzursuz oldu mu (1 hiç huzursuz olmadı, 5 çok huzursuz oldu olmak üzere 1'den 5'e kadar puanlayınız)?

Hiç huzursuz olmadı	Huzursuz olmadı	Biraz huzursuz oldu	Huzursuz oldu	Çok huzursuz oldu
1	2	3	4	5

Nasıl sakinleştirdiniz (Örneğin sevdiği oyuncacı verdim, müzik açtım)?.....

F: TURKCE OZET/TURKISH SUMMARY

1. Giriş

1.1 Genel Bilgi

Uzun yıllar boyunca televizyon ve radyo gibi geleneksel medya araçlarının çocukların gelişimi üzerine etkisi incelenmiştir (Chassiakos, Radesky, Christakis, Moreno & Cross, 2016). Ancak, günümüzde medyanın tanımı televizyon ve radyonun ötesinde, akıllı telefonlar, tabletler ve diz üstü bilgisayarlara kadar genişlemiştir (Brooks-Gunn & Donahune, 2008).

Teknolojideki ve internetteki gelişmelerle birlikte bir değişim süreci başlamıştır (Nikken & Haan, 2015). Bu değişimden hem çocukların hem de ebeveynlerin yaşantısını hızlı bir şekilde etkilenmiştir. Böylelikle araştırmalar çocukların elektronik/dijital medya kullanımı, sebepleri ve muhtemel etkileri üzerine yoğunlaşmaya başlamıştır (Bittman, Rutherford, Brown & Unsworth, 2011; Holloway, Green & Livingstone, 2013; Huber, Yeates, Meyer, Fleckhammer & Kaufman, 2018).

1.2 Dijital Medya & Dijital Dünya

Gelişen teknoloji dünyasında, elektronik medya araçları çocuklar için temel medya araçları haline geldi. (Waisman, Hidalgo & Rossi, 2018). Bu araçlar; kolaylıkla taşınabilir, ulaşılması ve kullanılması kolay olduğu için özellikle küçük çocuklar için çok çekicidir (Kabali, Irigoyen, Nunez-Davis, Budacki, Mohanty, Leister & Bonner, 2015).

1.2.1 Dijital Medya & Çocuklar

Dijital medya ve dijital araçlar yalnızca yetişkinlerin değil, çocukların da hayatlarının bir parçası ve giderek günlük rutinlerinde daha çok yer almaya başladı (Holloway, Green & Livingstone, 2013). Özellikle küçük çocuklar bu elektronik/dijital araçları daha çok kullanıyorlar (Genç, 2014). Türkiye’de yaşları 6 ile 15 arasında değişen çocuklarla yapılan bir çalışmaya göre; çalışmaya katılan çocukların %60.5’i bilgisayar kullanıyor ve %50.8’i online aktivitelerde bulunuyor

(TÜİK, 2013). Ayrıca, çocukların medya aracı sahipliği de artmaktadır (Kucirkoca, Littleton & Kyparissiadis, 2018). Common Sense Media tarafından ABD’de 0-8 yaşları arasındaki çocuklar ile yapılan çalışmaya göre, 2011 yılında çocukların %1’i kendi tabletlerine sahipken, 2013 yılında çocukların %7’si, 2017 yılında ise çocukların %42’si tablet sahibidir (Rideour, 2017). Çocukların elektronik medya aracı sahibi oluşunun artmasının yanında, bu araçlarla harcadıkları zaman da artmaktadır (Rideour, 2017), 2011 yılında çocuklar bir günde bu araçlar ile 5 dakika harcarken, 2013 yılında 15 dakika, 2017 yılında ise 48 dakika harcamaya başlamışlardır (Rideout, 2017). Bu bağlamda çocukların hayat şartları, günlük rutinleri ve oyun alışkanlıkları da değişmeye başlamıştır (Kostyrka-Allchorne, Cooper & Simpson, 2017; Verenikina, Kervin & Rivera, 2016). Bazı çalışmalar göstermiştir ki, bu elektronik medya araçları bazen eğitim bazen eğlence aracı olarak bebeklere ve küçük çocuklara, ebeveynleri tarafından sunulmaktadır. (Kabali, ve ark., 2015; Sergi, ve ark., 2017).

1.2.2 Dijital Medya & Ebeveynler

Çocukların medya kullanımını ebeveynleri ve onların çocuk üzerindeki etkilerini göz önünde bulundurmadan incelemek mümkün değildir (İnan Kaya, Mutlu Bayraktar & Yılmaz, 2018). Çünkü çocuklara medya araçlarını sunan, medya araçlarını çocuklarla tanıştıranlar ve çocukların medya kullanımını kontrol edenler ebeveynlerdir (Lauricella, Wartella & Rideout, 2015; Nikken & Schols, 2015). Ayrıca çocuklar ebeveynlerini taklit ederler böylece ebeveynlerin kendi medya kullanımı ve çocuklarının medya kullanımı arasında bir ilişki bulunmaktadır (Lauricella, Wartella & Rideout, 2015). 10 ve 11 yaşındaki çocuklarla yapılan bir çalışmaya göre; ebeveynlerinin televizyon izleme süresi daha yüksek olan çocuklar, diğerlerine göre daha çok televizyon izlemeye eğilimlidir (Jago, Davison, Thompson, Page, Brockman & Fox, 2011). Ancak ebeveynlerin çocuklara medya araçlarını sunmak için motivasyonları farklılaşabilir (Sergi, ve ark., 2017). Örneğin kimi ebeveyn elektronik medya araçlarını çocukları eğlendirmek için kullanırken kimi ebeveyn bu araçları eğitim araçları olarak kullanıyor. Bu amaçların dışında, bazı ebeveynler kendi işleri olduğunda çocukları oyalamak için de kullanıyor

(Livingstone, ve ark., 2015). Nabi ve Krcmar tarafından yapılan bir çalışma göstermiştir ki ebeveynler medyayı ödül olarak, çocuklarıyla bağ kurmak için ve çocuklarını sakinleştirmek için de kullanıyorlar (2016). Ayrıca Amerika'da yapılan bir araştırmaya göre ebeveynler çocukları yemek yerken ve yoldayken de çocuklarının medya aracı kullanmasına izin veriyorlar (Rideout, 2017). Çocuklar medyayı farklı durumlarda farklı sebeplerden kullanıyorlar ve bu beraberinde ebeveynlerin çocuklarına medya araçlarını sunmalarının altında yatan mekanizmaların neler olduğu sorusunu getiriyor.

Anne babalar çocuklarının içine doğduğu bu dijital dünyaya kendilerini ve ebeveynliklerini adapte ederken yeni stratejiler geliştirmişlerdir (Livingstone, Mascheroni, Dreier, Chaudron & Lagae, 2015). Ebeveynlik arabuluculuğu adı verilen bu stratejilerin uygulanma amacı çocukların medya kullanımını, geçirdiği süreyi ve medyanın içeriğini kontrol etme ve onları yönlendirmektir (Nevski & Siibak, 2016; Padilla-Walker & Coyne, 2011). Valkenburg ve arkadaşları ebeveynlik arabuluculuğunu üçe ayırmışlardır; aktif arabuluculuk, beraber kullanma ve sınırlayıcı arabuluculuk (1999).

Çocukların elektronik medya kullanımı üzerine olan ebeveyn arabuluculuğunu etkileyen pek çok faktör vardır. Bunlardan bazıları ebeveynlerin medyaya karşı olan algıları, çocuğun yaşı, çocuğun cinsiyeti, ebeveynin eğitim düzeyi, ailenin geliri ve ebeveyn-çocuk ilişkisi örneğin ebeveyn katılımıdır (Kucirkova, Littleton & Kyparissiadis, 2018; Nevski, Siibak, 2016; Warren, 2001; Warren, 2005; Wu, Fowler, Lam, Wong, Wong & Loke, 2014).

Sonuç olarak, ebeveynler bu stratejileri uygularken ve çocuklarına medya araçlarını sunarken farklı motivasyonları vardır. Bu durumda ebeveynlerin çocukların dijital/elektronik medya kullanmalarına karşı olan tutamları ve bu konudaki fikirleri önemli bir faktör olarak öne çıkıyor (Lauricella, Wartella & Rideout, 2015).

1.3 Çocukların Medya Kullanımının Yordayıcıları

Daha önce de bahsedildiği üzere, çocukların elektronik medya kullanımı oldukça yaygındır (Waisman, Hidalgo & Rossi, 2018). Çocukların televizyon izlemesinin

muhtemel sonuçları üzerine geniş bir literatür vardır (Bickham, Huston, Lee, Caplovitz & Wright, 2003; Warren, 2001) ancak çocukların neden medya araçlarını kullandıkları ve çocukların medya kullanımının yordayıcıları üzerine yapılan daha az çalışma vardır (Bickham, ve ark., 2003; Lee, Bartolic & Vanderwater, 2009). En yaygın olarak çalışılan yordayıcı değişkenler ailenin sosyoekonomik seviyesi, geliri, ebeveynlerin eğitim durumu, ebeveynlerin tutumları, çocukların cinsiyeti ve yaşıdır. Ancak demografik değişkenlerin çok çalışılmasına rağmen ebeveyn yeterlilik algısı, ebeveyn katılı gibi ebeveynlik içeriğindeki değişkenler daha az çalışılmıştır.

1.3.1 Ebeveyn Yeterlilik Algısı

Ebeveynlik yeni bir kimliğe adapte olmayı içeren bir geçiş sürecidir (Ponomartchouk, Bouchard, 2015) ve her anne baba ebeveynliği farklı şekillerde tecrübe ederler. Örneğin, bazı anneler ebeveynliği tatmin edici ve eğlenceli bir süreç olarak yorumlarken, bazı anneler ebeveynliği bunaltıcı ve can sıkıcı bir süreç olarak tanımlayabiliyor (Coleman & Karraker, 1998). Ebeveynlik yeterliliği, ebeveynlerin kendilerini ebeveyn anlamında ne kadar yeterli, güvenli ve tatmin olmaları ile ilgili algıları, duyguları ve çocuk yetiştirirken zorluklarla nasıl başa çıktıklarını kapsayan bir kavramdır (Johnston & Mash, 1989; Seçer, Çeliköz & Yaşa, 2008). Ebeveyn yeterliliği bilişsel bir konsept olmasıyla beraber, ebeveynlerin davranışlarını yorumlamaya da yardımcı olmaktadır (Jones & Prinz, 2005).

Annelerin ebeveyn yeterliliğini etkileyen pek çok çevresel ve çocukla ilgili etkenler vardır (Jones & Prinz, 2005). Bunların dışında, annelerin yeterlilik algısı, kendi ebeveynliklerinin hem duygusal hem de davranışsal anlamla etkilemektedir (Johnston & Mash, 1989).

Pek çok çalışma annenin ebeveyn yeterlilik algısı ve bunun çocuklar üzerindeki sonuçlarını incelemiştir. Ancak yalnızca bir çalışma annenin ebeveyn yeterlilik algısı ve çocukların medya kullanımını incelemiştir ve bu çalışma medya aracını yalnızca televizyon olarak ele almıştır. Bu çalışmanın sonuçları daha düşük ebeveyn

yeterliliđi olan annelerin çocukları daha çok televizyon izlediđini göstermiřtir (Jago, Sebire, Edwards & Thompson, 2013).

1.3.2 Ebeveyn Katılımı

Ebeveyn katılımı; ebeveyn ve çocuđun beraber ve kaliteli zaman geirmesi, ebeveynin, ebeveyn-ocuk iliřkisi iinde aık ve ulařılabilir olmasını kapsar. ocuk geliřimini etkileyen; oyun oynamak, kitap okumak, resim izmek gibi rneklenebilen ebeveyn-ocuk etkileřimi ise ebeveyn katılımının temelini oluřturmaktadır (Warren, Gerke & Kelly, 2002). Ebeveynlik katılımı, ebeveynlerin ocuklarıyla iletiřime gemesi ve sosyalleřmesi iin bir yoldur (Spera, 2005). Ebeveynler bazen medyayı ocuklarıyla bađ kurabilmek ve etkileřime geebilmek adına kullanıyorlar (Nabi & Krmar, 2016). Ancak ebeveyn-ocuk iliřkisine dahil olabilmek iin de medya aralarını ya da ebeveyn arabuluculuđunu kullanıyorlar. rneđin, beraber medya aracı kullanmak kaliteli ebeveyn-ocuk zamanı geirildiyse, ebeveyn katılımı olarak sayılabilir. Ebeveyn katılımı yalnızca anne babalarla ilgili faktrlerle deđil ocuđun mizacı gibi ocuk merkezli faktrlerle de ilgilidir.

1.3.3 ocukların Mizacı zellikleri

Mizacı hem evresel faktrlerden hem de genetik arka plandan etkilenmektedir (Bates, 1980). Negatif duygulanım mizacın temel boyutlarından bir tanesidir ve olumsuz duyguları, korkuyu, siniri temsil eder (Rothbart, 2001).

ocukların mizacı, ocukların geliřiminde, ebeveynlerin ebeveynlik stillerinde ve ebeveyn-ocuk iliřkisinde nemli rol oynar (Rothbart & Bates, 1998; Bates, Schermerhon & Gallagher, 2012; Suitor, Sechrist, Plikuhn, Pardo & Pillemer, 2008). ocukların olumsuz duygulanımının annenin ebeveynliđini ve ebeveynlik davranıřlarını olumsuz ynde etkilemektedir. (Bates, 1980). Bebeklerin zor mizaca sahip olması ve ebeveynlerin ebeveyn yeterlilikleri iliřkili olduđu bulunmuřtur (Cutrona & Troutman, 1986). Ayrıca Grady ve Karraker'in (2017) yaptıđı alıřmaya gre, ocukların olumsuz duygulanımı, annelerin daha dřk ebeveyn yeterlilik algısının olmasıyla korelasyon iindedir.

Çocuğun mizaç özellikleri ve ebeveynlik davranışları, çocukların medya kullanımında önemli rol oynar. Zor mizacı ya da negatif duygulanımı yüksek çocukları olan ebeveynler, çocuklarını kontrol edebilmek için daha çok medya aracı sunabilirler (Nabi& Krcmar, 2016).

1.3.4 Ebeveyn Tutumları

Ebeveynlerin çocuklar üzerinde çok önemli rolleri vardır. Ekolojik sistem teorisine göre, çocuklar içinde büyükleri çevre tarafından şekillenirler, sosyal gelişimleri bu çevreden bağımsız düşünülemez (Bronfenbrenner, 1979). Ebeveynler, akranlar, okul ve yaşadıkları mahalle çocukları etkileyen faktörlerdendir (Bronfenbrenner, 1979). Buradan yola çıkarak, Lauricella, Wartella ve Rideout (2015), ebeveynlerin medya kullanımının ve medyaya karşı olan algılarının çocukların medya kullanımını etkilediğini öne sürmüşlerdir. Ayrıca çocuklar ebeveynlerini taklit ederler, rol model alırlar; bu yüzden de ebeveynlerin kendi kullanımı ve tutumlarının çocuklarının medya kullanımıyla ilişkili olması beklenebilir (Bandura, Bryant; Zillmann, 1994; Bleakley, Jordan & Hennessy, 2013).

1.4 Mevcut Çalışma

Bu çalışma, güncel olarak çocuklar tarafından sıklıkla kullanılan, tablet, akıllı telefon, dizüstü bilgisayar gibi elektronik/dijital medya araçlarını ve anneleri incelemektedir. Literatür televizyon ve radyo gibi geleneksel medya araçlarına odaklanmış, elektronik medya araçları görece daha az çalışılmıştır. Ayrıca çoğu çalışma okul önce çocuklarına değil, bebelere ve ergenlik çağındaki çocuklara odaklanmıştır.

Mevcut çalışmanın amacı çocukların elektronik medya kullanımının yordayıcı değişkenlerini incelemektir. Ebeveyn tutumları literatürde genişçe yer almaktadır, ancak ebeveyn katılımı, ebeveyn yeterlilik algısı gibi değişkenler televizyon için çok az, dijital medya için hiç çalışılmamıştır. Literatürdeki bu boşluğu doldurmak için, bu çalışma çocukların olumsuz duygulanımının, ebeveynlerin tutumlarının, ebeveyn katılımının ve ebeveyn yeterlilik algısının çocukların medya araçları kullanımındaki etkisini incelemeyi amaçlamıştır.

2. YÖNTEM

2.1 Örneklem

Bu çalışmaya Türkiye'nin çeşitli illerinden, anaokuluna devam eden çocuğu olan 165 anne katılmıştır. Annelerin yaşı 25 ile 36 (Ort=34.07, SS= 3.77), çocuklarının yaşları ise 29 ay ile 78 ay (Ort= 54.6, SS= 11.8) arasında değişmektedir. Çocukların cinsiyet dağılımı eşittir.

2.2 Ölçekler

Annelere demografik form, anne-çocuk etkileşimini ölçmek için Anne Katılım Ölçeği (Sımsıkı, Şendil, 2014), annelerin çocuklarının elektronik medya araçlarını kullanmasına karşı olan tutumlarını ölçmek için Ebeveyn Tutum Formu, annelerin kendilerini ebeveynlik anlamında değerlendirmeleri için Ebeveyn Yeterlilik Algısı Ölçeği (Gibaud- Wallston & Wandersman, 1978; Johnstone & Mash, 1989), verilmiştir. Ayrıca çocukların mizacını ölçmek için Olumsuz Duygulanma alt ölçeği (Rothmwart, Ahadi, Hershey & Fisher, 2001) verilmiş ve çocukların elektronik medya kullanımını ölçmek için de bir hafta boyunca günlük doldurtulmuştur.

3. BULGULAR

3.1 Veri Temizleme

Analizleri uygulamadan önce veri eksik ve aykırı değerler için incelendi. 47 katılımcı veri setinden hariç tutuldu, çünkü günlüğün en az dört gününü doldurmuş olmaları sınır olarak alındı. Verilerin çarpıklık ve basıklık değerleri de incelendi.

3.2 Tanımlayıcı İstatistikler

Tanımlayıcı istatistik analizinde bütün değişkenlerin ortalamaları, standart sapmaları, en yüksek ve en düşük değerleri hesaplanmıştır.

3.3 Korelasyon Analizi

Değişkenler arasındaki ilişkiyi hesaplamak için Pearson Korelasyon analizi yapılmıştır. Pek çok değişken birbiriyle ilişkili bulunmuştur.

3.4 Hiyerarşik Regresyon Analizi

3.4.1 Çocukların Medya Kullanımının Yordanması

Çocukların mizacının, annenin tutumunun, katılımının ve ebeveyn yeterlilik algısının çocukların elektronik medya kullanımı yordayıp yordamadığını incelemek için dört basamaklı hiyerarşik regresyon analizi yapılmıştır ve bu sırayla bloklar oluşturulmuştur.

Sonuçlara göre, ilk modelde, çocukların olumsuz duygulanması, çocukların elektronik medya araçları kullanımında %3'lük bir varyans açıklamıştır ($\beta=.17$, $p<.05$).

İkinci modelde, annelerin tutumu eklendiği zaman model toplamda %11 varyans açıklamaktadır. Annelerin tutumu ve çocukların negatif duygulanımı, çocukların medya kullanımını yordamaktadır ($\beta = .14$, $p<.05$; $\beta= -.29$, $p<.001$).

Üçüncü modelde anne katılımının alt boyutları eklenince negatif duygulanma, çocukların elektronik medya kullanımını artık yordamamaktadır. Ancak annelerin tutumları, ilgi ve yakınlık ve temel bakım, çocukların elektronik medya kullanımını yordamaktadır ($\beta =-.23$, $p<.05$, $\beta =.29$, $p<.05$, $\beta =-.16$, $p<.05$).

Son modelde, annelerin ebeveynlik yeterlilik algısının alt boyutları eklenmiştir. Sonuçlara göre annelerin tutumu ve ilgi ve yakınlık, çocukların medya kullanımını yordamaktadır.

Sonuç olarak, çocukların elektronik medya kullanımına karşı daha olumlu tutumu olan annelerin çocukları ve ilgi ve yakınlık skorları daha yüksek olan annelerin çocukları daha çok elektronik medya aracı kullanmaktadır.

3.4.2 Çocukların Hafta Sonu Medya Kullanımının Yordanması

Sırası ile çocukların olumsuz duygulanımının, annenin tutumunun, annenin ebeveyn katılımının ve annenin ebeveyn yeterlilik algısının, çocukların hafta sonu elektronik medya kullanımını yordayıp yordamadığını görmek için hiyerarşik regresyon analizi yapıldı.

Analizin son aşamasına göre, model %12 varyans açıkladı ve annenin tutumu, annenin ilgi ve yakınlığı, çocukların hafta sonundaki elektronik medya kullanımını yordamıştır ($\beta = -.24, p < .05, \beta = .22, p < .05$).

Sonuç olarak, genel kullanıma benzer şekilde, tutumu daha olumlu olan annelerin çocukları ve ilgi ve yakınlık puanları daha yüksek olan annelerin çocukları, hafta sonları daha çok elektronik medya aracı kullanmaktadırlar.

3.4.3 Çocukların Hafta İçi Medya Kullanımının Yordanması

Çocukların negatif duygulanımı, annelerin tutumu, katılımı ve ebeveyn yeterlilik algısının çocukların hafta içi elektronik medya kullanımını açıklayıp açıklamadığını görebilmek için hiyerarşik regresyon analizi yapıldı.

Analizin son aşamasında görüldü ki, annelerin tutumu, ilgi ve yakınlığı ve ebeveynlik yeterliliği çocukların hafta içi elektronik medya kullanımını yordamaktadır ($\beta = -.22, p < .05, \beta = .23, p < .05, \beta = -.18, p < .05$).

3.5 Çocukların Medya Kullanımı hakkındaki Tanımlayıcı Analizler ve Keşif Analizleri

T testi sonuçlarına göre çocuklar hafta sonu, hafta içinden daha çok elektronik medya araçlarını kullanmaktadırlar ($t(164) = -4.17, p < .001$). Bu medya araçlarını çocuklar mı kullanmak istiyorlar yoksa anneler mi teklif ediyorlar diye bakıldığı zaman, çoğunlukla çocukların kullanmayı teklif ettiği görülmüştür ($t(164) = 15.4, p = 0.00$). Ayrıca çocuklar medya araçlarını hem hafta içi hem hafta sonu çoğunlukla kendi evlerinde kullanmaktadırlar.

Ebeveyn arabuluculuğu incelendiğinde görülmüştür ki; hafta sonları anneler genellikle aktif arabuluculuk yapıyorlar ya da beraber kullanıyorlar (% 67.3), ancak hafta içleri annelerin % 54.5'i aktif arabuluculuk yapıyor ya da beraber kullanıyor.

Çocuklar medya araçlarını farklı amaçlarla kullanıyorlar. % 41'i eğitim için, %27'si eğitici olmayan oyunları oynamak için ve %48'i çizgi film gibi videolar izlemek için kullanıyor.

4. TARTIŞMA

Son yıllarda çocukların tablet, akıllı telefon, dizüstü bilgisayar gibi elektronik/dijital medya araçları kullanımının arttığını biliyoruz. Hayatımıza giren bu yeni teknoloji ve medya araçları ile birlikte çocukların bu araçları kullanma yaşları da düşmüştür (Rideout, 2017). Bu sebep ile güncel çalışmanın temel amacı anaokuluna giden öğrencilerin elektronik medya araçları kullanımının yordayıcılarını incelemektir. Bu çalışmada çocukların negatif duygulanımının, annelerin çocukların elektronik medya kullanımına karşı olan tutumlarının, annelerin ebeveyn katılımının ve annelerin ebeveyn yeterlilik algılarının, çocukların elektronik medya kullanımındaki rolü araştırılmaktadır.

4.1.1 Çocukların Medya Kullanımı Üzerine Bulguların Tartışması

İlk hipotezi test edebilmek için çocukların mizacı, annelerin tutumu, ebeveyn katılımları ve yeterlilikleri analize sokuldu. Sonuçlara göre, çocukların elektronik medya araçları kullanımına karşı daha olumlu tutumları olan annelerin ve ilgi ve yakınlık anlamında ebeveyn katılımı daha yüksek olan annelerin çocukları elektronik medya araçlarını daha çok kullanıyorlar.

Negatif duygulanımı daha yüksek olan çocukların elektronik medya araçları kullanımının daha yüksek olması hipotez edilmişti. Ancak negatif duygulanım regresyonun ilk iki aşamasında çocukların elektronik medya kullanımını açıklamasına rağmen ebeveyn katılımı eklendiğinde açıklamamaya başlıyor. Bu bulgu literatürle bir anlamda uyumaktadır. Annelerin medya araçlarını çocuklarını oyalamak için de kullandığı bilinmektedir (Radesky ve ark., 2015; Rideout, 2017). Annelerin, sosyal ve duygusal zorluklar yaşayan çocuklarına, bu zorluklarla ve kriz durumlarıyla başa çıkabilmek için elektronik medya aracı kullanmayı daha çok teklif etmektedirler. Ayrıca çocukların ekran önünde geçirdikleri zaman ile duygu düzenleme becerilerinin de ilişkili olduğu bulunmuştur. Duygu düzenleme becerileri daha düşük olan çocuklar, daha çok medya araçları kullanmaktadırlar (Radesky, Silverstein, Zuckerman & Christakis, 2013). Negatif duygulanımı yüksek olan çocukların genelde düşük duygu düzenleme becerileri vardır, ağlamaya ve

sinirlenmeye daha yatkınlardır. Bu yüzden, annelerin çocuklarını sakinleştirebilmek için medya aracı kullanmayı önermeleri ya da bu çocukların elinden bu araçlar alındığı zaman hızlıca öfkelenedikleri için daha çok medya kullanmalarını beklenebilmektedir. Ancak muhtemelen negatif duygulanım bu durumu yalnızca bir noktaya kadar açıklamaktadır. Keza, çocukların mizaç özellikleri ile ebeveynlik davranışları ve ebeveyn katılımı ilişkisi içindedir (Rothbart, Bates, 1998; McBride, Schoppe & Rane, 2002). Bu bağlamda annelerin, anne-çocuk ilişkisine daha çok katılarak çocuklarının negatif duygulanımı ile başa çıkıyor olmaları muhtemeldir.

Annelerin tutumları ile çocukların medya kullanım sıklığı ve süresi ilişkilidir çünkü evdeki medya ortamı çocuğun kullanımını etkilemektedir (Cingel & Krcmar, 2013; Lauricella, Wartella & Rideout, 2014). Annelerin tutumları daha olumlu oldukça, çocuklarına daha çok teklif etmeye, kullanıma izni vermeye veya daha çok medya aracı satın almaya yatkın olabilirler. Ayrıca Bronfenbrenner'in mikro sistemi de bu durumu açıklamaktadır (1979).

Ebeveyn katılımının alt boyutlarından olan ilgi ve yakınlık çocukların medya kullanımını açıklamıştır. Bu alt boyuttaki maddeler annelerin çocuğuna sevgi göstermesi, sarılması, çocuğun sorularını cevaplaması, beraber videolar izlemesi ile ilgilidir. Annelerin ilgi ve yakınlığı demokratik ve aşırı koruyucu ebeveynlikle ilişkilidir (Sımsıkı & Şendil, 2014). Belki bu ebeveynler çocuklarına hayır diyemediği için, belki de çocuklarına sınır koymakta zorlandıkları için bu ebeveynlerin çocukları elektronik medyayı daha çok kullanıyorlardır.

4.1.2 Çocukların Hafta Sonu ve Hafta İçi Medya Kullanımı Üzerine Bulguların Tartışması

Annelerin tutumları ve ilgi ve yakınlıkları hem hafta sonu hem de hafta içi çocukların medya kullanımını yordamıştır ancak ebeveyn yeterliliği yalnızca çocukların hafta içi medya kullanımı ile ilgili bulunmuştur. Literatüre göre ebeveyn yeterliliği, anne-çocuk etkileşimi ve annenin anne-çocuk ilişkisine katılımı gibi

ebeveyn davranışları ile ilgilidir (Grolnick, Benjet, Kurowski & Apostoleris, 1997; Jones & Prinz, 2005).

Bu çalışmanın sonuçlarına göre, ebeveyn yeterliliği daha düşük olan annelerin çocukları hafta içi elektronik medya araçlarını kullanmaya daha eğilimlidir. Belki de anneler hafta içi çalıştıkları için ya da çocukları anaokuluna gittiği için daha az zaman geçirebiliyorlar dolayısıyla da daha az ebeveyn katılımı gösterebiliyorlardır. Bu durum da annelerin kendilerini daha az yeterli hissetmelerine sebep oluyor olabilir. Ayrıca anneler hafta içi yoruldukları için çocuklarına daha az zaman ayırıyor olabilirler ve daha çok medya aracı kullanmaya teşvik ediyor olabilirler.

4.1.3 Tanımlayıcı Analizler ve Keşif Analizlerinin Çocukların Medya Kullanımı Üzerine Bulgularının Tartışması

Keşif analizlerine göre çocuklar medya araçlarını kullanmayı kendileri teklif ediyorlar. Güncel çalışmaya dahil edilen annelerin çocukları ortalama olarak 4.5. Muhtemelen çocukların bu zamana kadar medya kullanmak için ve bunu hayatlarının bir parçası haline getirmek için yeterince zamanları olmuştur. Ayrıca çocukların % 36'sının kendilerine ait elektronik medya araçları olduğu anneleri tarafından raporlanmıştır. Bu durumda belki de çocukların kullanmak için annelerinden izin almaya ya da onların teklif etmesine ihtiyacı yoktur.

Güncel çalışmada anneler genellikle hem hafta sonu hem de hafta içi aktif medya arabulucuğu yaptıklarını ya da beraber kullanıma başvurduklarını rapor etmişlerdir. Belki de anneler çocuklarıyla geleneksel şekilde zaman geçirmek yerine, anne-çocuk aktivitesi olarak medya araçları üzerinden zaman geçirmeyi tercih ediyorlardır. Böylece anneler hem anne-çocuk etkileşimini yakalayıp hem de çocuklarının elektronik medya üzerinden neler yaptığını kontrol edebiliyorlar.

Bu çalışmaya göre çocukların çoğunluğu elektronik medya araçlarını eğitimsel amaçlarla kullanıyorlar. Cingel ve Krckmar'ın yaptığı bir araştırmanın sonuçlarına göre, anneler medya araçlarını çocuklarına eğitici içerikler için olduğu zaman teklif ediyorlar genellikle (2013). Bu durum annelerin eğitim seviyesi ile ilişkilendirilmiş (Livingstone ve ark., 2015). Bu çalışmadaki annelerin çoğu (%88) üniversite veya

daha yksek bir eēitim seviyesine sahiptir. Bu durumda belki de ocukları ile bu araları kullanırken ocuklarının faydalanması amacını gdyor olabilirler.

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