THE MODERATING ROLE OF PARENTING ON THE RELATIONSHIP

BETWEEN PARENTAL MEDIA MEDIATION AND PARENT-CHILD

CONFLICT

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DECLARATION OF ORIGINALITY

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ABSTRACT

The Moderating Role of Parenting on The Relationship

Between Parental Media Mediation and Parent-Child Conflict

The aim of this study was to examine the moderating role of parenting in the relationship between parental media mediation strategies and parent-child conflict. 136 Participants consisted of parents with a child between 44-75 months of age (M=58.64 months, SD= 8.364 months). The data were collected through the Parent Media Mediation Scale, The Turkish Form of the Child Rearing Questionnaire, and the Child-Parent Relationship Scale. First, a moderation analysis model was created to understand the relationship between parenting (parental warmth/ obedience demanding behavior), parental media mediation strategies (active mediation/ restrictive mediation) and parent-child conflict as a dependent variable. The results showed a negative relationship between active media mediation and parent-child conflict, while a negative relationship was found between restrictive media mediation and parent-child conflict. The moderation analysis did not find the moderating role of parenting in media mediation and parent-child conflict. Moreover, the screen time children spend for social media use and playing games on weekdays and weekends has a negative significant relationship with parental media mediation, while it has a significant positive relationship with parent-child conflict. The findings highlight the importance of parent-child conflict in the context of parent media mediation and parenting attitudes and the parent-child relationship. The research on the regulation strategies adopted by parents in their children's media use in early childhood and the role of parenting in the parent-child conflict relationship is limited. Thus, despite its limitations, it is feasible to say that findings of the present study well to the field.

ÖZET

Ebeveyn Medya Aracılığı ve Ebeveyn-Çocuk Çatışması Arasındaki İlişkide

Ebeveynliğin Düzenleyici Rolü

Bu çalışmanın amacı, ebeveynliğin ebeveyn medya arabuluculuk stratejileri ve ebeveyn çocuk çatışması arasındaki ilişkideki düzenleyici rolünü incelemeyi amaçlamıştır. Katılımcılar 44-75 ay arasında normal gelişim gösteren çocuğa sahip ebeveynlerden oluşmaktadır (58,64 ay, SS: 8.364 ay). Veriler ebeveyn ve çocuk hakkında sorular içeren Kişisel Bilgi Formu, Ebeveyn Medya Aracılık Ölçeği (EÇEMAÖ), Çocuk Yetiştirme Ölçeği (ÇYA-TR) ve Çocuk-Anababa İlişki Ölçeği aracılığıyla toplanmıştır. Değişkenler düzenleyici değişken olan ebeveynliğin iki boyutu (ebeveyn sıcaklığı / itaat bekleme), ebeveyn medya arabuluculuk stratejilerinin iki boyutu (aktif arabuluculuk / kısıtlayıcı arabuluculuk) ve ebeveyn çocuk çatışması bağımlı değişkeniyle çalışma modeli oluşturulmuştur. Sonuçlar, aktif medya arabuluculuğu ve ebeveyn çocuk çatışması arasında negatif ilişki olduğunu gösterirken kısıtlayıcı medya arabuluculuğu ve ebeveyn çocuk çatışması arasında negatif bir ilişki bulunmuştur. Son olarak, düzenleyici analizde, ebeveynliğin medya arabuluculuğu ve ebeveyn çocuk çatışmasındaki düzenleyici rolü bulunmamıştır. Ayrıca, çocukların hafta içi ve hafta sonu sosyal medya kullanımı ve oyun oynamak için harcadıkları ekran süresi, ebeveyn medya aracılığı ile negatif, ebeveyn-çocuk çatışması ile ise pozitif yönde anlamlı bir ilişkiye sahiptir. Bulgular, ebeveyn medya arabuluculuğu ve ebeveynlik tutumları ve ebeveyn-çocuk ilişkisi bağlamında ebeveyn-çocuk çatışmasının önemini vurgulamaktadır. Ebeveynlerin erken çocukluk döneminde çocuklarının medya kullanımlarında benimsedikleri düzenleme stratejileri ve ebeveyn-çocuk çatışması ilişkisinde ebeveynliğin rolü üzerine yapılan araştırmalar

sınırlıdır. Bu nedenle, sınırlılıklarına rağmen, bu çalışmanın bulgularının alana katkı

sağladığını söylemek mümkündür.

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CHAPTER 1

INTRODUCTION

Digital media technologies and online activities have become increasingly essential
in children's lives and surrounded children's everyday activities. Children, nowadays,
start experiencing the digital media environment at a very early ages in their lives
unlike their parents (Nelissen & Van den Bulck, 2018). Some children under two
years old start to interact with technological devices and screens (James, Weinstein,
& Mendoza, 2019) through their parents' tools such as tablets or cell phones
(Chaudron, Di Gioia, & Gemo, 2018). Along with the interaction with screens at
earlier ages, the duration of interaction duration with screens is more at the extremes.
For instance, almost all three to four-year-old children watch a program on any
technological device for about thirteen hours a week. In addition to the program
viewing rate, nearly forty per cent of children play online games for about five hours
a week (Office of Communications., 2020). The use of technology continues to
increase in later ages. When eight to twelve-year-old children spend six hours a day,
teenagers' daily screen time is about nine hours (James et al., 2019). The use of
digital devices increases every year. While less than one per cent of children aged 0
to 8 had their tablets in 2011, this rate increased to over fifty per cent in 2019 (James
et al., 2019).

The use of digital media and technological devices in early childhood is a
much-debated issue with two ends: benefit and harm or risk and opportunity. There
are some positive and negative effects of using digital media. To illustrate, video
games can increase violence and aggression while improving visual skills as visual
memory and discrimination (Johnson & Puplampu, 2008). For instance, children's

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use of social media not only improves their interpersonal relationships with their peers, but also increases children's anxiety levels and affects their self-perceptions (Victoria Rideout & Robb, 2018). Screen use not only causes obesity in children, but also contributes to the development of children by enabling them to access educational content (Blum-Ross & Livingstone, 2016). The purposes and frequency of use of media tools play an important role in this dual balance. Therefore, to understand the importance of digital usage balance, it is necessary to be aware of the benefits and the harmful effects of the media. Some of the positive effects of technology include improving children's language development (Zhao & Phillips, 2013) and increasing academic skills with various e-learning platforms. For example, the use of technology and digital media provide an environment including entertainment and learning (Benedetto & Ingrassia, 2021). It improves the literacy skills of children, which includes skills such as alphabet knowledge and emergent writing (Neumann & Neumann, 2014) along with critical thinking, self-regulation and child's autonomy (Benedetto & Ingrassia, 2021). However, some adverse effects of technology include cyber aggression (Wright & Wachs, 2019), obesity, ADHD, visual disorders, and increasing body fat mass index (Wolf, Wolf, Weiss, & Nino, 2018). On the other hand, there is a positive correlation between childhood obesity and screen time: Reducing screen time prevents future obesity in adulthood (Jago, Wood, Zahra, Thompson, & Sebire, 2015). Moreover, a prospective study of children aged between 5 and 11 years showed that the availability of technological devices at home was indirectly related to the body fat rate of children and that children's screen use mediated this relationship (Boberska et al., 2019).

One of the consequences of children's use of digital media is its effect on the parent-child relationships (Benedetto & Ingrassia, 2021). Research results show that

as children's media use increases, the parent-child conflict also increases (Beyens & Beullens, 2017; Nelissen & Van den Bulck, 2018). In other words, the parent-child relationship is affected negatively due to the digital difference between the children born into the digital world called digital natives and the parents who have to enter the digital world called digital immigrants (Correa, Straubhaar, Chen, & Spence, 2015). Also, one of the main causes of conflict between parents and children is the strategies adopted by parents who want to minimize the harmful effects of media use, including regulating their children's digital media use. At this point, studies have already shown that parental mediation is crucial in preventing risks (Soh, Chew, Koay, & Ang, 2018), as parent media mediation reduces the adverse effects of children's use of digital media and prevents potential risks (Blum-Ross & Livingstone, 2016; Hwang, Choi, Yum, & Jeong, 2017; Livingstone & Helsper, 2008).

Parental mediation strategies, defined as the regulatory role of parents in children's use of digital media, are a determining factor in parent-child conflict. The role of parents between children and digital media is essential in determining parent-child conflict. Therefore, the role of the parent in the child's media use, which is conceptualized as parental mediation by research, may affect the parent-child relationship and lead to parent-child conflict (Beyens & Beullens, 2017). For instance, restrictive media mediation limiting children's television viewing brings about more parent-child conflict (Mesch, 2006). On the other hand, some research showed no relationship between parents' active media mediation and parent-child conflict (Beyens & Beullens, 2017; Nathanson, Eveland Jr., Park, & Paul, 2002). There are additional factors that determine the relationship between parental media mediation and parent-child conflicts, such as the number of technological devices in

the household or parental attitudes (Beyens & Beullens, 2017). For example, if the parent who adopts active media mediation strategies realizes these strategies in a controlling attitude, parent-child conflict increases. Likewise, if the active media mediation strategy is supportive of the child, the parent-child conflict will decrease (Valkenburg, Piotrowski, Hermanns, & de Leeuw, 2013). In the study conducted with 1,309 children and parents, many of the participants living in Turkey, it was shown that the warm and supportive attitudes of the parents contributed positively to the parent-child relationship and the conflict decreased. In addition, it has been revealed that parents' controlling attitudes cause children to blame themselves and contribute significantly to parent-child conflict (Selçuk, İşcanoğlu, Sayıl, Sümer, & Berument, 2020).

Parental mediation strategies are based on traditional parenting styles (Baumrind, 1991). Parenting styles is a term that encompasses all the strategies adopted and applied by parents while raising their children (Darling & Steinberg, 1993). The responsiveness/warmth dimension forms the basis of parental behaviors, and the two main dimensions of demandingness'/parental control constitute parental styles. While the responsiveness and warmth parent dimensions express the parent's attitudes and participation towards the needs of the children, the demandingness'/control dimensions include the rules set by the parent, parental control and maturity expectations from the child (Goldstein & Naglieri, 2011).

On the other hand, parental styles are combinations of these dimensions or combinations to varying degrees. In studies with parents on children's digital media behaviors, traditional parenting styles have been insufficient to explain parents' behaviors (Benedetto & Ingrassia, 2021; Eastin, Greenberg, & Hosfchire, 2006). Thus, the need for specific parental media types to represent media-related parental

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behavior of children rather than traditional broad parenting styles has emerged (Benedetto & Ingrassia, 2021). Therefore, specifying the media and Internet-related parenting styles, also called digital parenting styles, have two dimensions -parental warmth and control. While parental control includes supervision and stopping internet usage and establishing rules, parental warmth contains parent child communication and parental support (Valcke, Bonte, De Wever, & Rots, 2010).

While following ways to cope with the adverse effects of media usage and find balance (Nevski & Siibak, 2016), there is a conflict between parents and children. Parental mediation is a determining factor in the parent-child relationship in digital media. Media mediation which includes parents' behavior in regulating their children's media use, leads to conflict between parents and children (Beyens & Beullens, 2017). The type of parental media mediation and the attitude with which this media mediation behavior is carried out play a role in the degree of conflict between the parent and the child. However, studies emphasize that parent mediation cannot be directly related to parent-child conflict because the parent-child relationship is complex and includes multiple contextual factors (Benedetto & Ingrassia, 2021).

All in all, some of the parents want to try to reduce the adverse effects of children's media use and boost media use benefits. The main aim of parents is to create a balanced technology usage of children. Thus, parental mediation is defined as the mediator role of parents between children and their media use. Mediation strategies encompass several approaches to bring digital use to developmentally appropriate use. Mediation methods are structured on the role of parents between children and the media (Benedetto & Ingrassia, 2021). Also, the Covid-19 pandemic, which emerged in Wuhan, China in 2020 and spread rapidly, has affected every

aspect of the lives of children and adults (Goldschmidt, 2020; Uzun, Karaca, & Metin, 2021; Wiederhold, 2020). Due to the contagious nature of the epidemic, a number of measures have been taken to prevent its spread. Wearing masks, working from home, distance education, home quarantines, taking a break from collective events such as concerts, and holding online meetings instead of face-to-face meetings are some of these measures. During these measures, people took advantage of the opportunities of technology to stay connected, maintain social relations, continue their education and work(Goldschmidt, 2020). For example, it has continued to use technological tools such as phones and tablets, and media applications such as Zoom and Skype. The increase in the time spent at home and the widespread use of technology among children and parents in the pandemic have shaped the parent-child relationship. The results of studies conducted with 1115 parents in Turkey also provide a framework for parent-child media relations in the context of the pandemic. Communication strategies and attitudes adopted and implemented by parent's limit children's excessive screen use. Especially with increasing screen time during covid 19, parents should set rules about screen use and apply them in a consistent way. (Ozturk Eyimaya & Yalçin Irmak, 2020; Wiederhold, 2020). Since our study was conducted during the Covid-19 period, it is their assessment of the nature and context of the pandemic. To balance the screen time in the pandemic, parents should support the children and balance the relationship between the child and the screen time (Ozturk Eyimaya & Yalçin Irmak, 2020). At the same time, since the time spent by parents and children together at home has increased, parent-child interaction has increased accordingly (Uzun et al., 2021). The uncertain and devastating effect of the pandemic, its emotional and mental effects on parents and children, increased parent-

child conflict and negatively affected parent-child closeness (Russell, Hutchison, Tambling, Tomkunas, & Horton, 2020).

Although there are studies on the concepts of parent media mediation and parent-child relationships, there is a need to examine these relationships, mainly focusing on early childhood and the regulatory role of parenting attitudes in this relationship. Therefore, the present study aims to examine the moderation role of parental attitudes in the relationship between parent media mediation and parent-child conflict. In the light of the parent-child conflict theory, conflict arises between children and parents because any restrictive and controlling attitudes of parents towards children's behavior and attitudes cause motivational stimuli in children(Brehm & Brehm, 1981). Parenting attitude theories emphasize the regulatory role of parenting attitudes in parent-child relationships.

The study sample consists of parents with children aged 4-6. It makes an essential contribution to the literature regarding study subjects and age groups. Measuring and assessing digital engagement of early children and examining their relationship with their parents is more challenging than older children (Chaudron et al., 2018).

CHAPTER 2

LITERATURE REVIEW

The purpose of the study is to examine the relationship between parental media mediation, parent-child conflict, and parenting attitudes. This chapter includes a theoretical framework and the literature review.

2.1 Theoretical background

Several theories explain the relationship between digital media use, parent-child conflict, and parental mediation. The first is Bandura's theory of social cognitive based on how children's digital media usage behaviors are formed by observing family members in the home environment (Bandura, 1999, 2001). The literature describes the use of digital media in early childhood with social cognitive theory. On the other hand, parental mediation theory and reactance theory are two theories that explain parental mediation and parent-child conflict. Finally, the parenting styles framework describes attitudes towards parenting that represent how parents interact and communicate with their children while raising children in terms of parent-child conflict.

The social cognitive theory explains the individual's learning process in social relations. It sheds light on developing knowledge, skills, and attitudes by observing the people around the individual in the social context (Bandura, 1999, 2001; Goldstein & Naglieri, 2011). Especially in early childhood, children continue their learning processes by observing their family members. They model the interaction between family members and many behaviors such as preparing meals and reading books. Likewise, the media usage behaviors of individuals are also within the scope

of this modelling (Lauricella, Wartella, & Rideout, 2015). Researchers have a socio-cognitive approach to explain that parental mediation diminishes adverse outcomes and promotes a digital environment that fosters children's development in digital usage (Livingstone & Helsper, 2008). Media ecology in-home environment consists of individuals' media use practices. Thus, children's media use routines begin based on caregivers' media attitudes (Lauricella et al., 2015).

Clark's theory of parental mediation is based on social psychological media effects and information processing theory, and it is also a hybrid communication theory that examines the child-parent relationship. With the increase of mobile media tools, the media and family relationships and the reflections of media environments on parents are also changing (Clark, 2011). Therefore, parental mediation is one of the most remarkable areas in children's digital media use. Parental mediation is defined as the regulation of children's use of technology and the behavior of parents against children's use (Chaudron et al., 2018; Clark, 2011). In other words, parental mediation is a term that covers the prevention of adverse risks of media use and includes media restriction strategies as screen time and content (Nevski & Siibak, 2016). Thus, one of the aims of parental mediation is to decrease digital technologies' online risks and negative impacts. Creating written rules and discussing these rules among family members are effective methods (Chaudron et al., 2018; Nikken & Jansz, 2014). One of the aims of parental mediation is to decrease the online risks and negative impacts of digital technologies. Parents' role leads and regulates children's media consumption (Jiow, Lim, & Lin, 2017). Although early studies on parental mediation were about children's television watching behavior, researchers subsequently questioned whether television-related mediation strategies could be applied to children's use of digital technology (Livingstone & Helsper, 2008).

Brehm's theory of reactance which is motivational arousal that occurs in situations such as the elimination of behavioral freedoms of individuals, the regulation or restriction of behavior by rules (Brehm & Brehm, 1981). For example, conflict may arise between the child and the parent. To illustrate, parents may be concerned about the harms of their children's use of digital media. They may limit children's use. Therefore, conflict may arise between the parent, who is in the position of authority or decision-maker, and the child.

Parenting is a complex set of actions that involve parent-child interaction and affect the child's development. (Darling, 1999). Maccoby and Martin identified two dimensions of parental behavior: Demandingness and responsiveness. Demandingness includes parents' demands for maturity beyond their child's developmental level, parents' efforts to discipline their children, and their control over children. On the other hand, responsiveness includes the efforts of parents to raise children as independent individuals and considering that they are unique(Baumrind, 1991; Darling, 1999; Goldstein & Naglieri, 2011). Baumrind, on the other hand, claimed four parenting style classifications based on these dimensions: authoritative, authoritarian, permissive, rejecting neglecting (Baumrind, 1991). Based on Baumrind typologies, the authoritative parenting style is a type of parent that supports children's autonomy and adopts rules shaped according to children's needs. The authoritarian parenting style is a controlling and demanding type that expects children to obey their parents and includes inflexible strict rules. However, despite being highly demanding, it contains limited responsiveness. The permissive parenting style has highly responded and restrictive demanding. This parenting style responds to the child's needs with a low level of control. Rejecting

neglecting parents are not responsive and demanding. Also, they deny their children rearing responsibilities and do not monitor children.

The social cognitive theory has been used to explain the reflections of family parental attitudes on children's digital media use, such as conflict, on their relationships with their parents. In addition, parental media mediation theory is used to understand the context of children's media content time, the device they interact with, and the intended use. Furthermore, reactance theory has been used to explain children's reactions to parents' restraints on their children's behavior and the resulting parent-child conflict. Finally, parenting styles describe the attitudes and behaviors of parents while raising children and points out the dimensions of parenting styles (Goldstein & Naglieri, 2011).

In this study, in the light of this theoretical framework, children's digital media use explains the media children consume without any device and content restrictions. In contrast, media mediation of parents explains their role between children and the media they consume. On the other hand, parent-child conflict is based on the confrontation between the parent and the child because of the restriction of the child's behavior in the parent-child relationship. Parenting attitudes cover parents' attitudes and approaches within their thoughts, beliefs, rules, and boundaries while raising children. In other words, considering the relationship between variables from the parent-child conflict theory, parents' regulations and rules affect the dynamics of parent-child relationship since they provide motivational stimuli in children. Parenting theory, on the other hand, argues that parents' attitudes and behaviors play a role in the parent-child relationship. Considering that parent media mediation, which covers the rules and behaviors of parents regarding media

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regulations, affects the parent-child relationship, parenting attitudes also have a regulatory role in this relationship.

2.2 Parental media mediation

The digital media mediation literature is historically based on parents' strategies for mediating children's television viewing behavior. Although early studies on parental mediation were about children's television watching behavior, researchers subsequently claimed whether television-related mediation strategies could be applied to children's use of digital technology(Benedetto & Ingrassia, 2021). In other words, before children use digital media, researchers have been conducted, and studies have been undertaken on television viewing behaviors(Livingstone & Helsper, 2008). Studies reveal how the parents' attitudes and behaviors are against the television watching behaviors of children. Children's TV viewing can be arranged more easily for parents than digital devices. There are specific reasons for this. The main ones are that television devices are less complex and easier to use than digital devices. Parents are more familiar with television than digital devices. In terms of size, televisions are large and unportable compared to digital devices, making them easier to watch together and are more suitable for parents' guidance in content (Chaudron et al., 2018).

Studies on mediation started with television mediation and then continued with mediation research involving internet mediation, mobile phones, tablets, media tools and television. According to television and parental mediation studies, mediation types are categorized into three groups: restrictive mediation, educational mediation, and co-viewing (Nathanson, 1999).

Clark (2011) mentioned three critical trends that constitute a limitation in the parental mediation theory. The first is that studies on the subject generally focus on the negative impact of digital media on development. The second limitation is that, as stated in the previous limitation, the theory focuses on cognitive development, and therefore research tends to focus on young children(Clark, 2011). However, in the report of Chaudron et al. (2018), it is seen that there is a parallelism between the ages of children and the studies conducted in the use of digital media by children. As the age decreases, the number of studies decreases according to the older ages. This is because digital media technologies are in constant change and development. The third limitation Clark has identified is the gap in applying parental mediation efforts to the digital media environment that joins new content and devices every day. The reason is that the origin of the theory is based on the studies of television.

In this context, the studies on the theory have concentrated on the television device (Clark, 2011). The complexity and complexity of digital media tools and content, and the increase in interactive media such as mixed reality, have broadened the limits of the parental mediation theory that historically began with television. The parental mediation paradigm keeps up with rapid development (Jiow et al., 2017). Although media devices and media contents progress gradually and become complex, the parental mediation paradigm developed with the television device continues to deepen, still keeping up to date (Jiow et al., 2017). Parents mainly adopt two types of mediation: supervision and restrictive mediation (Nevski & Siibak, 2016). In other words, more than half of the parents who adopted restrictive mediation limited their children in terms of the duration and content of digital games. More than half of the parents who adopted supervision stood next to their child while their children interacted with the device, and about half observed the child's

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behavior. When the parental mediation framework is expanded and developed for rapidly updating video games, it will strengthen the theory and fill the gaps(Jiow et al., 2017).

Parents who are competent in using digital devices adopt mediation strategies more efficiently and perceive risks regarding their children's media use. At the same time, the perception of digital risk prompts parents to regulate their use of media(Nikken & Opree, 2018).Children spend time with multiple media tools such as smartphones, tablets, and laptops in the technological landscape. Maintaining mediation strategies for more than one tool can create complexity for parents. Therefore, there is a need for parental mediation studies considering multiple digital devices (Shin & Li, 2017). Media mediation strategies adopted by parents vary according to parental goals. Therefore, parents can adopt these strategies inconsistently according to their goals and objectives. They adopt more than one strategy as well as one strategy. For example, if a parent is going to review the child's social media account, it is also explained as co-use if it includes monitoring while simultaneously reviewing it (Blum-Ross & Livingstone, 2016). The parental media mediation strategy discussed in this study consists of the strategies adopted by the parents according to their frequency.

2.2.1 Types of parental mediation

Parental mediation has shortcomings when considering changes in the rapidly changing media and technology world. It has been observed that parents apply mediation strategies in the face of changing media technologies (Jiow et al., 2017). Parental mediation should be thought of in softer concentric circles rather than broad categories. The main reason for this is that there are no sharp lines between

restrictive, co-playing, active mediation strategies, and parents use a combination of these strategies. Children's personalities, behaviors, play preferences, parental approach, experience and technical knowledge determine parents' strategies (Jiow et al., 2017).

Moreover, parents may not adopt just one mediation strategy. There can be transitions between strategies, and parents can use more than one strategy together. That is, regulating children's media use, parental styles, and family values determine the issue of regulating children's media use (Nikken & Opree, 2018). Although parents tend to adopt a single mediation strategy, they apply multiple mediation strategies simultaneously under different circumstances (Jiow et al., 2017). In a study conducted with 234 parents aged 0-8 in 21 European countries, parental mediation was listed in 5 different categories (Chaudron et al., 2018). These are co-use, active mediation, restrictive mediation, monitoring, and active distraction. There are four types of parental mediation: interaction restrictions, technical restrictions, active co-use, and monitoring (Livingstone & Helsper, 2008). Strategies are listed according to their frequency of use: Restrictive mediation and Supervision strategies, Co-use and Active mediation, Monitoring and Technical restriction (Chaudron et al., 2018). It is easier for a parent to watch with their child than to play video games together. Therefore, Video games are less common to be played together. Parents and mediators need adequate information, albeit basic, in the rapidly changing media world. Parental mediation has shortcomings when considering changes in the rapidly evolving media and technology world. It has been observed that parents apply mediation strategies in the face of changing media technologies (Jiow et al., 2017).

2.2.1.1 Active Mediation

Active mediation is all strategy for understanding what children will do when encountering technical or content issues/problems during digital media or devices (Chaudron et al., 2018). For example, Livingstone and Helsper (2008) explain active mediation as talking with the child about the media content interacted. These types of interaction consist of activities such as watching and listening to media content together. In addition, creating written rules and discussing these rules among family members are effective methods (Chaudron et al., 2018; Nikken & Jansz, 2014).

Although parents often believe in the power of speech and communication, they do not prefer to talk to children about the risks and dangers of digital technology. When children encounter a threat a problem in the digital environment, they will tell them about these problems. Active media mediation is the least common type observed among parents(Livingstone & Helsper, 2008). On the other hand, active mediation and co-monitoring mediation methods are more common than restrictive and educational mediation types (Warren, 2003). In addition, active mediation is observed more frequently in parents who use digital technology actively (Chaudron et al., 2018).

A study was conducted with 557 parents who had children in primary school in Singapore. The study results showed that parents regulate their children's digital technology use with a more straightforward parental mediation method. Talking about media content with children and monitoring children are two featured methods described as popular and easy to implement among parents in this study. In addition, methods such as presenting children with appropriate content and technically examining children's activities are other methods that are not popular among parents (Shin & Li, 2017). On the contrary of setting direct limits on children like restrictive

mediation, explaining and talking about the media with children takes more time for parents since active media mediation contains and offers alternative suggestions to children or adopt a more detailed monitoring strategy. For example, scanning and filtering developmentally appropriate media content or acquiring technical knowledge and skills about technological devices require a great deal of time, especially for full-time working parents.

Parents who focus on the positive effects of technological devices and reduce the adverse impacts of risky online environments adopt co-use or active mediation strategies (Nevski & Siibak, 2016). However, this type of active mediation does not always prevent risks. For instance, a national study of 1511 children and 906 parents in the United Kingdom examines parents' online activities in children and adolescents. The age range of the children studied: 9-19 years. The research was conducted with face-to-face interviews for 40 minutes. The study's critical finding is that young people between the ages of 12-17 face risks in the online environment. Parents apply some strategies and methods to prevent these risks, but these methods are not fully effective in reducing the risks. While parental restrictions reduce risks, active co-use does not mitigate these risks(Livingstone & Helsper, 2008).

2.2.1.2 Restrictive Mediation

Restrictive mediation refers to restricting children's technology use behaviors. According to the parental mediation theory, restrictive mediation limits the length of time children watch TV (Nathanson, 1999; Warren, 2003) and includes behavioral reward or punishment (Warren, 2005). Restrictive mediation is defined as a type where parents set rules and limits in the use of digital media (Jiow et al., 2017). It includes setting rules that limit the use of media. Restrictive and active mediation

differ in terms of rulemaking. In restrictive mediation, the rules are created and applied directly by the parents without the needs and wishes of the children. In active mediation, on the other hand, the rules are created together with the children, considering their needs and development.

Restrictive mediation consists of limitations such as the time spent and time intervals for interacting with media content. Additionally, content is also a limitation. For example, restricting children's exposure to adult or violent content fall under restrictive mediation (Livingstone & Helsper, 2008). Restrictive media mediation and supervision are common strategies among parents (Chaudron et al., 2018). Data from the European Children Online Project study data, also conducted in Turkey, show that restrictive mediation is more common in Turkey than in other countries (Helsper, Kalmus, Hasebrink, Sagvari, & de Haan, 2013).

The method of setting rules involves trying to manage children's access to digital technology use. Parents can limit children's access to digital technology in terms of context, time, content, or combination of the last two. Allowing a child to use a tablet only at noon on the weekend is an example of time-constraint (Chaudron et al., 2018). At the same time, the combination of time and content may include simply listening to soft music from the tablet or not allowing tablet games before going to sleep. Not allowing digital games to be played during school time is an example of context. The main point of this difference in media use is the families' or parents' understanding of values. Therefore, parents' attitudes and strategies to regulate children's use of digital technology may differ from each other. For example, while one family do not let children play with the tablet until homework is done, the other may limit spending time with the digital device to only weekends. The extent to which restrictive mediation is applied and its effects vary depending on

the context (Nathanson et al., 2002). The application of restrictive mediation may differ according to the context dynamics, and the degree of difficulty of the application may vary. Factors such as the size and portability of the devices play an essential role in this difference. Television programs are more predictable than video games. Unlike the mainstream program flow, video game content consists of a content pool where users create their content(Jiow et al., 2017). Video games are similar to video viewing platforms in this respect. In addition, cloud technologies such as device size, portability, shareability, and GPS that the device brings affect mediation(Clark, 2011; Jiow et al., 2017). In 2015, a study of Dutch parents with children between the ages of 1 and 9 stated that most parents were not bothered by the relationship between their children and the media at home. While half of the parents claimed that they did not have a good command of the media tools, most parents expressed a positive opinion about restrictive mediation and technical mediation methods. Implementing mediation strategies comes with ease and difficulty (Nikken & Opree, 2018). Interestingly, children's perceptions of their parents' restraint strategies predicted child body fat. Children who feel that their parents impose a high level of restraint have low body fat. In contrast, parental perceptions of parental restrictions do not relate to children's body fat percentages (Boberska et al., 2019). Parents who restrict time and content in their use of digital media are concerned about the harmful effects of technology use (Nevski & Siibak, 2016). However, parents who believe that technological devices such as phones, tablets, and computers positively affect children's emotional, social, cognitive, and physical development can guide children using digital media(Lauricella et al., 2015).

The main point where active and restrictive mediation differs is that direct rules are set for children, and some restrictions are imposed in restrictive mediation.

Active mediation includes guiding the child in using technology or media and telling the child what to do when faced with a risk online. On the other hand, Restrictive mediation has limitations on dimensions such as time or content. Active mediation includes explaining the media content interacted with or the time allotted to media use and presenting why the rules are set.

2.2.2 Factors Affecting Parental Mediation

The frequency of parental mediation practice and the media environment vary consistently among parents (Nikken & Opree, 2018). Certain factors affect parent mediation and children's use of digital technology. These factors include having older siblings, cousins, younger relatives, grandparents, weather, climate conditions, starting schools, and kindergarten (Chaudron et al., 2018). Ambiguities, challenges and easiness about children's media use also vary according to parents, children and families (Nikken & Opree, 2018).

Regardless of boys and girls, the child's age is an essential variable for mediation strategies; as the age of the children decreases, the practices and rules set to increase. In other words, as children get younger, parents' control over their children's media use increases (Lauricella et al., 2015; Livingstone & Helsper, 2008; Warren, 2005). The income level is also a variable that predicts parental mediation strategies (Livingstone & Helsper, 2008; Nikken & Opree, 2018). As the income level increases, parents set more rules and the methods applied increase (Livingstone & Helsper, 2008). The family's income level is related to social structures such as educational background and employment status. The longer the working hours, the lower the parent involvement or the less time the parent spends with the child, which is associated with less mediation. Thus, SES determines the media behaviors that

children consume daily (Warren, 2005). In other words, a blue-collar worker who works 10 hours a day for a low wage may not be able to spare time for his child. We cannot talk about the time devoted to the quality and quantity of the media consumed by the child. Therefore, children's exposure to media risks might increase as income decreases (Warren, 2005). In another study conducted with 416 children in Turkey, it was seen that there was no relationship between parental media mediation strategies and children's age, total number of children in the family, education levels of parents and children, and income level (Dulkadir Yaman & Kabakçı Yurdakul, 2022).

Another study showed that the demographic characteristics of parents or children as parents' education, parents and children gender, age of the child, were not effective on parental mediation. Instead, parent-child communication and parents' media use were more effective and predicted parental mediation (Shin & Li, 2017). However, according to another study conducted with secondary school students, it was seen that parental mediation did not make any difference in the child's age, gender, income levels of the family, the number of children in the family and the educational status of their parents (Dulkadir Yaman, 2019).

Another study showed that the demographic characteristics of parents or children as parents' education, parents and children gender, age of the child, were not effective on parental mediation. Instead, parent-child communication and parents' own media use were more effective and predicted parental mediation (Shin & Li, 2017). The frequency of parental mediation increases as parental involvement increases(Warren, 2005).

Parental behaviors and attitudes towards media use affect children's media use and emerge as an agency of the home media environment (Lauricella et al., 2015). Moreover, Parents place more limits on media content and screen time for

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girls than boys (Nevski & Siibak, 2016). There is a positive relationship between parents and children's television viewing behaviors. Parents with high television viewing rates also show higher viewing behavior (Lauricella et al., 2015). Also, in a study conducted with 962 participants in Turkey, it is revealed that parents who are concerned about online risks adopt active media mediation. However, parents' restrictive mediation strategies are negatively associated with perceptions of online risk, such as cyberbullying. This result suggests that parents who are aware of online risks are aware of media harm and risks and play an active role in children's media use to protect children from risks (Bayraktar, 2017).

2.3 Parent-child conflict

During the toddler and preschool years, parent-child conflict is both normative and frequent (Laible & Thompson, 2002). In addition to Laible and Thompsom, Huang approaches mother-child conflict as both familiar and normative in early childhood (Huang, Teti, Caughy, Feldstein, & Genevro, 2007). Parent-child conflict covers child disobedience, child non-compliances or parental discipline, and parental behavior. In other words, there is a disagreement between the parent and the child in terms of attitudes or ideas. As a result, parents may fail to comply with children's wishes and thoughts (Eisenberg, 1992). Therefore, parent-child conflict is defined as the child's non-compliance to follow the parent's instructions, not complying with the parent's requests, being resistant to the parent's controlling behavior, and non-adaptation or resistance to the demands of the child (Eisenberg, 1992).

Parent-child conflict increases in early childhood from the toddler years (Laible & Thompson, 2002). Moreover, a study shows that parent-child conflict increases as the child's age decreases. This study found a significant negative

relationship between the age and parent-child media conflict (Nelissen & Van den Bulck, 2018). Parent-child conflict interactions do not only restrict aggressiveness but are incompatible with parents' directions. Instead, child behaviors play a role in parents' reactions(Huang et al., 2007). Since the scope of the conflict includes the child's compliance and non-compliance behaviors, the child is frequently showing non-compliance behaviors, and the resulting conflict is considered a problem. However, parent-child conflicts may not be directly associated with adverse effects according to the age of children. For instance, a preverbal child cannot discuss with a caregiver or may behave differently from older children since a common description of conflict may not be valid (Huang et al., 2007).

Child and parent's gender, parental age, or parental education level cannot predict parent-child conflict (Nelissen & Van den Bulck, 2018). However, although mother-child conflicted interactions do similar, different child and maternal factors affect mother-child conflict. Child factors are exemplified as temperament and gender of a child, while maternal factors include awareness and knowledge about child development, marital status, maternal education, and age. It was observed that women with single marital status had higher conflict rates and less constructive responses than married mothers. Children of mothers who do not have partners showed more aggressive reactions and negative emotions in conflicts. Maternal education determines maternal conflict reactions, yet children's responses about conflict do not identify with it. Well educated mothers show fewer conflicts with children, positive influence, and more constructive reactions (Huang et al., 2007).

The use of digital media, such as online games, affects real-life relationships, such as parent-child conflict (Chaudron et al., 2018). A study comments in 2018 by Nelissen S. and Van den Bulck J. that regardless of the income level, the use of

technology by children affects the parent-child relationship within the family (Rodideal, 2020). The use of digital media causes conflict between the child and the parent. Most of the participants in the study were conducted with participants and their parents aged between 12 and 19 years old reported media conflict. An average of twenty per cent of children and parents of respondents reported no media conflicts related to using digital media technologies (Nelissen & Van den Bulck, 2018). Parent-child conflict increases in parallel with the time spent on the tablet screen (Beyens & Beullens, 2017). One of the reasons for the conflicts arising from the digital device is the use of the device by one person where the number of devices is limited. Conflicts are more common in extended families, but competition for using the device increases as the number of family members increases. Increasing rivalry leads to conflict between siblings and between parent and child (Mesch, 2006).

Parent-child conflict arises when children teach their parents about media use or give more information about their use. A child-parent media guide is an essential predictor of parent-child conflict (Nelissen & Van den Bulck, 2018). In addition, parents may seek help from children in using digital media or technological devices. Children also support parents with their technical or digital media content issues. Thus, a relationship occurs in contrast to traditional roles within the family. This concept, called inverse digital mediation, leads to conflicts between parents and children (Rodideal, 2020). In parallel, it is beyond traditional family roles for children to be experts and competent in media use compared to their parents and help them with digital technologies. However, this change of power leads to conflict with parental authority (Mesch, 2006).

On the other hand, digital media prevents conflict in the parent-child relationship. An international study shows that digital media devices such as tablets

are widely used among family members and these devices are given to children to avoid conflict (Chaudron et al., 2018). When digital media is presented to children as digital pacifiers with a function such as eliminating family conflict, children have difficulties in self-regulation or participation. On the other hand, a study reveals that media use is beneficial and functional, especially for families with low income. It reduces family conflict, keeps children calm, and helps complete the family's chores in single-parent households (Coyne et al., 2017).

2.4 Parenting Attitudes

Parents set the rules and limits. Their attitudes and approaches when applying these rules may be different, but they think and act in a typical way when rearing children (Goldstein & Naglieri, 2011). Parenting is defined as developing and practicing parents' cognition, such as their knowledge and thoughts (Bornstein, Putnick, & Suwalsky, 2018). Parenting attitudes are a spectrum that includes parents' information on child development, their expectations, and the goals of children's development. Attitudes affected by the cultural and social values of the parents may change over time, and there is a dominant parenting attitude in the parents (Bornstein et al., 2018; Cabrera, Tamis-LeMonda, Bradley, Hofferth, & Lamb, 2000; Cheah & Chirkov, 2008). Moreover, parenting cognitions contribute to the parent's sense of self and help regulate their parenting. Parenting cognitions also shape parents' attitudes, which determine children's experiences to a large extent while embodying the opportunities available to children (Bornstein et al., 2018). According to the study conducted with 304 mothers with 5-6-year-old children in Turkey, it was stated that the number of children, the education level of the parents and the working status of the parents did not influence the parental attitudes (Seçer, Çeliköz, & Yaşa, 2008).

Also, in the study conducted with parents with children aged 6-18 in Turkey, it is revealed that there are two factors that determine the attitudes of parents. While the first of these factors is the benefits of technology, the other is the risks and losses arising from the use of technology. Despite this, the study emphasizes that studies should be conducted on which attitudes parents will adopt towards their children's media use. It has been revealed that parents' approaches to technology will also shape their relationship with their children (Bayraktar, 2017).

Parents may show different characteristics regarding the styles and behaviors while raising their children. For example, some parents may act more controlling, while others may be more supportive. Baumrind's definition of responsiveness refers to parental warmth or supportiveness, while demandingness is called behavioral control (Darling, 1999). Schaefer has considered autonomy versus control as different dimensions and defined autonomy as supportive of independence and control as a pole of anxiety, demand, intrusiveness, and the child's dependence on the parent (Schaefer, 1959). The combination of the two parental dimensions, parental warmth, and parental control, to varying degrees, creates parental styles. The feeling, behaving and thoughts of parents in child-rearing constitutes parenting styles (Goldstein & Naglieri, 2011).

Authoritative parenting includes high warmth, high control. While parents listen to children's wishes and demands, they also limit children's behavior. The authoritative or democratic parenting attitude supports the child's autonomy and creates an environment to help the child's thoughts. The democratic attitude accepts that the child is independent (Karabulut Demir & Şendil, 2008). The authoritarian parenting style comprises low warmth and high control. In the authoritarian parenting style, parents do not listen to children's demands and expect obedience

from children. They can react harshly to children's requests (Benedetto & Ingrassia, 2021). The overprotective attitude represents the parent's control over the child. It covers the need for the child to be self-sufficient and constantly protected with the help of an adult. Therefore, it includes developmentally inappropriate interventions such as not giving any responsibility to the child (Karabulut Demir & Şendil, 2008).

Laissez-faire parenting contains low warmth and low control. In this parenting style, parents do not set rules and limits on children's behavior and are distant from the children's needs or wishes. On the other hand, permissive parenting consists of high warmth and low control. When parents treat their children warmly, they set fewer rules and boundaries (Benedetto & Ingrassia, 2021). Just as the parents dominate the parental style, the style or dimension adopted or dominant in raising children can change. There may also be variations between sizes or styles. For example, while authoritarian parenting is the most positive parenting among parenting styles, other authoritarian, permissive, laissez-faire parenting styles are less supportive.

Parent styles such as authoritarian, authoritative, neglecting have a significant impact on active, restrictive and other mediation types such as co-view and interpretation(Eastin et al., 2006). There is a relationship between authoritarian parenting and increasing active television mediation and decreasing co-use television mediation, while there is a negative relationship between permissive parenting and restrictive, active and co-use television mediation. There is a positive correlation between authoritative parenting and three types of television mediation: active mediation, co-use, and restrictive mediation(Warren & Aloia, 2019). Contrary to these results, a study conducted with 520 mothers about internet mediation claimed that authoritative parents had a higher level of restrictive mediation than

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authoritarian and neglectful styles (Eastin et al., 2006). The reason for adopting

highly restrictive mediation in the authoritative parenting style is the efforts of

authoritative parents to strike a balance between demandingness and responsiveness

(Warren & Aloia, 2019). Neglectful parents use co-use, restrictive and active

mediation behaviors lower than authoritative and authoritarian parenting types

(Eastin et al., 2006).

All in all, the reason why parental attitudes were taken as demanding parental

warmth and obedience in this study is that parental styles are basically based on these

two dimensions which are parental warmth and control. The first dimension is

parental warmth representing high involvement, while the second dimension of

parenting is parental control, which represents high demanding behavior (Baumrind,

1991; Valcke et al., 2010).

2.4.1 Parental Warmth/ Responsiveness

The first parental dimension that makes up parenting styles is parental

warmth/responsiveness. The warm attitude of parents in child-rearing processes

includes meeting the child's needs and supporting the child. Parental warmth referred

fostering children's autonomy by investing in communication with children (Valcke

et al., 2010). In addition, it consists of the emotional warmth parents show to

children while raising children, adapting to children's needs, and unconditional

acceptance (Suchman, Rounsaville, DeCoste, & Luthar, 2007). While the parents

who score high in the warmth parent dimension are less likely to experience feelings

such as anxiety and depression. Their-confidence is higher and interpersonal

relationships are stronger (Suchman et al., 2007). In a longitudinal study conducted

with the mothers of children attending private schools in Turkey, 3 years apart, it was

seen that the mothers' parental warmth attitudes, the punishments they applied, and the difficulties they encountered in daily life were significantly related to the prosocial and aggressive behaviors of the children. This study, on the one hand, shows how critical parenting plays a role in children's behavior and reveals that it will also affect the parent-child relationship (Gülseven et al., 2018). Also, the parent's warmth, affection, support, and care for the child are characterized by parental acceptance. In contrast, the absence or low parental warmth is considered the component of parental rejection (Rohner, 2004).

The warmth dimension consists of respecting children's needs, feelings, thoughts and participating and showing interest in children's activities or interests. It includes using words of praise for children's achievements, showing interest, compassion, creating children for an environment that support children's autonomy and warmth to children(Amato, 1990). Moreover, autonomy support refers to parents providing an appropriate setting for their children's independence and development. The autonomy of the children develops when the parents explain their expectations from the children and clarify the reason behind these expectations. Additionally, to demonstrate the logical results of these expectations and guide the children according to these expectations strengthens the autonomy of the children. When the parental participation occurs the time spent with the child increases, the bond between the child and the parent improves, and emotional resources such as warmth broaden. (Grolnick, 2002).

2.4.2 Parental demandingness/ Parental control

The second dimension that constitutes the parental style, which is also expressed as parental demandingness/parental control, consists of expectations as behavior, thought

and emotion from the child. Parental control contains to forbid specific behaviors and set up rules (Valcke et al., 2010). Parents who adopt this parenting dimension have high expectations of children from the developmental appropriateness criteria of their age group. Strict disciplines applied to children and monitoring actions to control children characterize the extent of demandingness (Suchman et al., 2007). It covers the parents' rules and the parents' decisions about the children's activities with their friends or their behavior in daily life (Amato, 1990).

Within Baumrind's typological conceptualization framework, parenting types are discussed in two dimensions: parents' controlling attitudes/expectations from the child and supporting children's autonomy. When authoritarian and authoritative parenting cover enforcing rules and making maturity demands from the child, permissive parenting do not include enforcing rules. When authoritative and permissive parenting consist of encoring individuality, authoritarian parenting does not cover the encouragement of individuality (Baumrind, 1991; Grolnick, 2002). The authoritarian parents try to control children according to the rules they set. While they tend to punish children, they have more control over children. This discourages children's independence. According to the study conducted with 422 parents with 48-72 months old children in Turkey, it was observed that the working status of the parents and the education of the parents on child development decreased the authoritarian and overprotective attitudes of the parents. It has been revealed that the gender of the children is a determinant in the authoritarian attitudes of the parents. Parents showed more authoritarian attitudes towards their boys than their girls (Alabay, 2017). In parallel with this study, according to the study conducted with 258 mothers and fathers aged 4-6 in Turkey, as the education level of parents increases, their authoritarian and overprotective attitudes decrease. There is a

negative relationship between parents' ages and number of children and their democratic attitudes (Sak, Şahin Sak, Atlı, & Şahin, 2015).

On the other hand, authoritative parents explain to children the rules or decisions they make and encourage their views. They support children's individuality and autonomy. The permissive parenting type is not a punishing parent type and can ignore behavior when children do not follow the rules. As it supports independence and individualization, it demands little from the child.

2.5 Parenting attitudes, parental media mediation, and parent-child conflict

Media mediation specifically includes parental behavior about children's digital devices or media (Warren & Aloia, 2019). Parent media mediation can contribute to the parent-child relationship (Green, Holloway, Stevenson, Leaver, & Haddon, 2020), and specifically parent-child conflict. There are limited number of studies in the literature examining the direct relationship between parent mediation and the parent-child relationship(Yang et al., 2021).

Positive parental attitudes that support the child's autonomy foster a positive parent-child relationship(Gallarin & Alonso-Arbiol, 2012; Siu, Ma, & Chui, 2016). Thus, an active media mediation strategy which represents positive parental attitude supports the child's autonomy (Hefner, Knop, Schmitt, & Vorderer, 2019). As a result, it can play a positive role in a positive parent-child relationship (Clark, 2011; Yang et al., 2021). This relationship may indicate that active media mediation will also have a positive effect on parent-child conflict as decreasing parent-child conflict.

On the other hand, parental mediation covers parental concerns about children's use of digital media and potential conflict within the family. That is, increasing about children's media use causes parent-child conflict. For instance, the fact that children

have any digital device and access much content through the device increases the stress for parents. The high number of technological devices and the fact that children have control over the content they can access are other factors affecting parental stress. Increased parental stress levels lead to attempts to mediate children's media use. Thus, in this context, parental mediation causes conflict between the child and the parent (Uhls & Robb, 2017). Parent-child conflict increases when parents try to control their children's media use, and parental behavior represents a barrier to children's autonomy (Benedetto & Ingrassia, 2021; Valkenburg & Peter, 2011). Parents experience more conflict with their children when they are highly concerned about the risks and harms of the Internet(Mesch, 2006). Also, parenting is responsible for parent-child conflict (Harden, Clyman, Kriebel, & Lyons, 2004). There is a correlation between parenting styles and children's behavior during internet use (Rosen, Cheever, & Carrier, 2008; Valcke et al., 2010). Studies show that types of parental dimensions as parental control and parental warmth are determining for interventions (Chou & Peng, 2007; Heim, Brandtzœg, Kaare, Endestad, & Torgersen, 2007; Valcke et al., 2010; Valcke, Schellens, Van Keer, & Gerarts, 2007). Parental mediation plays a remarkable role in the parent-child conflict. Since parenting attitudes are distinctive for successful parental intervention, it plays a role in the relationship between parental mediation and conflict. Parenting styles describe the family's communication strategies and approaches when communicating with children. As a result, parenting style reflects a broader spectrum of the parent-child relationship (Warren & Aloia, 2019). Within this study's scope, parenting attitudes include parental warmth, supporting a child's autonomy, and demandingness which is controlling children's behaviors. When controlling parental attitudes increase, parent-child conflict also increases. In other words, less warmth parental behaviors predict more parent-child conflict (Harden et

al., 2004). The international study with 592 participants from Turkey shows that parental attitudes determine parent-child conflict and parent-child closeness, and this relationship varies between individualistic and collectivist cultures (Escalante-Barrios et al., 2020). Similar to this study, in a study that included 70 mothers from the Netherlands and 70 from Turkey, Turkish mothers were less supportive and more controlling and yet less competent in implementing control strategies than Dutch mothers (Yaman, Mesman, van IJzendoorn, Bakermans-Kranenburg, & Linting, 2010).

High anxiety shapes parents' behavior towards the Internet or digital media content. Trying to balance risk and benefit, the parent adopts some mediation strategies. Because these mediation strategies represent the attitudes and behaviors of the parents, parent-child conflict arises. Attempts by parents to regulate children's internet use lead to arguments about children's tendency to reduce their autonomy and related family conflicts (Mesch, 2006). When parents realize that they have less control over their children's use of digital media, they begin to monitor their children's online activities. They perceive children being watched or controlled by their parents as a threat to their autonomy. As a result, conflict arises between parents and children trying to avoid being monitored (Sasson & Mesch, 2014). Although there is no relationship between active mediation and parent-child conflict, parent-child co-use can be an effective mediation strategy to reduce conflict. Restrictive mediation is related to the conflict. Parents' highly restrictive mediation practice increases conflict between parent and child (Beyens & Beullens, 2017).

The lack of distinct and clear boundaries between media mediation types demonstrates parental mediation's broad and complex nature. Parents adopt multiple mediation strategies in different contexts and times (Jiow et al., 2017; Nikken &

Opree, 2018). Parent media mediation and parental attitudes can determine parent-child conflict. There is no study conducted in Turkey on how parental media mediation and parental attitudes play a role in the parent-child relationship, particularly parent-child conflict when they work together. However, the related literature in western countries is not extensive. There might be other variables in the relationship between parental media mediation strategies and parent-child conflict (Beyens & Beullens, 2017). They discussed the types of media mediation and other variables that might play a role in the conflict. The study shows that applying active media mediation in a controlling way can lead to more conflict between parent and child. In comparison, active mediation can lead to less conflict between parent-child conflict when applied in a way that supports the child's autonomy (Valkenburg et al., 2013).

Parental media mediation theory argues that while parents' media strategies have an impact on children's development, these regulation strategies also shape their relationships with their children (Clark, 2011). Since the scope of restrictive mediation strategies includes rules and restrictions, these interventions have several effects on children. Reactance theory underlines that the behavior of parents has an effect on children, while it states that the degree of parental intervention to the child causes the child's motivational arousal (Brehm & Brehm, 1981). This arousal leads to some consequences in parent-child relationship dynamics, such as parent-child conflict. On the other hand, parenting theories reveal that parents with parental warmth contribute positively to the parent-child relationship. Therefore, it can be said that parental warmth has a regulatory role between parental media mediation and conflict, and parental warmth can reduce conflict. On the other hand, since obedience demanding behavior can increase conflict according to parenting theory, it can be interpreted that it will moderate the negative between media mediations and conflict. Beyens and

Beullens (2017) suggested that future studies study how parents' styles in children's media use contribute to and shape the effect of parent media mediation on parent-child conflict and suggested that these studies will be helpful for future studies. When parents' mediation strategies in children's media use and parental attitudes work together, decreasing parent-child conflict reduces tension within the family and ensures healthy digital media use.

CHAPTER 3

OBJECTIVES OF THE STUDY

3.1 The Significance of the study

There is a gap in the literature regarding parental mediation and its effects on parent-child relationships. Although there is an increase in technology use especially at younger ages, this age group is not included in the studies and there is a lack of studies on the mediation of parents with young children are also not sufficient (Ólafsson, Livingstone, & Haddon, 2013). Thus, there is more research needed exploring parents' attitudes, and behaviors towards children's digital media use more accurately, validly, and reliably to reduce the harms of technology use and balance the use (Chaudron et al., 2018). Additionally, whereas online threats to youth are focus of the literature, parents' role in children's media use takes a little attention. A small percentage of the studies focused on children under nine years old (Chaudron et al., 2018). Nevski and Siibak (2016) also mentioned a similar issue regarding parental mediation. Studies on media use focus on older children, while few studies on digital game activities for children aged between 0 and 3 (Nevski & Siibak, 2016). Children spend time with multiple media tools such as smartphones, tablets, and laptops in the technological landscape. Maintaining mediation strategies for more than one tool can create complexity for parents. Therefore, there is a need for parental mediation studies considering multiple digital devices (Shin & Li, 2017). In the light of the literature gap, parental mediation was handled within the scope of multiple devices such as television, tablet and phone and the age group that the study focuses on is early childhood.

Nelissen and Van den Bulck (2018) addressed the need for empirical research on the parent-child relationship in media use. This study is designed in line with said literature gap, and the need to explore parent child dynamics and media usage. Moreover, since the parental mediation studies are focused on primarily Europe and America in the literature, it will be beneficial to examine the role of parents in children's digital media use in non-Western societies (Shin & Li, 2017).

So far, studies on media usage direct our attention to conclude that it is crucial to create a balanced environment in children's use of technology for children's health and quality family interactions and relationships. This study will help us understand parent-child relationship dynamics such as parent-child conflict in the context of moderation analyses. Especially in the digital world, parents' anxiety considering the harms and risks of technology and as a result, children's behavior to regulate their media use will provide a framework for understanding the dynamics of family relationships. In models where parenting types are expected to play a regulatory role, it can be said that parental media attitudes and parenting types have a critical importance. Furthermore, research evidence to this day also suggests that more studies needed to explore the bridge between digital natives (children born into the digital world) and digital immigrants (parents). Additionally, there is a lack of studies regarding how the dynamics of the relationship between parents and the children influence their interactions that involve media usage. It is also important to understand the dynamics of an environment that fosters children's digital skills and helps develop digital quotient as critical thinking skills, and allows for managing screen time to create a balance (Chaudron et al., 2018).

3.2 Purpose of the study

The current study examines the relationship between parental media mediation, parent-child conflict, and parenting attitudes. The aim of the study is to examine the moderating effect of parenting attitudes (warm and demandingness) on the relationship between parental media mediation (active and restrictive) and parent-child conflict.

3.3 Research questions and hypothesis of the study

The research questions are as follows:

R1: Is there a relationship between parental media mediation and parent-child conflict?

H1a: There is a negative relationship between active media mediation and parent-child conflict.

H1b: There is a positive relationship between restrictive media mediation and parent-child conflict.

R2: Is there a relationship between parenting behaviors and parent-child conflict?

H2a: There is a negative relationship between parental warmth and parent-child conflict.

H2b: There is a positive relationship between obedience demanding behavior and parent-child conflict.

R3: Is there a relationship between parental media mediation and parenting behaviors?

H3a: There is a positive relationship between active media mediation and parental warmth.

H3b: There is a negative relationship between active media mediation and obedience demanding behavior.

H3c: There is a negative relationship between restrictive media mediation and parental warmth.

H3d: There is a positive relationship between restrictive media mediation and obedience demanding behavior.

R4: Do parenting attitudes moderate the relationship between parental media mediation and parent-child conflict?

H4a: Parental warmth will positively moderate the associations between active media mediation and parent-child conflict.

H4b: Parental warmth will positively moderate the associations between restrictive media mediation and parent-child conflict.

H4c: Obedience demanding behavior will negatively moderate the associations between active media mediation and parent-child conflict.

H4d: Obedience demanding behavior will negatively moderate the associations between restrictive media mediation and parent-child conflict.

CHAPTER 4

METHODOLOGY

4.1 Sample

Due to challenges in accessing parents, convenient sampling was used to select

participants. Convenience sampling is a nonrandom sampling technique boost

gathering a sufficient number of participants. The study focuses on parents who have

48-72 months old children who do not have special needs and residing in the same

household in Turkey. Data for the current study were collected from 136 voluntary

parents with 44-75 months old children (75 girls, 61 boys) in Turkey. The age of

children was from 44 to 75 months old (M=58.64 months, SD=8.364 months).

While 75 girls (55.1%) had a mean age of (59.47) months (SD=8.452), the remaining

61 boys (44.9%) had a mean age of 57.62 months (SD= 8.208).

Although the focus was on the parents in the current study, it was critical for

to involve those caregivers that served a primary parenting role concerning

children's media activities rather than parents who are not actively involved in

children's media related activities. Thus, in the current study, those who are the main

actors in providing and managing the environment for all media related activities for

children were considered as primary caregivers. Participants were participating in

the study consisted of mothers (n=119), father (n=15), older sister (n=1) and

grandmother (n=1). The ages of participants ranged from 23 years old to 50 years

old. The mean age of participants was 34.71 years (SD =5.178).

Multiple regression G Power analysis conducted to determine the number of

participants that were required to include in the study. Power analysis showed that

for a power of .95 with a small effect size, the minimum number of participants

should be 122 (Erdfelder, Faul, Buchner, & Lang, 2009; Schoemann, Boulton, & Short, 2017). Also, since one of the criteria of the study sample was to collect data from parents of normally developing children, demographic questions were asked whether the children were individuals with special needs. Although 159 people participated in the study and responded the questions, 3 people did not check the item that confirms that they have consent to participate in the study. Thus, remaining data included 156 people who have answered all the study questions. Next, the data from parents with special needs children (n=4) and parents with children older than 75 and younger 44 months (n=13) were excluded from the study sample. Finally, to reach the normality assumptions of the study 3 more participants that were outliers in the study were removed from the participants (n=139). As a result, the data of 136 parents were analyzed to test the study hypotheses.

Therefore, in this study, there were participants who had 44-75 months old children (n=136) with an average (34,71 years old) *(SD= 5.178)*. There were (121) female parents and (15) male parents. Demographic information about primary caregivers and children, data about parental media mediation, parent-child conflict and parental attitudes were obtained from parents. Parents' occupations were mainly housewife, tradesman, teacher, doctor, engineer, civil servant, retired, and self-employed. When the data were examined to explore the distribution of occupations, it was found that 32.4% of the parents are housewives (n=44), 25% are teachers (n=25), 10% are health workers (n=10), and 2.2% are blue-collar workers (n=3). The average level of education received was (14.69 years) *(SD=3.546).*

The mean length of the schooling parents completed was (14.69 years *(SD=*3.546 years) for parents. The minimum length of education parents attained was 1 year, while the maximum length of the education parents reported was 18 years.

While (2.2 %) of parents (n=3) were dropouts from graduate school, (2.9%) of parents (n =4) were dropouts from undergraduate, (1.5%) of parents (n= 2) were dropouts from high school.

Table 1. Percentage Distribution of Total Monthly Income of Parents

	n	Valid Percent	Cumulative Percent
0-2800TL	3	2.2	2.2
2801-3800	7	5.1	7.4
3801-4800	8	5.9	13.2
4801-5800	13	9.6	22.8
5801-6800	11	8.1	30.9
6801-7800	5	3.7	34.6
7801-8800	4	2.9	37.5
8801-9800	9	6.6	44.1
9801-10800	15	11.0	55.1
10801-11800	7	5.1	60.3
11801-12800	5	3.7	64.0
12801-13800	1	.7	64.7
13801-14800	2	1.5	66.2
14801-15800	9	6.6	72.8
15801-16800	10	7.4	80.1
16801-17800	4	2.9	83.1
17801-18800.	3	2.2	85.3
18801-19800	3	2.2	87.5
19801-20800	6	4.4	91.9
+20800TL	11	8.1	100.0
	136	100.0	

To explore the household income 2800 TL per month was used as a cut point and parents were asked to report their income on a scale that used 1000 TL increments since the minimum wage at the time data were collected was 2825,90 TL. While 2.2% of parents reported their household income to be between 0TL - 2800TL (no income or income lower that minimum wage). The majority of parents' household expenses were high. While 9.6 % of parents reported their household

expenses 9801 TL-10800TL, 5.1% of parents reported their household expenses +20800TL. While an average household income was 10801-11800TL, the average household expenses were 9801 TL- 10800TL. Based on the participants' reports, it would be fair to complete that majority of the sample was in the middle-income level when the education and income levels are included. Table 1 shows percentage distribution of total monthly income of parents.

4.2 Data collection tools

4.2.1 Demographic information about parents

Demographic information form consists questions asking gender of the parent, parental status (i.e., mother, father, sister), age of parents, educational level, occupation, household income and expenses (Chaudron et al., 2018). In addition, the same information about their partners was obtained from the parent who attended the study. Also, this form contained questions about children, which are age, gender, whether they are attending pre-school education or not, having any special needs, owning any technological devices, the purposes of using the internet, daily screen time for weekdays and weekends. While Appendices D and E include English and Turkish versions of demographic information about parents, Appendices F and G consist of demographic forms about children in English and Turkish versions.

4.2.2 Early Childhood Parental Media Mediation Scale

Early Childhood Parental Media Mediation Scale, originally developed by Şen, Demir, Teke, and Yılmaz (2020) aims to determine the mediation strategy of parents who have children aged between 36-72 months in early childhood. Authors reported that it was a valid and reliable scale in Turkish. Scale items include statements about

media devices such as television, tablet, and phone. Active and restrictive strategy levels of parents were determined according to certain cut-off intervals of the scale. A six-factor scale with 43 items was created. The scale is based on active-restriction parental media mediation. 5-point Likert type (1 = Never and 5 = always) scaled and scored between 1-5. Example expressions for sub-items are as follows. Active supporter: "I talk to my child about the games he plays on the computer/tablet/smartphone". Restrictive promoter: "I arrange my child's hours of playing with the computer/tablet/smartphone". Active limiter: "We determine my child's TV viewing time with my child". Restrictive limiter: "I change the channel when sexually explicit images appear on my child's TV show". Restrictive blocker: "I do not let my child act like characters from TV shows". Active interpreter: "I tell my child that some of the things he sees on the TV screen are not real".

First, for this scale reverse items were coded. The scores of the answers given by the parents were summed up for each subscale. For active media mediation, active supporter, active limiter, active interpreter items were summed. High scores represented high active media mediation. For restrictive media mediation, restrictive promoter, restrictive limiter, and restrictive blocker were summed. High scores represented high restrictive media mediation. Cronbach's alpha coefficients were .95 and .85 for active media mediation and restrictive media mediation, respectively. It shows that the scale provides a high level of reliability. English and Turkish versions of this form can be found in Appendices H and I, respectively.

4.2.3 Child- Parent Relationship Scale

Pianta developed the Child- Parent Relationship Scale in 1992 (CRPS Pianta,1992). The original scale, which aims to understand the parent-child relationship, consisted

of 30 items and three sub-dimensions that are conflict (14 items), dependency (6 items) and closeness (10 items). In addition, the scale's Turkish adaptation, validity and reliability study were performed by Akgün & Yeşilyaprak (2010). The Turkish Form of the Child- Parent Relationship Scale, consisted of two sub-dimensions: conflict and closeness sub-dimensions (Akgün &Yeşilyaprak, 2010). One of the subscales that were the parent-child conflict included in the light of the scope of the current study. The parents filled in the scale with a 5-point Likert type (1 = not at all appropriate, five = very appropriate). The scores of the answers given by the parents were summed up. High score represented high parent-child conflict. Cronbach's alpha value for the conflict subscale used in the current study was α =0.86. An example of the conflict statement is as follows: "My child sees me as a source of punishment and criticism". Thus, the internal consistency and reliability of the questionnaire filled by parents with children aged 4-6 were high. English and Turkish versions of this form can be found Appendices J and K.

4.2.4 The Child Rearing Questionnaire Scale

The Child Rearing Questionnaire scale, which consisted of 30 items rated by parents, was used to measure parenting attitudes (Paterson & Sanson, 1999). The scale included 30 items that parents rated their behaviors on 5-point Likert scale, which aimed to understand the frequencies of behaviors. In addition, the scale aimed to measure parental warmth and obedience demanding behavior. Baydar and others (2007) adapted The Turkish version of the The Child Rearing Questionnaire. The scale, which was prepared in a 5-point Likert type, was created in a way to fill the parents with behavioral frequency rates ("Always"; "Mostly"; "Sometimes"; "Rarely" and "Never"). It had four subscales which were warmth (i.e., "I enjoy listening to my child and doing things with her", inductive reasoning (i.e., "I explain to my child

why he or she must follow the rules"), punishment (i.e., "I slap or hit my child to control her behavior", and obedience demanding behavior (e.g., "I expect my child to do what he/she is told to do, without stopping to argue about it"). Two of the four sub-dimensions of the scale were used that were obedience demanding behavior and parental warmth sub-scales in the scope of the study since parental warmth and obedience demanding behavior represent two dimensions of parenting. Firstly, reverse items were coded. The scores of the answers given by the parents were summed up for each subscale. High score represented high parental warmth or obedience demanding behavior. The internal reliability of the scales was 0.83, 0.72 for obedience demanding behavior, and parental warmth respectively. Also, the scale developed by Patterson and Sanson (1999) was translated with translation-back-translation (Gülseven et al., 2018; Yagmurlu & Sanson, 2009). Appendices L and M include parenting attitudes form in English and Turkish versions.

4.3 Procedure

The study was carried out using the cross-sectional design (Setia, 2016). Ethics committee approval was obtained for the study with the approval of The Ethics Committee for Master and PhD Theses in Social Sciences and Humanities. After the Ethics Committee approved the study (seen in Appendix A), the data collected from sample who were parents with 48-72 months old children living in Turkey. Parents who want to attend the study filled in the participant information and consent form (seen in Appendices B and C in English and Turkish). The number of participants included in the study was 136 using a convenient sampling method was used. The scales were prepared as online questions using Google Forms. The scale link was shared on social media channels such as Instagram, Twitter, Facebook, and

WhatsApp for parents with 48-72 months old children to fill out. When the participants opened the link, they found the information about the research and the consent form. The first page of the scale included an informed consent form consisting of the topic of the study, researchers' contact information and the Social and Human Sciences Ethics Committee of Boğaziçi University, and participants' rights. After participants approved of participating in the study, they answered the demographic questions about themselves and their partner. Demographic questions about the parent were consisting of gender, age, education level, income level, household income, household expenses, number of children and technological devices at home. Demographic questions about the child were as follows: the child's age, gender, whether having special needs, school attendance, purposes of using the Internet (i.e., education, chat, playing games), ownership of own electronic devices such as a tablet, iPad or computer, average screen time (in minutes) per day on weekdays and weekends. After parents filled out the demographic questionnaires, they accessed the scale questions through the parental media mediation, parental attitudes, and parent-child conflict, respectively. In other words, after reading the informed consent form and giving consent for participating in the research, participants started to fill the demographic questions about parents themselves and the child and three scales including "Early Childhood Parental Media Mediation Scale", " The Child Rearing Questionnaire" " and "Turkish Form of the Child-Parent Relationship Scale". The questionnaire, which the parents filled in as a self-report, took approximately 25-30 minutes. There was no awards or gifts were given to the participants within the scope of the study.

4.4 Data Analytical Approach

Study analyzes were performed with the 26th version of SPSS Program and the SPSS PROCESS macro 4.0 plug-in, which was written by Andrew Hayes (Version 4.0; Hayes, 2021).

4.4.1 Data Screening

The data set in Excel was transferred to the 26th version of the SPSS Program (IBM Corp. Released 2019). The data were edited and reviewed. The scores of the variables were formed by taking the average of the items of the data. Missing values were not detected in the dataset.

In this context, variable scores were converted to z scores to detect outliers. According to Tabachnick and Fidell (2007), variables with z-scores are less than -3.3 and greater than +3.3 were considered outliers. Out of one hundred thirty-nine participants, three were identified as outliers and removed from the data set. After three univariate outliers were detected, the multivariate outliers were conducted with Mahalanobis Distance (Tabachnick & Fidell, 2007). The same degrees of chi square table of the calculated values were created. The extreme values were examined by sorting in the table and examining the values less than .001. No multivariate outlier was detected.

Skewness and kurtosis were implemented to test normality assumptions of the data. It aims to examine symmetry and the tailed of data distribution (Muthen & Kaplan, 1985, 1992). To provide normality assumptions, skewness and kurtosis values should be between +2 and -2 (George & Mallery, 2009). Since the skewness and kurtosis intervals of the variables varied between +2 and -2, it can be said that the data were normally distributed (see Table 2).

Finally, tolerance and VIF values were examined to understand multicollinearity among variables. The results showed the tolerance values: obedience demanding parenting .87, parenting warmth .87 for parenting, active parental mediation .45, and restrictive media mediation .47 for parental media mediation dimensions. In addition to Tolerance values, obedience demanding parenting 1.14, parenting warmth 1.14 for parenting dimensions, active parental mediation 2.2, and restrictive media mediation 2.09 for parental mediation dimensions was represented the VIF values. Hair and others (2010) suggested that when VIF value is above 4 has been an indicator of multicollinearity. All in all, it was concluded that there were no concerns about the multicollinearity since the tolerance and VIF values in the study were within the multicollinearity reference ranges (see Table 2).

Table 2. Descriptive Statistics of the Study Variables

Measures	N	Min	Max	*M*	*SD*	Skewness	Kurtosis
ECPMMS	136						
Active media mediation	136	1.0	5.0	3.6	.90	-.508	-.244
Restrictive media mediation	136	1.95	4.8	3.8	.61	-.87	.147
CRQ	136						
Parental warmth	136	3.5	5.0	4.7	.31	-1.561	2.051
Obedience demanding behavior	136	1	4.33	2.3	.86	.422	-.752
CPRS	136	1.07	4.5	2.2	.67	.770	.474

Note: ECPMMS= (Early Childhood Parental Media Mediation Scale)
CPRS = (Child-Parent Relationship Scale) (CRQ) = (The Turkish version of the The Child-Rearing Questionnaire)

CHAPTER 5

RESULTS

5.1 Preliminary analyses

Findings show that 81.6% (n=111) of the children attended school, meanwhile

children not attending school 18.4% (n=25). Of those children who attended school,

42.3% (n=47) attended kindergartens that are called "independent kindergartens"

(schools that only include preschool and kindergarten classrooms), while 24.3%

(n=27) went to a kindergarten classroom within primary education. Seventy five

percent (n=102) of the children was the first child in the family. One third of the

children (33.8%, n=46) in the study had personal media devices. Of the children who

had their devices, 25% (n=34) had one, while 5.9% (n=8) had two of the following

devices: smart phones, tablets, laptops, game consoles and desktop computers.

Parents reported on the technological devices that they had at home. Of the

participants, 73.5% of them (n=100) had two smartphones at home, while 43.4%

(n=59) of the participants did not have any tablets at home, 45.6% (n=62) had only

one tablet. While 22.1% (n=30) of the participants had no laptops at home, 50%

(n=68) had one. While 86.8% (n=118) of the participants did not have a desktop

computer at home, 11% of the participant's computer. While 68.4% (n=93) of the

participants had one television at home, 10.3% (n=14) did not have a television at

home. While 81.6% (n=111) of the participants did not have any game consoles at

home, 14.7% (n=20) had one game console at home. While 13.2% (n=18) of the

participants had a DVD-CD player at home, 86% (n=117) had no DVD-CD player at

home. Finally, 3.7% (n=5) of the participants reported that they had virtual reality

glasses, 35.3% (n=48) had smartwatches, and 19.1% (n=26) had a digital camera at home.

Parents reported on the frequency of their children's Internet use aggregated by the purpose they were used for. Parents were asked to report on the amount of time their children used the internet for education, social media, playing games, watching cartoons, and chatting with friends or family members both on a typical weekend (one day) and a weekday. While 51.5% of children (n=70) never used the Internet for educational purposes, 25% of children (n=34) rarely used the Internet for educational purposes. Moreover, 89.7% of children (n=122) never used the internet for social media purposes. While 47.1% (n=64) of the children never used the internet for gaming purposes, 24.3% (n=33) rarely used the internet for gaming. While 29.4% (n=40) of the children frequently used the internet for watching cartoons or movies, 62.5% (n=85) never used the internet for chat purposes.

Parents reported on their children's screen time separately according to their usage purposes, including weekdays and weekends. Table 6 show children's screen time on weekdays and weekends. While 61% (n=83) of the children never used the internet for educational purposes during the week, 14% (n=19) of the children used the internet for educational purposes between 1-15 minutes. At the weekend, 67.6% (n=92) of the children never used the screen for educational purposes. While the average screen time for educational purposes during the week was 1-15 minutes (M=1.89), it was 1-15 minutes per day on the weekends (M=1.71). Daily screen time for social media purposes was not used for 85.3% of children (n=116) on weekdays and 5.9% of children were using between 1-15 minutes (n=8). Social media use is never used by 84.6% (n=143) of the children on the weekend. While the daily screen time for social media was 1-15 minutes on weekdays (M=1.43), it was 1-15 minutes

on the weekends (M=1.43). While 41.2% (n=56) of the children did not use daily screen time for game purposes at all, 19.1% of the children (n=26) used 1-15 minutes of screen time for play purposes. For the weekend, these rates were for 41.9% of the children (n=57); the screen was never used for game purposes. While the average daily screen time for gaming was 31-45 minutes (M=3.21), the average daily time on weekends was31-45 minutes (M=3.30). 15.4% (n=21) of the children used daily screen time between 16-30 minutes and 31-45 minutes for watching cartoons or movies. Screen time for watching cartoons or movies on the weekend was between 16-30 minutes for 15.4% (n=21) and 45-60 minutes for 14.8% (n=20). While the daily screen time for watching cartoons or movies on weekdays was between 1 hour 1 minute -1 hour 15 minutes (M=6.03), the daily screen time on weekends was between 1 hour 1 minute-1 hour 15 minutes (M=5.90). While 58.1% (n=79) of the children did not use screen time for chatting on weekdays, 25.7% (n=35) of the children used 1-15 minutes of screen time for conversation on weekdays. Daily screen time for chatting on weekends was never used by 59.6% (n=81) of children. On the weekends, 1-15 minutes of screen time for chat was used by 22.8% (n=31) of the children. While the average use of screen time for a chat on weekdays was 1-15 minutes (M=1,89), it was 1-15 minutes on average at weekends (M=1,93).

5.2 Bivariate correlations

Bivariate correlations were conducted to understand the relationship between parenting (parental warmth and obedience demanding behaviors), parental media mediation (active media mediation and restrictive media mediation), parent-child conflict, and demographics (i.e., age, household income) by Pearson Product Moment correlation (see Table 3).

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First, bivariate correlations were conducted to understand screen time on weekdays and weekends, active media mediation, restrictive media mediation and parent child conflict. Results showed that there was a significant negative relationship between active media mediation and screen time for social media use on weekdays ($r (136) = -.207$, $p < .05$) as well as restrictive media mediation and screen time for social media use on weekdays ($r (136)= -.277$, $p< .05$). Moreover, while there was a significant positive relationship between parent child conflict and screen time for social media use on weekdays ($r (136)=.300$, $p<.01$), there was a significant positive relationship between parent child conflict and screen time for gaming on weekdays ($r(136)=.243$, $p<.01$). Results showed that there was a significant negative relationship between active media mediation and screen time for social media use on weekends ($r (136) = -.231$, $p < .01$) as well as restrictive media mediation and screen time for social media use on weekends ($r (136)= -.305$, $p< .01$). There was a significant negative relationship between restrictive media mediation and family or friendship chatting on weekends ($r (136) = -.209$, $p<.05$). Moreover, while there was a significant positive relationship between parent child conflict and screen time for social media use on weekends ($r (136)=.316$, $p<.01$), there was a significant positive relationship between parent child conflict and screen time for gaming on weekends ($r(136)=.277$, $p<.01$).

Results showed that there was a significant negative relationship between active media mediation and parent-child conflict ($r (136) = -.242$, $p < .01$) as well as restrictive media mediation and parent-child conflict ($r(136)= -.250$, $p< .01$). When hypothesis H1a (There is a negative relationship between active media mediation and parent-child conflict) was supported, hypothesis H1b (There is a positive relationship between restrictive media mediation and parent-child conflict) was not supported.

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The relationship between parenting and parent-child conflict were examined and the results revealed that the parent-child conflict was significantly and negatively associated with parental warmth (r (136) = -.310, p < .01) and significantly and positively associated with obedience demanding parenting behaviors (r (136) = .556, p < .01). Therefore, hypothesis H2a (There is a negative relationship between parental warmth and parent-child conflict) and H2b (There is a positive relationship between parenting obedience demanding behavior and parent-child conflict) were supported.

Next step in the analyses was to examine the relationship between parental media mediation (active media mediation and restrictive media mediation) and parenting (parental warmth and parental obedience demanding behavior. Results suggested that parental warmth behavior was significantly and positively associated with active media mediation (r (136) = .262, p=.002) but parental warmth had a significant yet a negative association with restrictive media mediation (r (136)= -.200, p=.020). On the other hand, obedience demanding parenting was significantly and negatively associated with active media mediation (r (136) = -.271, p=.001) and restrictive media mediation (r (136) = -.213, p=.013). These findings showed that hypothesis H3a (There is a positive relationship between parental warmth and active media mediation) and H3c (There is a negative relationship between parental warmth and restrictive media mediation) was supported. Hypothesis H3b (There is a negative relationship between parenting obedience demanding behavior and active media mediation) was supported, and H3d (There is a positive relationship between parenting obedience demanding behavior and restrictive media mediation) was not supported.

Finally, the association between demographic variables that are, child's age, gender, household income, the total length of education parents completed, and parental media mediation (active and restrictive media mediation) explored. Results showed that active media mediation was not significantly correlated with either child's age ($r(136)= .013$, $p=.878$) or child's gender ($r(136)= -.116$, $p=.177$). When active media mediation was not correlated with household income ($r(136) = .010$, $p=.911$), it was significantly and positively correlated with the total length of education parents completed ($r(136) = .171$, $p=.046$). Results also indicated that restrictive media mediation was not significantly correlated with child's age ($r(136) = .033$, $p=.703$), child's gender ($r(136)= -.111$, $p=.199$), household income ($r(136)= -.004$, $p=.963$), or the total length of education parents completed ($r(136)= -.009$, $p=.915$).

Table 3. The Pearson Correlations Among Variables and Demographics

	Variables	1	2	3	4	5	6	7	8	9
1	Child's age	1	-.110	.079	.019	.013	.033	-.090	.167	.061
2	Child's gender		1	.145	.054	-.116	-.111	-.065	.072	.069
3	Household income			1	.438**	.010	-.004	.121	-.214*	-.159
4	The education status of parents (years)				1	.171*	-.009	.208*	-.229**	-.114
5	Active media mediation					1	.723**	.262**	-.271**	-.242**
6	Restrictive media mediation						1	.200*	-.213*	-.250**
7	Parental warmth							1	-.298**	-.310**
8	Obedience demanding behavior								1	.556**
9	Parent-child conflict									1

**Correlation is significant at the 0.01 level.
* Correlation is significant at the 0.05 level.
Child's gender (1=female, 2=male)

5.3 Multiple regression analyses

Multiple regression analyses were conducted to test statistical moderation in parental media mediation (active and restrictive mediation), parenting (parental warmth and obedience demanding behavior) and parent-child conflict. The moderation analyses were conducted using Process macro for SPSS by Andrew Hayes (Hayes, 2013). Within the scope of this study, four models were run in the regression/moderation analysis, which was carried out to examine that there is a moderator role between the variables. Since these models were not tested a single analysis, possibility of making type 1 error would be higher. Given that four models were run, a Bonferroni correction for alpha was made, such that the significance level was .0125 instead of 0.05.

First, multiple linear regression analysis was performed to look at the main interaction between parent-child conflict, active and restrictive media mediation, parental warmth and obedience demanding behavior. The analysis resulted in a significant regression, $F (4, 131) = 17.285$, $p < .001$. It was found that the parent-child conflict was explained for 33% of the variance (R^2 adj= .33) in parental warmth, obedience demanding behavior, active media mediation and restrictive media mediation. Accordingly, obedience demanding behavior positively and significantly predicts the parent-child conflict dependent variable, ($\beta = .50$, $t(131) = 6.50$, p < .001). Secondly, parental warmth did not significantly predict parent-child conflict dependent variable, ($\beta= -.15$, $t (131) = -1.90$, $p > .0125$). Active media mediation parent-child conflict did not significantly predict the dependent variable, ($\beta= .27$, $t (131) = .27$, $p > .0125$). Restrictive mediation does not significantly predict parent-child conflict dependent variable, ($\beta= -.14$, $t (131) = -1.34$, $p > .0125$).

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The child's gender, the child's age, the parent's age, the total number of children, the total length of education of parents, the household income and expenses were not associated with the dependent and independent variables, and the results were not significant. Therefore, it was not used as a control variable in the moderation analysis.

The standardized scores (i.e., z-transformation) of the independent variables were used to centralize the variables. For moderation analysis, Model 1 was selected in Process while running the moderation analysis for testing the fourth research questions and hypothesis as there was the relationship between parenting as a moderator variable, parental mediation as an independent variable, and parent-child conflict as a dependent variable (Hayes, 2013; Leech, Barrett, & Morgan, 2015)

For the first hypothesis, moderation analysis was conducted to determine if parental warmth moderated the relationship between active media mediation and parent-child conflict. The model of parental warmth, active media mediation, and the interaction of parental warmth and active media mediation significantly predicted parent-child conflict, $F (3, 132) = 6.23$, $p < .0125$, $R^2 = .12$. (See Table 4). This model predicted 12% of the variance in parent-child conflict. The model of parental warmth, active media mediation, and the interaction of parental warmth and active media mediation did not moderate parent-child conflict. $b = -0.12$, 95% CI [-.26, .24], $t = -.09$, $p > .0125$. H4a (Parental warmth will positively moderate the associations between active media mediation and parent-child conflict) was not supported.

Table 4. Multiple Regression Analysis Summary for Active Media Mediation and Parent-Child Conflict with Moderated by Parental Warmth (N=136)

Variable	b	SEB	t
Parental Warmth (centered)*	-.4	.14	-3.0
	[-.67, -.13]		
Active Media Mediation (centered)	-. 18	.09	-1.98
	[-.35, .0006]		
Act. Med. Mediation x Parental Warmth	-.012	.13	-.09
	[-.26, .24]		
Constant	.03	.09	.31
	[-.15, .20]		

Note. R^2= .12; F (3,132) = 6.23

* p <0.0125

For the second hypothesis, multiple regression analysis was conducted to determine if parental warmth moderated the relationship between restrictive media mediation and parent-child conflict after the assumptions of linearity, normally distributed errors, and uncorrelated errors were checked and met. The model of parental warmth, restrictive media mediation, and the interaction of parental warmth and active media mediation significantly predicted parent-child conflict, F $(3,\ 132)$ = 6.976, $p < .0125$, R^2= .13 (see Table 5). This model predicted 13% of the variance in parent-child conflict. The model of parental warmth, restrictive media mediation and the interaction of parental warmth and active media mediation did not moderate parent-child conflict. b = -0.9, 95% CI [-.33, .14], t = -.77, $p >$. 0125. H4b (Parental warmth will positively moderate the associations between active media mediation and parent-child conflict) was not supported.

Table 5. Multiple Regression Analysis Summary for Restrictive Media Mediation
and Parent-Child Conflict with Moderated by Parental Warmth (N=136)

Variable	b	SEB	t
Parental Warmth (centered)*	-.43	.13	-3.38
	[-.67, -.18]		
Restrictive Media Mediation (centered)	-. 20	.09	-2.30
	[-.37, -.02]		
Rest. Med. Mediation x Parental Warmth	-.09	.12	-.77
	[-.33, .14]		
Constant	.042	.08	.52
	[-.12, .20]		

Note: R^2 = .13; F (3,132) = 6.976

* $p < 0.0125$

For the third hypothesis, multiple regression was conducted to determine if the parent's demanding behavior moderates the relationship between active media mediation and parent-child conflict. This model predicted 33% of the variance in parent-child conflict. The model of obedience demanding behavior, active media mediation, and the interaction of obedience demanding behavior and active media mediation did not predict parent-child conflict, $F (3, 132) = 22.3205$, $p < .0125$, $R^2 = .33$. (see Table 6).

Table 6. Multiple Regression Analysis Summary for Active Media Mediation and Parent-Child Conflict with Moderated by Obedience Demanding Behavior (N=136)

Variable	b	SEB	t
Obedience Demanding Behavior (centered)*	.51	.07	7.05
	[.37, .64]		
Active Media Mediation (centered)	-. 099	.07	-1.33
	[-.25, .04]		
Act. Med. Mediation x Obedience Demanding Behavior	-.14	.07	-1.90
	[-.28, .005]		
Constant	-.72	.07	-1.03
	[-.21,.07]		

Note: $R^2 = .33$; $F (3,132) = 22.3205$

* $p < 0.0125$

It was found that there was not a statistically significant positive relationship between active media mediation and parent-child conflict $b = .0356$, 95% CI [-.167, .238,], $t = .346$, $p > .0125$. H4c (Obedience demanding behavior will negatively moderate the associations between active media mediation and parent-child conflict) was not supported.

For the fourth hypothesis, multiple regression was conducted to determine if the parent's obedience demanding behavior moderates the relationship between restrictive media mediation and parent-child conflict. The model of parental obedience demanding behavior, restrictive media mediation and the interaction of parental obedience demanding behavior and restrictive media mediation significantly predicted parent-child conflict, $F (3, 132) = 21.73$, $p < .0125$, $R^2 = .33$. (See Table 7). This model predicted 33% of the variance in parent-child conflict. The model of

parental obedience demanding behavior, restrictive media mediation, and the

interaction of parental obedience demanding behavior and restrictive media

mediation did not moderate parent-child conflict. A statistically significant

interaction was not found. $b = -0.6$, 95% [-.18, .08], $t = -.80$, $p > .0125$. H4d

(Obedience demanding behavior will negatively moderate the associations between

restrictive media mediation and parent-child conflict) was not supported.

Table 7. Multiple Regression Analysis Summary for Restrictive Media Mediation

and Parent-Child Conflict with Moderated by Obedience Demanding Behavior

(N=136)

Variable	b	SEB	t
Obedience Demanding Behavior (centered)*	-.5	.07	7.14
	[.37, .65]		
Restrictive Media Mediation (centered)	-. 14	.08	-1.81
	[-.28, .01]		
Rest. Med. Mediation x Obedience Demanding Behavior	-.06	.07	-.80
	[-.18, .08]		
Constant	.045	.07	-.65
	[-.19, .08]		

Note. $R^2 = .33$; $F(3,132) = 21.73$

* $p < 0.0125$

CHAPTER 6

DISCUSSION

The current study examined the relationship between parental media mediation, parenting and parent-child conflict in early childhood. Furthermore, while establishing the dynamics of the relationship between parent-media mediation and parent-child conflict, the present study also examined the moderating role of parenting behaviors on the relationship between active media mediation and parent-child conflict as well as restrictive media mediation and parent-child conflict. While some of the hypotheses were supported by the findings, others were not. Thus, in the remainder of the discussion, the findings will be discussed in the light of current knowledge in the field as evidenced by empirical studies and theories.

6.1 Demographics and parental mediation

ne of the purposes of the study was to explore what media devices were available at home, for what purpose children used these devices and the internet and how frequently children used these devices on a typical weekday and weekends . Results showed that the majority of the children did not have any technological devices of their own, but only some of them had their own smartphones. Thus, it can be concluded that the number of digital devices in their homes were mixed between media-poor and media-rich (Livingstone, Mascheroni, Dreier, Chaudron, & Lagae, 2015). When children's media use frequency was explored for weekdays and the weekends, it was found that internet usage time for educational purposes increased on weekends compared to weekdays. Almost all the participants reported that children did not use social media on weekdays and weekends. Watching cartoons or

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movies was almost the same on weekdays and weekends. In contrast to our results, existing literature shows that children watch more films, movies, or cartoons on weekends than weekdays (De Decker et al., 2012).

The majority of the participants stated their children did not use screens to chat with friends or family members neither on the weekdays nor the weekends. In contrast, a study conducted in the US showed that nearly 60% of 12–15-year-old children talk to friends or family members online (Office of Communications., 2020). The difference could be explained by the fact that the sample included in our study were children of preschool age and that they may be less likely to engage in online communication. According to the American Academy of Pediatrics, recommended time spent using media devices is maximum 1 hour per day, for younger children between the ages of four to six, with clear limits set for the purposes of education and family programs, for the use of technology (Rodideal, 2020). Parents may not have considered the use of chat to be for educational purposes. Therefore, considering the age group of the children, parents may have limited the use for chat purposes.

A negative relationship was found between active and restrictive media mediation and screen time of weekday and weekend social media use. In other words, when parents implemented a mediation strategy, children's social media usage time decreased. Social media screen time will increase on weekdays and weekends if parents do not adopt a media mediation strategy (Clark, 2011). Furthermore, it was argued that parents who are proficient in using digital devices are adopting a more effective media mediation strategy (Nikken & Opree, 2018). Therefore, parents' concern about the risks of social media use and their familiarity with phone and social media use effectively regulate children's screen time devoted

to social media use. It was argued based on the parent-child conflict theory that parent-child conflict will increase when parents set boundaries or regulate their behavior (Brehm & Brehm, 1981). If parents think that the use of digital media poses a risk or harm to children, they may be worried and get in conflict with their children. In addition, studies revealed that there is a positive relationship between playing online games and social media use and parent-child conflict (Beyens & Beullens, 2017; Chaudron et al., 2018). The results of our study revealed that there are positive and significant relationships between the use of social media on weekdays and weekends, the duration of playing games and parent-child conflict. The relevant literature also supports the results of the study. In two categories that are not directly educational for parents, such as social media use and gaming, parents who think that children will be harmed tend to regulate their children's media use, so it creates parent child conflict.

It was expected that demographic variables in the current sample would be associated by parents' media mediation methods, as previous research suggested that parent's job and income level are direct influencers in parent-child interaction (Livingstone et al., 2015; Warren, 2005). Research suggested that high-income parents set more rules and act as mediators in regulating media use than low-income parents (Livingstone & Helsper, 2008). High-income and high-education families apply a combination of different mediation strategies. High-income parents may adopt a restrictive strategy because they are aware that screen-free activities such as playing outdoors with friends are important for children's development. Income level and parents' educational level have an impact on parental media mediation strategy adopted by the parent. When parents with lower income and poor education are considered, evidence suggests that these parents adopt a more restrictive mediation

strategy. Parents with less income and more education adopt a more active mediation strategy than more restrictive mediation (Livingstone et al., 2015). Our study results partially supported the existing research results. Findings showed that while the household income did not correlate with parental media mediation, parents' length of education status correlated significantly with parental active media mediation. There was a significant positive relationship between parents' total length of education status and active media mediation. It is possible that as parents' education levels increase, parents may have more information about their media use. Therefore, the level of knowledge parents have about digital media use may reduce parents' anxiety about possible risks of media use. When parents feel confident in their knowledge and digital abilities, they can apply to active media mediation. On the other hand, our study showed that there was no relationship between income level and parental media mediation. The reason for this may be that nowadays there may not be significant difference between the number of digital devices in the homes of high and low-income participants. In other words, although low-income households may not have sophisticated digital devices such as smart watches or game consoles, children can access media tools through smart phones and televisions in the households. Secondly, with the spread of the pandemic since 2019, some measures have been taken to prevent the risk of transmission. Quarantine is one of these preventions. Regardless of the income level, families did not leave the house within the scope of quarantine measures and spent time at home. Children spending time at home have increased the time they spent with digital media devices.

There is bulk of research suggesting that parental media mediation strategies vary based on the gender of the child (Blum-Ross & Livingstone, 2016; Livingstone & Helsper, 2008; Wright, 2017). In a study conducted by (Eastin et al., 2006;

Wright, 2017) it was found that parents place more time and content restrictions on boys than girls. In another study, although parents expressed that they did not discriminate against girls or boys by gender in their media mediation, children's own reports showed the opposite that girls reported that they were exposed to mediation more than boys (Livingstone & Helsper, 2008). Parents may apply more restrictive mediation strategies to girls than to their sons (Livingstone et al., 2015; Wright, 2017), perhaps because parents consider that girls are more at risk than boys online. According to Wright (2017) parents believe that girls may be more vulnerable than boys in terms of exposure to cyberbullying online. However, results of this study showed that the gender of the child was not significantly correlated with parental media mediation. It is possible that the gender of the children was not associated with parental media mediation in this study because the trend nowadays is that media use has been normalized both for boys and girls. Besides, our participants are younger and that the activities they engage in using media devices do not include online interaction with others who could be bullies and that children at preschool age may not engage in acts such as bullying, as they may not read or write and may have limited skills to get them to more feared content online. As a result, parents may perceive there are fever risks for the kids this age, regardless of their gender.

Even though the role technology has been playing in our daily lives has been on the rise anyway, the pandemic that the world has been experiencing for the last two years expedited the process. Now, technology plays a major role in our daily lives including work, education, leisure activities, connecting with other people, socializing, and shopping, etc., both in children's and adults' worlds. In fact, at times technology and the media use are the only means to meet the essential needs and the demands of life. Therefore, it would be fair to conclude that media use of the

children has been normalized at younger and younger age both for boys and girls despite the possible risks remaining to exist.

Current evidence on the relationship between age of children and the parental media mediation seem to be mixed. While some studies suggest that parents apply more restrictive strategies to younger children (Chaudron et al., 2018; Eastin et al., 2006; Livingstone & Helsper, 2008), other studies suggest that there is no relationship between the age of children and parental mediation strategy (Nikken & Schols, 2015). Our results showed there was no relationship between the age of children and parental mediation strategy. Since the study participants had children between 44 and 75 months of age they were of the preschool age, it is possible that children attending preschool, their needs and capabilities are seen more similar, and as a result, there may not have been a relationship between the age of children and media mediation strategy parents employ based on child age.

In preschool, as children approach first grade, use of media for educational purposes becomes more evident (Nevski & Siibak, 2016). In our study, even though children were at the preschool age, they were close to the school entry age. Therefore, it is possible for parents to not prefer to regulate children' media use as they see media use at this age is more for educational purposes and benefit children academically. Besides, in preschool years, children are more skilled in the use of media and that they use media both for educational and entertainment purposes, it is possible that parents may not feel that the children's media use needs to be mediated (Nikken & Schols, 2015). It is important to keep in mind that our sample is not of children representing various developmental levels. Hence, to explore age effects on parent media mediation, children included in studies may need to have more variance in age.

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6.2 Parental media mediation and parent-child conflict

In order to explore the first research question aimed to investigate the relationship between parental media mediation and parent-child conflict, it was hypothesized that active media mediation would be negatively related to parent-child conflict while restrictive media mediation would positively relate to parent-child conflict. Our results from the current study confirmed our hypothesis that there was a negative relationship between active media mediation and parent-child conflict. However, the other hypothesis, that suggested a negative relationship between restrictive media mediation and parent-child conflict, was not supported. Consistent with our results, the previous studies emphasized that active media mediation has a positive effect on the parent-child relationship (Yang et al., 2021). Active media mediation increased positive parent-child relationships while reducing parent-child conflict. Active media mediation allows for parents to employ more constructive techniques to monitor and regulate children's media use. For example, parents who employ active media mediation would give children directions, talk about children's interactions with the media, and involve children in the process. While considering children's thoughts, it prioritizes children's needs, builds trust, and supports children's autonomy. The aim of the parent who adopts active media mediation is not only to prioritize the cognitive and physical health of the child. At the same time, the parent improves the relationship with their child through active media mediation (Nikken & Opree, 2018; Yang et al., 2021). Children's media use and screen time are increasing gradually especially during early childhood (Office of Communications., 2020). As media use increases, parent-child conflict increases. The study conducted with children between the ages of 2 and 10 shows that as the duration of digital media use of children increases, the conflict between parents and children increases(Beyens & Beullens,

2017). The study conducted with 754 children between the ages of 12-17, on the other hand, shows that as the media use of the children of the parents who are worried about the harms of the internet increases, the child-parent conflict increases (Mesch, 2006). Therefore, screen time or digital media use affects the parent-child relationship negatively (Nelissen & Van den Bulck, 2018). The increase in children's media use predicts parent-child conflict (Yang et al., 2021). Active parent mediation contributes positively to the parent-child relationship and improves the parent-child relationship (Siu et al., 2016; Yang et al., 2021). In other words, although there is no direct study on parent active mediation and parent-child closeness, when active media mediation is considered as a positive parent behavior, it can be said that active mediation improves the parent-child relationship and increases parent-child closeness and improves the relationship (Gallarin & Alonso-Arbiol, 2012; Siu et al., 2016; Yang et al., 2021). As a result of the relevant literature and the current study, it can be said that active media mediation prevents parent-child conflict.

Although in the present study we found that increased use of parental mediation was associated with less parent-child conflict, other researchers found no relationship between parent media mediation and parent-child conflict (Beyens & Beullens, 2017). They concluded that the reason for the absence of such a relationship could be because focusing only on the relationship between active mediation and parent-child conflict while ignoring the other relevant factors such as parenting styles that could influence the relationship between parental media mediation and parent-child conflict. However, our findings indicated that there was a limited moderating effect of parenting styles on the relationship between parent media mediation and parent-child conflict. One reason for this could be that we only focused on obedience demanding behavior and warmth as parenting dimensions and

a more detailed examination of parenting strategies, parent- child relationship quality and temperament of the child could help better understand how child rearing practices, beliefs as well as child related factors interact with parent-child conflict and parent media mediation.

An interesting finding of our study was that parent-child conflict decreased even if parents employed restrictive media mediation strategies. However, in contrast to our results, other studies reported that there was a positive relationship between restrictive media mediation and parent-child conflict (Beyens & Beullens, 2017). It is possible to conclude that our result did not confirm the reactance theory. Reactance theory suggests that when there are parental constraints and parents employ more restrictive strategies to limit their children's media use, there is more conflict between the child and the parent (Brehm & Brehm, 1981). There may be several reasons for why the finding of our study collides with other findings. One reason may be that of culture. Although it is changing in recent years as Kağıtçıbaşı argued in Family Change Model, in our culture, obedience is expected more from the children compared to more western countries and that restrictions employed by the parents to discipline and regulate children's behaviors may be more culturally acceptable (Kagitcibasi & Ataca, 2005). It is also important to keep in mind that this study is based on parental reports. Thus, it is possible that parents may be more restrictive yet may not perceive their relationship with their children to be that of conflicting. Additionally, regardless of whether their strategies are restrictive or active, parental media mediation could indicate that parents are more involved in their children's lives, expectations are more clearly stated by the parents and as a result, less conflict is experienced. Besides, during the pandemic, media use among children has increased drastically and that constant struggle involving media use has

become more common. As a result of this, perhaps parents became more understanding that the children may have more problematic use of the media without getting into conflict with their children in their overall relationship and simply putting more restrictions. Additionally, the source of parent-child conflict may be numerous other factors especially in the preschool period. For example, it is known that Turkish parents are more concerned with what and how much their children eat and some are likely to employ strategies that are more coercive (Örün, Erdil, Çetinkaya, Tufan, & Yalçin, 2012) which can lead to more conflict. Yet a major issue in Turkish parenting such as feeding can be dealt with more smoothly and parents may have less conflict overall with children even though they are more restrictive with their children's media use.

One of the factors affecting how parents approach children's media use and interact with their children on issues regarding media and internet use is parental beliefs, knowledge, and competence on media use (Çankaya & Odabaşi, 2009; Livingstone & Helsper, 2008). It appears that majority of the parents perceive Internet use to be more academically beneficial for children and yet believe there are some threats exist in the online world such as pornography and violence (Çankaya & Odabaşi, 2009). Additionally, parents also believe that their children are highly skilled in media and the internet use. It is likely that these beliefs inform how parents implement media mediation. Although active media mediation could require and allow for more parental participation and involvement in children's media activities to utilize media and the internet and support the children, restrictive approaches could be based more on the understanding that emphasizes limiting the harmful content and allowing children to explore the rest on their own. And, as a result we find that either type of media mediation, that of active or restrictive, is associated

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with less conflict. This could suggest that when children show desired behaviors in their media use regardless of the method utilized by the parents, chances that there will be less conflict between parents and children.

6.3 Parenting and parent-child conflict

The second research question aimed to investigate the relationship between parenting and parent-child conflict. It was hypothesized that parental warmth would be negatively related to parent-child conflict while the obedience demanding behavior would positively relate to it. Our results from the current study confirmed our hypothesis by showing a negative relationship between parental warmth and parent-child conflict and a positive relationship between the obedience demanding behavior and parent-child conflict. Consistently with our results, the previous studies confirmed and emphasized that the parental warmth does not only support the child's autonomy but also explains the reason for the rules, highlights the thoughts of the children and strengthens the positive effects while reducing the harmful effects (Hefner et al., 2019; Valkenburg et al., 2013). When this relationship dynamic is evaluated in the context of parent-child conflict, although the parent adopts a restrictive media mediation strategy, it reduces the conflict if the parent is employing a warm attitude. In a parallel fashion our findings suggest that there is a positive relationship between parenting behaviors and the existence of problems between child and parent relationship. This is similar to other research findings that there is a positive relationship between parent-child conflict and parental obedience demanding behavior and negative relationship between parental warmth and parent-child conflict (Gallarin & Alonso-Arbiol, 2012; Harden et al., 2004; Siu et al., 2016). Interestingly, even though restrictive media mediation could be seen as more

obedience demanding behavior, in parent- child relationship media restriction could be experienced as an independent domain that strategies used there are kept within its domain with less spill over to overall parent- child relationship quality and conflict.

6.4 Parenting and parental media mediation

The third research question aimed to investigate the relationship between parenting and parental media mediation.

Active media mediation and obedience demanding behavior

It was hypothesized that active media mediation would be positively related to parental warmth while it was negatively associated with obedience demanding behavior. By focusing on authoritarian, authoritative, permissive and laissez-faire parenting types in terms of parental warmth and obedience demanding behavior, the previous research reports revealed that there is a relationship between these parenting types and parent media mediation strategies (Livingstone et al., 2015). The literature supports our both findings. Demandingness parenting dimension includes expectations, strict rules, and disciplines, forbidding specific behaviors (Suchman et al., 2007; Valcke et al., 2010). In other words, demandingness parenting differs from active media mediation which describes supporting children's needs, thoughts, and discussing media content with children. Therefore, a negative relationship between the two variables was expected in the light of the literature.

Again, consistent with our first hypothesis, other researchers found that there is a positive relationship between parental warmth and active mediation (Warren & Aloia, 2019). Parental warmth and active media mediation conceptually encompass each other. Parental warmth includes respecting children's needs, caring about

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children's feelings, thoughts, and providing a supportive environment for children (Amato, 1990; Grolnick, 2002). Active media mediation also includes caring for children's needs, talking about content instead of imposing direct bans on children, listening to children(Coyne et al., 2017; Mendoza, 2009; Nikken & Opree, 2018). The existing literature supports our finding that active media mediation of parents with parental warmth was highly expected in the conceptual framework, as supported by the literature.

Contrary to our hypothesis our results from the current study showed that there was a positive relationship between restrictive media mediation and parental warmth and a negative relationship between restrictive media mediation and obedience demanding behavior. Other researchers have reached a similar conclusion and concluded that there is a positive relationship between parental warmth and restrictive mediation (Warren & Aloia, 2019). In our study, restrictive media mediation was conceptualized to be parents' management of media activities of children by setting time limits and rules not allowing for child's participation and using rewards and punishments. Thus, we had expected that these more authoritarian strategies could be negatively associated with parental warmth. Even though this finding seemed to not support our hypotheses, it is consistent with our findings on the relationship between parental media mediation and parental conflict. Parents who are warm towards their children seem to have high levels of media mediation independent of the type of mediation used. It is possible that being involved in media activities whether the strategies used are deemed optimal or not is a quality of warm parents. Additionally, during the pandemic, while children were not allowed to go outside, play with friends, or go to schools in person, most of these activities took place online. Thus, it is possible to conclude that even parents who were warm felt

the need to use more restrictive strategies as the lives became online more and more and children faced a serious risk of overuse of the media (Montag & Elhai, 2020).

All in all, our findings showed that there was a negative relationship between obedience demanding behavior and restrictive media mediation seems to contradict previous research that there is a positive relationship between restrictive mediation and demandingness in that high obedience demanding behavior predicts high restrictive mediation (Eastin et al., 2006). However, it may not cause conflict if the restrictive mediation is implemented in a consistent way (Valcke et al., 2010). The literature partially supports our study result. That is, we did not examine whether restrictive mediation is applied consistently or inconsistently in our study. Assuming that the parents with restrictive mediation practice consistently, it can be said that the relationship between restrictive mediation and conflict was not supported.

Again, as we previously speculated, when it comes to media mediation, parenting strategies may be actualized differently and what we call authoritarian may not be such and suggest a more involved and a more authoritative approach.

6.5 Moderating role of parenting on the association between parental media mediation and parent-child conflict

The fourth research question had aimed to investigate the moderating role of parenting on the relationship between parental media mediation and parent-child conflict. It was hypothesized that parental warmth would positively moderate the association between active media mediation and parent-child conflict while that parental warmth would positively moderate the association between restrictive media mediation and parent-child conflict. Also, it was hypothesized that obedience demanding behavior would negatively moderate the association between active

media mediation and parent-child conflict, while obedience demanding behavior would negatively moderate the association between restrictive media mediation and parent-child conflict.

Our results did not confirm our first and second hypotheses by showing that warmth parenting attitudes did not moderate the associations between active media mediation and parent-child conflict and the associations between restrictive media mediation and parent-child conflict.

In contrast to our results, the previous studies confirmed and emphasized that parental warmth is not only supporting the child's autonomy but also explaining the reason for the rules, highlights the thoughts of the children and strengthen the parent-child relationship while reducing parent- child conflict (Hefner et al., 2019; Valkenburg et al., 2013). When this relationship dynamic is evaluated in the context of parent-child conflict, although the parent adopts a restrictive media mediation strategy, it reduces the conflict if the parent applies such strategies with a warm attitude. However, our findings (H4a and H4b) showed that parental warmth does not moderate the associations between parental media mediation and parent-child conflict.

The reason why the literature does not support the current findings may be other factors other than parental warmth that affect the relationship between media mediation and parent-child conflict. For example, according to the ecological techno-subsystem theory, there are many factors that differentiate the parent-child relationship between the systems, such as the child's media use frequency, media use tools, parent working hours, and parental attitudes (Lauricella et al., 2015). The reason why parental warmth does not have a moderation role may be due to other underlying reasons in this sophisticated and complicated structure. For example,

even if the parent is warm, the parent's working hours may reduce the time a parent spends with their child. The parent who cannot spend enough time with their child may not be able to take action regarding the child's media use.

On the other hand, our results from the current study confirmed the third hypothesis by showing that obedience demanding parenting attitudes negatively moderated the associations between active media mediation and parent-child conflict. Finally, the results did not confirm the last hypothesis by showing that obedience demanding parenting attitudes did not moderate the associations between restrictive media mediation and parent-child conflict.

Existing literature shows that the way parental media mediation is implemented plays a role in the strategy's effectiveness (Hefner et al., 2019). This may also impact the relationship with which parenting attitude media mediation is applied. For example, if parental media mediation is applied with the obedience demanding parenting dimension to control the child, it increases the degree of parent-child conflict (Valkenburg et al., 2013; Yang et al., 2021). In other words, parental obedience demanding behavior and parental media mediation contributes and may create conflict. It shows that all types of parental mediation (active and restrictive mediation) together with the parental control dimension will increase parent-child conflict (Barber & Harmon, 2002). Active media mediation and restrictive media mediation adopted with demandingness parenting affect the parent-child relationship. It increases parent-child conflict (Valkenburg et al., 2013).

The literature partially supports our findings. Our findings address that there was no moderation effect of demandingness on the relationship between restrictive mediation and conflict. However, obedience demanding parenting moderated the associations between active media mediation and parent-child conflict. In other

words, if parents apply an active mediation strategy with demanding to parent, parent-child conflict increases. Obedience demanding dimensions include control restrictions, high expectations from the child, prohibitions, and punishments. Even if the parent adopts active media mediation, if the parent mostly controls the child and has high expectations from the child, the conflict between them may increase. In the light of reaction theory, children may experience motivational arousal as a result of their parents behaving in ways that go against their own freedoms, needs, and limits. And so, the conflict between parent and child can increase.

Existing studies show that inconsistent restrictive mediation may cause conflict with the dimension of demandingness. That is, if restrictive mediation is applied consistently, it is likely not to cause conflict with the obedience demandingness dimension. Inconsistent behaviors will negatively affect the parent-child relationship as much as controlling behaviors. Restrictive mediation with an inconsistent way includes unpredictable rules and expectations(Valkenburg et al., 2013).

In line with the literature, we did not examine constraint mediation inconsistent or consistent in this study. The reason why restrictive mediation does not conflict with the demandingness dimension may be because parents consistently implement restrictive mediation. If parents regularly and consistently practice restrictive mediation, children may adopt their parents' expectations, even if they are restrictive, and may not react to their parents' controlling behavior. Thus, it can be explained that the obedience demanding dimension does not have a moderate effect on the relationship between restrictive mediation and parent-child conflict.

CHAPTER 7

CONCLUSION

All in all, the current study examined the role of parenting (parental warmth and obedience demanding behavior) on the relationship between parental mediation (active and restrictive mediation) and parent-child conflict. There are not enough comprehensive studies on parent media mediation and the parent-child relationships especially in non-western cultures. Therefore, this study was expected to contribute to the literature especially in terms of the regulatory role of the parenting and the parent-child relationship.

Our results also showed a significant relationship between parenting and parent-child conflict. These findings are showing that even in the middle of the pandemic, parenting practices matter and that parents need to pay particular attention to being warm towards their children. Moreover, the study's main aim was to investigate the moderating role of parenting on the relationship between parental media mediation and parent-child conflict.

Our results showed that there is no moderation of obedience demanding parenting attitudes on the relationship between active media mediation and parent-child conflict. Also, there is no moderation effect of parental warmth on the parental media mediation and parent-child conflict and there is a moderation effect of demandingness on the restrictive media mediation and parent-child conflict. It is possible to conclude that the link between warmth and conflict is strong and robost, yet demanding parenting combined with less optimal parental media mediation strategies, there seems to be more conflict between children and parents. Finally, this study contributes to future studies and literature by addressing the relationship

between parent media mediation, parenting and parent-child conflict within the context of the parent-child relationship especially in a time in history where dynamics of home, parent- child relationship and the overall context for children's schooling and socializing has gone through rapid changes.

The study showed that parental mediation shapes the parent-child relationship, whether active or restrictive. Parent mediation reduces parent-child conflict. In other words, the role of parents in their children's media use regulates the parent-child relationship. The study can guide teachers, parents, and policy makers in this regard because many parents do not know how to act on their children's media use. Parents are unsure of how to implement practices to avoid conflicts with children. But even the fact that the child and the parent cooperate in the use of digital contributes to the parent-child relationship. Rather than increasing the anxiety levels of parents about the harms of excessive screen use and the risks of technology use, it would be the most appropriate action for the development of children to provide guidance on solutions.

Another important result of the study is that as parents adopt media mediation, children's use of social media on weekdays and weekends and the screen time they play games decrease. One of the striking results of the study is that the regulatory role of parents is directly related to children's screen time, regardless of active or restrictive media mediation. Likewise, the increase in parent-child conflict with the use of social media on weekdays and weekends and the increase in the screen time children spend playing games is another critical result. While parents aim to reduce the negative effects of digital media use, they also try to prevent risks. Creating programs and providing training on media mediation strategies play an important role for parents who are looking for strategies related to this. Similarly, the

increase in parent-child conflict is extremely critical for the parent-child relationship as children's social media use and gaming screen time increases. Understanding the variables that will cause parent-child conflict will increase the awareness of parents and will support the close parent-child relationship at home.

Educational content on how parents can organize their relationship with children in different contexts will also lead parents to have practical knowledge of the application. For example, while limiting the child's use of screen time, while watching television together, children can be asked questions about the content and discussed about the media content, thus enriching the parent-child relationship.

Considering that families with limited resources cannot access to the internet in Turkey, it was not possible to collect data from such families as the method for data collection for the current study was using online surveys. Therefore, collecting data through online questionnaires is one of the study's limitations (Nevski & Siibak, 2016).

Nevertheless, future research can be conducted on how digital media interactions shape parent-child conflicts in families with limited or no Internet access. Future studies can be conducted with parents who have children over 72 months to examine the relationship in depth. In addition, it is possible to work with the parents of primary school age students who have are attending formal education. Since children who start formal education spend less time at home, their media usage time may decrease compared to younger children. Therefore, children's media use, parental mediation, and parent-child relationship may change. For example, the period of time 3–4-year-old children watch movies or cartoons regardless of any device is 12 hours and 42 minutes per week. This period decreases to 11 hours and 6 minutes per week in children aged 5-7 years. In children aged 8-11, the rate of

viewing decreases even more, to 10 hours and 30 minutes per week (Office of Communications., 2020). Therefore, children's media use, parental mediation, and parent-child relationship may change. Due to the impact of culture on family dynamics, an international study may lead to a richer perspective on the subject. Thus, cross cultural studies may be conducted in the future to see how children and the families are negotiating the demands of the online life and their relationships.

It is important that the future studies pay particular attention to methods and the measurements to collect data. The parental mediation test used in the study was limited to measuring parents' active and restrictive mediation. In addition to active and restrictive mediation types, scales covering other mediation types can be used in parental mediation. Furthermore, apart from the quantitative studies, qualitative studies can be conducted on the subject to develop and in-depth understanding of the phenomena explored in the present study. In the present study, there was a scale used to assess the conflict with parents and children. It would be beneficial in the future to assess conflict using different measures such as more direct observations of the parents and children. Additionally, parent child conflict could be explored in different domains such as media use, chores, self -care, feeding, sleep etc. Focus on the populations who live in more rural settings, various income and educational levels could be helpful in the future studies as well as including more representative and a larger number of participants. It is also possible that depending on the purpose that the media is used for, parents may adopt more than one strategy at the same time tailored to specific purpose, or they may switch between strategies based on the context and the time of the day or whether more essential tasks are completed at the time or not (Blum-Ross & Livingstone, 2016). For example, it is possible that while a parent can employ more active media mediation strategies on a weekend during a

time period where the kids are fed, both parents and the children are rested and there is nothing else urgent to attend to. On the other hand, during a weekday at night right when it is time to go to bed, or eat dinner, parents may use more restrictive media mediation. Parents can also use a combination of multiple mediation strategies (Benedetto & Ingrassia, 2021). For example, while the parent adopts a restrictive mediation strategy for game time, the parent may adopt a more active mediation while the child is working on a task that has educational purposes. This study did not distinguish between the type of the task, or the context and the media mediation strategy employed. Thus, the lack of a clear distinction between the tasks and the context for the proposed strategies can be considered a study limitation.

In short, digital media technologies and online activities have become increasingly essential in children's lives and surround children's daily lives. However, the use of digital technologies brings positive and negative effects. At this point, parents are trying to find a balance in their children's media usage and exploring strategies to regulate children's behaviors. It is also a great concern both for the educators and the parents that increased use of media is stealing time and energy from other more developmentally appropriate experiences, such as play and peer interaction. It seems that parents and the teachers are going to be challenged even more as we move more into a digital age perhaps redefine methods of child rearing and education. It seems so far that the goal now is to increase positive effects of media while reducing adverse effect and finding a balance that focuses on the optimal development of the children (Livingstone & Helsper, 2008).

APPENDIX A

ETHICAL PERMISSION FORM

Evrak Tarih ve Sayısı: 03.11.2021-36981

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER YÜKSEK LİSANS VE DOKTORA TEZLERİ ETİK İNCELEME
KOMİSYONU
TOPLANTI KARAR TUTANAĞI

Toplantı Sayısı   : 23
Toplantı Tarihi   : 03.11.2021
Toplantı Saati   : 14:00
Toplantı Yeri   : Zoom Sanal Toplantı
Bulunanlar   : Prof. Dr. Ebru Kaya, Prof. Dr. Fatma Nevra Seggie, Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen
Bulunmayanlar   :

Elif Zeynep Özbey

Temel Eğitim

Sayın Araştırmacı,

"Ebeveyn Medya Arabuluculuğu ve Ebeveyn-Çocuk Çatışması Arasındaki İlişkide Ebeveynlik Tutumlarının Düzenleyici Rolü" başlıklı projeniz ile ilgili olarak yaptığınız SBB-EAK 2021/70 sayılı başvuru komisyonumuz tarafından 3 Kasım 2021 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Bu karar tüm üyelerin toplantıya çevrimiçi olarak katılımı ve oybirliği ile alınmıştır. COVID-19 önlemleri kapsamında kurul üyelerinden ıslak imza alınamadığı için bu onay mektubu üye ve raportör olarak Fatma Nevra Seggie tarafından bütün üyeler adına e-imzalanmıştır.

Saygılarımızla, bilgilerinizi rica ederiz.

Prof. Dr. Fatma Nevra SEGGIE
ÜYE

e-imzalıdır
Prof. Dr.Fatma Nevra SEGGIE
Raportör

SOBETİK 23 03.11.2021

INFORMED CONSENT FORM FOR PARENTS (ENGLISH)

Institution supporting the research: Boğaziçi University

Research Subject: Child, Media, and Parent Relations

Thesis Advisor: Dr. Instructor Member Ayşegül Metindoğan

Name of the researcher: Elif Zeynep Özbey

Dear Parent,

My name is Elif Zeynep Özbey. I am a graduate student at Boğaziçi University Early Childhood Education. I am conducting a scientific study called "Child Media and Parental Relationships" with my thesis advisor Assist. Prof. Ayşegül Metindoğan. The aim of the study is to examine children's use of digital media and the parent-child relationship. If you want to participate in the research after reading this text that we have prepared to invite you to participate in our research, please tick the checkbox below and proceed to the next page to answer the questions.

After you agree to participate in this study, we first ask you to fill in a demographic information form for yourself and your child, who is between 48-72 months old when filling out the research form. Without your address or identity information, we will ask a number of questions such as gender, household income level, number of technological devices in the household, just to get information about the participants in general. Then, we ask you to fill out a questionnaire that will take approximately 30-35 minutes, which aims to measure parents' attitudes towards their children's media use and the parent-child relationship.

This research is carried out for a scientific purpose and the confidentiality of participant information is kept as a basis. The data will be collected anonymously from the participants and the information will not be shared with anyone. Although you agree to participate in the study, you have the right to withdraw from the study at any stage of the study without giving any reason. If you would like additional information about the research project, please contact the researcher, Boğaziçi University early Childhood Education graduate student Elif Zeynep Özbey or Boğaziçi University Early Childhood Education Faculty Member Dr. Instructor Member Ayşegül Metindoğan. You can consult Boğaziçi University Social and Human Sciences Master's and Doctoral Thesis Ethics Review Committee (SOBETİK) regarding your rights regarding research.

I have read and understood the text above and I agree to participate in the research. I was given contact information where I could ask questions about the study. I understand that I can leave this study whenever I want and without having to give any reason, and that I will not face any negativity if I quit.

I Consent to Participate in the Research.

I Do Not Consent to Participate in the Research.

INFORMED CONSENT FORM FOR PARENTS (TURKISH)

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi

Araştırma konusu: Çocuk, Medya ve Ebeveyn İlişkileri

Tez Danışman: Dr. Öğr. Üyesi Ayşegül Metindoğan

Araştırmacının adı: Elif Zeynep Özbey

Sayın Ebeveyn,

Ben Boğaziçi Üniversitesi Erken Çocukluk Eğitimi Yüksek lisans program öğrencisi Elif Zeynep Özbey. Tez danışmanım Dr. Öğr. Üyesi Ayşegül Metindoğan ile "Çocuk Medya ve Ebeveyn İlişkileri" adında bilimsel bir çalışma yürütmekteyim. Çalışmanın amacı çocukların dijital medya kullanımları ve ebeveyn çocuk ilişkisi incelemektir. Sizi araştırmamıza katılmanız davet etmek üzere hazırladığımız bu metni okuduktan sonra araştırmaya katılmak isterseniz lütfen aşağıda bulunan onay kutucuğunu işaretleyip soruları yanıtlamak üzere bir sonraki sayfaya geçebilirsiniz.

Bu araştırmaya katılmayı kabul etmenizden sonra ilk olarak kendiniz ve araştırma formunu doldururken göz önünde bulundurduğunuz 48-72 ay arasında olan bir çocuğunuz için demografik bilgi formu doldurmanızı istiyoruz. Adres veya kimlik bilgileriniz olmaksızın sadece genel olarak katılımcılar hakkında bilgi edinmek için cinsiyet, hane halkı gelir seviyesi, hanedeki teknolojik aygıt sayısı gibi birtakım soruları soracağız. Ardından ebeveynlerin çocukların medya kullanımına yönelik, tutumları ve ebeveyn çocuk ilişkisini ölçmeyi amaçlayan yaklaşık 30-35 dakika sürecek anketi doldurmanızı rica ediyoruz.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır. Veriler katılımcılardan anonim olarak toplanacak olup bilgiler hiç kimseyle paylaşılmayacaktır. Araştırmaya katılmayı kabul etmenize rağmen, çalışmanın herhangi bir aşamasında hiçbir sebep göstermeden araştırmadan çekilme hakkına sahipsiniz. Araştırma projesi hakkında ek bilgi almak istediğiniz takdirde lütfen araştırmacı Boğaziçi Üniversitesi erken Çocukluk Eğitimi yüksek lisans öğrencisi Elif Zeynep Özbey veya Boğaziçi Üniversitesi Erken Çocukluk Eğitimi Bölümü Öğretim Üyesi Dr. Öğr. Üyesi Ayşegül Metindoğan ile temasa geçiniz. Araştırmayla ilgili haklarınız konusunda Boğaziçi Üniversitesi Sosyal ve Beşerî Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu'na (SOBETİK) danışabilirsiniz.

Yukarıdaki metni okudum anladım ve araştırmaya katılmayı kabul ediyorum. Çalışma hakkında soru sorabileceğim iletişim bilgileri bana bildirildi. Bu çalışmadan istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan ayrılabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anlıyorum.

Araştırmaya Katılmayı Onaylıyorum.

Araştırmaya Katılmayı Onaylamıyorum.

APPENDIX D

DEMOGRAPHIC INFORMATION FORM ABOUT PARENTS (ENGLISH)

The following questions in this section were prepared for gathering general

information regarding you and other parent of your child.

Your gender:	
Your caregiver status:	
Your age (Please indicate as DD/MM/YY):	
How many children do you have?	o1 (One) o2 (Two) o3 (Three) o4 (Four) o5 (Five) o+6 (Six or more)
Please indicate how many years you have studied in total. (For example, 12 years if you are a high school graduate). *Learning periods in parentheses are approximate.	o First school graduate (4 years) o Secondary school graduate (8 years) o High School graduate (12 years) o Vocational school/ Associate degree (14 years) o College graduate (16 years) o Master's graduate (+18 years) o Left from any educational institution.
- If you have left an education level before your graduation throughout your education life, please indicate which class and level you left your education life. Please skip the question if you have not left your education level).	
What is your job? (Please indicate if you sign the other):	o Unemployed

		o Housewife o Small business owner o Teacher o Doctor (MD, vet, etc.) o Academician o Engineer o Civil servant o Other
Other caregiver's relation status with the child:		
Age of the other caregiver (Please indicate as DD/MM/YY):		
Monthly income of the household (Total income including the working individuals):		
Monthly expenditure of the household (Total expenditure including the working individuals):		

Please choose the technological devices in the house (You can choose more than one):							
	0 (None)	1 (One)	2 (Two)	3 (Three)	4 (Four)	5 (Five)	+6 (six and more)
Smart Phone							
Tablet							
Laptop							
PC							
TV							
Game Console (E.g. Nintendo, Xbox, Playstation...)							
DVD/ CD Player							
VR Glass							
Smart Watch/ Wristband							
Digital Camera							

Other							

DEMOGRAPHIC INFORMATION FORM ABOUT PARENTS (TURKISH)

Cinsiyetiniz:	
Çocuğa yakınlık durumunuz:	
Sizin yaşınız. (Gün/Ay/Yıl olarak belirtiniz.):	
Toplam çocuk sayınız	O 1 (Bir) O 2 (İki) O 3 (Üç) O 4 (Dört) O 5 (Beş) O +6 (Altı ve daha fazlası)
Sizin toplam öğrenim gördüğünüz süre kaç yıl ise yıl olarak belirtiniz. (Örneğin lise mezunu iseniz 12 yıl gibi). *Parantez içi öğrenim süreleri yaklaşık olarak belirtilmiştir. *	O İlkokul mezunu (4 yıl) O Ortaokul mezunu (8 yıl) O Lise mezunu (12 yıl) o Meslek yüksekokulu/ Önlisans (14 yıl) oÜniversite mezunu (16 yıl) o Lisansüstü mezunu (+18 yıl) o Herhangi bir eğitim kurumundan terk.
- Öğrenim hayatınız boyunca herhangi bir eğitim seviyesini mezun olmadan terk ettiniz ise lütfen kaçıncı sınıf ve düzeyde öğrenim hayatınızı terk ettiğinizi belirtiniz. (Terk etmediyseniz bir sonraki soruya geçebilirsiniz.)	
Ne iş yapıyorsunuz? (Diğer ise lütfen bunu da belirtiniz).	o İşsiz o Ev Hanımı o Esnaf o Öğretmen o Doktor (Tıp doktoru, veteriner vb.) o Öğretim Üyesi o Mühendis

	o Kamu veya Belediyede Memur o Diğer
Hane halkı aylık geliri (Çalışan bireyler dahil haneye giren tüm gelir).	
Hane halkı aylık gideri (Çalışan bireyler dahil hanenin tüm gideri).	

Evde mevcut olan teknolojik aygıtları seçiniz (Birden fazla seçebilirsiniz.)							
	0 (Mevcut değil)	1 adet (Bir)	2 adet (İki)	3 adet (Üç)	4 adet (Dört)	5 adet (Beş)	+6 adet ve daha fazlası
Akıllı Telefon							
Tablet							
Dizüstü Bilgisayar							
Masaüstü Bilgisayar							
Televizyon							
Oyun Konsolu (Örneğin; Nintendo, Xbox, Playstation...)							
DVD/ CD Oynatıcı							
Sanal Gerçeklik Gözlüğü							
Akıllı Saat/ Bileklik							
Dijital Kamera							
Diğer							

DEMOGRAPHIC INFORMATION FORM ABOUT CHILDREN (ENGLISH)

The following questions after this section were prepared for gathering general information regarding you and your 48-72-month-old child. For this reason, choose only one of your children from this age range and answer the following questions by considering that child and your relationship with that child..	
Age of your selected child (Please indicate as DD/MM/YY)	
Gender of your selected child	
Does your selected child have a special need? (E.g. such as specific learning difficulties, language and speech difficulties, visual impairment)	○ Yes ○ No
Please indicate your selected child's special need (You can select more than one)	○ Specific learning difficulties ○ Language and speech difficulties ○ Pervasive developmental disorder ○ Attention deficit hyperactivity disorder (ADHD) ○ Hearing impairment ○ Visual impairment ○ Mental disability ○ Outstanding and special talent ○ Physical disability ○ Chronic disease and orthopedic incompetence Other:
The age ranking of your selected child among your children (For example; if you have five children and your selected child is the youngest one, mark the 5th or if you have five children and the selected child is the eldest one, mark the 1st)	○ 1. ○ 2. ○ 3. ○ 4. ○ 5. ○ +6.
Does your selected child go to a any educational institution or a place such as kindergarten? Please answer the questions by considering your 48-72-month-old child.	○ Yes ○ No
What kind of educational institution that your selected child goes to? Answer the questions by considering your child, who is between the ages of 48-72 months.	○ Kindergarten ○ Child nursing home ○ Child care center ○ Kids Club ○ Pre-school education institution within the university

	- Pre-school education institution affiliated to the Ministry of Labor - Kindergarten in primary education - Other
How long has your chosen child been attending an educational institution?	

Electronic Devices

Answer the questions by considering your child, who is between the ages of 48-72 months.

Does your selected child have at [o]ne of his/her own devices, such as a smartphone, iPad or computer?			- Yes - No				
Which of the following is or are electronic devices your child uses? (You can choose more than one.)							
	Smart Phone	Smart Watch	Laptop	PC	Tablet	Game Console (E.g; Nintendo, Xbox, Playstation...)	Other
Owned device type							

The aim of using Internet Answer by considering your child, who is between the ages of 48-72 months you have chosen. Indicate the purposes of your chosen child to use the internet. (You can tick more than one option). *	0. Never	1. Rarely	2. Sometimes	3. Often	4. Always
Educational (use for cognitive academic development of the child through platforms such as Eba Google Classroom or Cambly Kids)					

For social media use (Facebook, Instagram, Snapchat, Tiktok tools)					
For gaming purposes (Minecraft game etc.)					
For watching movies / cartoons (watching on any platform such as Youtube, Netflix)					
For family or friendship chat (Skype, Zoom, FaceTime or any other application).					
Other					

Screen Time on Weekdays	
Please indicate the average daily screen time, in hours, that your chosen child spends on weekdays.	
Educational (such as doing homework on Eba)	
For social media use (Facebook, Instagram, Snapchat, Tiktok tools)	
For gaming purposes (Minecraft game etc.)	
For watching movies / cartoons (watching on any platform such as Youtube, Netflix)	
For family or friendship chat (Skype, Zoom, FaceTime or any other application).	
Other	
Screen Time on Weekend	
Indicate the average daily screen time, in hours, that your selected child spends on the weekend.	
Eğitim amaçlı (Örneğin; Eba üzerinden ödev yapmak) Educational (such as doing homework on Eba)	
For social media use (Facebook, Instagram, Snapchat, Tiktok tools)	
For gaming purposes (Minecraft game etc.)	
For watching movies / cartoons (watching on any platform such as Youtube, Netflix)	
For family or friendship chat (Skype, Zoom, FaceTime or any other application).	
Other	

DEMOGRAPHIC INFORMATION FORM ABOUT CHILDREN (TURKISH)

Bu kısımdan sonraki sorular sizinle ve 48-72 ay yaş aralığında bulunan tek bir çocuğunuzla ilgilidir. Bu sebeple bu yaş aralığından tek bir çocuğunuzu seçiniz bundan sonraki soruları o soruları o çocuğu ve o çocukla aranızdaki ilişkiyi düşünerek yanıtlayınız.	
Seçtiğinizin çocuğunuzun yaşı (Gün/ay/yıl cinsinden belirtiniz).	
Seçtiğiniz çocuğunuzun cinsiyeti	
Seçtiğiniz çocuğunuzun herhangi bir öze gereksinimi var mı? (Örneğin, özel öğrer güçlüğü, dil ve konuşma güçlüğü, görme yetersizliği gibi)	o Evet o Hayır
Lütfen seçtiğiniz çocuğunuzun özel gereksinim durumunu belirtiniz. (Birden da belirtebilirsiniz).	o Özel öğrenme güçlüğü o Dil ve konuşma güçlüğü o Yaygın gelişimsel bozukluk o Dikkat eksikliği ve hiperaktivite bozukluğu (DEHB) o İşitme yetersizliği o Görme yetersizliği o Zihinsel yetersizlik o Üstün ve özel yetenek o Bedensel yetersizlik o Süreğen hastalık ve ortopedik yetersizlik o Diğer:
Seçtiğiniz çocuğunuzun tüm çocuklarını arasındaki sırası (Örneğin; Beş çocuğunu varsa ve seçtiğiniz çocuğunuz en küçüks	o 1. o 2. o 3. o 4. o 5. o +6.

çocuk gibi veya beş çocuğunuz arasında büyük çocuksa 1. çocuk gibi)	
Seçtiğiniz çocuğunuz herhangi bir eğitim kurumuna ya da yuva kreş gibi bir yere gidiyor mu? Soruları seçtiğiniz 48-72 ay aralığında bulunan çocuğunuzu düşünere yanıtlayınız.	o Evet o Hayır
Seçtiğiniz çocuğunuzun gittiği eğitim ku ne tür bir eğitim kurumudur? Soruları seçtiğiniz 48-72 ay yaş aralığında buluna çocuğunuzu düşünerek yanıtlayınız.	o Bağımsız anaokulu o Çocuk yuvası o Çocuk bakımevi o Çocuk kulübü o Üniversite bünyelerindeki okul öncesi eğitim kurumu o Çalışma Bakanlığına bağlı okul öncesi eğitim kurumu o İlköğretim bünyesindeki anasınıfı o Diğer
Seçtiğiniz çocuğunuz kaç süredir eğitim kurumuna devam ediyor?	

Elektronik Aygıtlar

Soruları seçtiğiniz 48-72 ay yaş aralığında bulunan çocuğunuzu düşünerek yanıtlayınız.	
Seçtiğiniz 48-72 ay yaş aralığında bulunan çocuğunuzu düşünerek yanıtlayınız. Seçtiğiniz çocuğunuzun interneti kullanma amaçlarını belirtiniz. (Birden fazla seçenek işaretleyebilirsiniz). *	o Evet o Hayır
Aşağıdakilerden hangisi veya hangileri çocuğunuzun kullandığı elektronik aygıtlardandır? (Birden fazla seçebilirsiniz.)	

	Akıllı telefon	Akıllı saat	Dizüstü bilgisayar	Masaüstü bilgisayar	Tablet	Oyun konsolu (Örneğin; Nintendo, Xbox, Playstation...)	Diğer
Sahip olunan aygıt türü							

İnternet kullanım amacı Seçtiğiniz 48-72 ay yaş aralığında çocuğunuzu düşünerek yanıtlayınız. Çocuğunuzun interneti kullanma arını belirtiniz. (Birden fazla seçenek eyebilirsiniz). *	0. Hiçbir zaman	1. Nadiren	2. Bazen	3. Sıkça	4. Çok sık
Eğitim amaçlı (Eba Google Classroom veya Cambly Kids gibi platformlar üzerinden çocuğun bilişsel akademik gelişimi için kullanım)					
Sosyal medya kullanım amaçlı (Facebook, Instagram, Snapchat, Tiktok araçları kullanımı)					
Oyun oynama amaçlı (Minecraft oyunu vb. oyunlar)					
Film/ çizgi film izleme amaçlı (Youtube, Netflix gibi herhangi bir platform üzerinden izleme)					
Aile veya arkadaşlık sohbet amaçlı (Skype, Zoom, FaceTime veya herhangi uygulama üzerinden yapılan görüşmeler).					
Diğer					

Hafta İçi Ekran Süresi	
Seçtiğiniz çocuğunuzun hafta içi ortalama geçirdiği bir günlük ekran süresini saat cinsinden belirtiniz.	
Eğitim amaçlı (Örneğin; Eba üzerinden ödev yapmak)	
Sosyal medya kullanım amaçlı (Facebook, Instagram, Snapchat, Tiktok araçları kullanımı)	
Oyun oynama amaçlı (Minecraft oyunu vb. oyunlar)	
Film/ çizgi film izleme amaçlı (Youtube, Netflix gibi herhangi bir platform üzerinden izleme)	
Aile veya arkadaşlık sohbet amaçlı (Skype, Zoom, FaceTime veya herhangi uygulama üzerinden yapılan görüşmeler)	
Diğer amaçlı	
Hafta Sonu Ekran Süresi	
Seçtiğiniz çocuğunuzun hafta sonu ortalama geçirdiği bir günlük ekran süresini saat cinsinden belirtiniz.	
Eğitim amaçlı (Örneğin; Eba üzerinden ödev yapmak)	
Sosyal medya kullanım amaçlı (Facebook, Instagram, Snapchat, Tiktok araçları kullanımı)	
Oyun oynama amaçlı (Minecraft oyunu vb. oyunlar)	
Film/ çizgi film izleme amaçlı (Youtube, Netflix gibi herhangi bir platform üzerinden izleme)	
Aile veya arkadaşlık sohbet amaçlı (Skype, Zoom, FaceTime veya herhangi uygulama üzerinden yapılan görüşmeler)	
Diğer amaçlı	

PARENTAL MEDIA MEDIATION FORM FOR PARENTS (ENGLISH)

DEAR PARENTS, the questions in this section are about your attitudes towards your child's media use. Please mark the most appropriate option for the questions below. When marking, answer by considering the time that children stay outside of educational online activities such as Eba. Answer the questions by considering your child who is between 48 and 72 months old. Please mark the most appropriate option for the questions below. When marking, answer by considering the time that children stay outside of educational online activities such as Eba. ("Never (1)", "Rarely (2)", "Sometimes (3)", "Often (4)", "Always (5)").	1. Never	2. Rarely	3.Sometimes	4. Often	5. Always
1. I talk to my child about the games s/he plays on the computer/tablet/smartphone.	1	2	3	4	5
2. I talk about the program while watching a program on TV with my child.	1	2	3	4	5
3. I use on-screen alerts (smart signs) to remind my child to stop watching TV/sleep time.	1	2	3	4	5
4. I determine the time my child plays with the computer/tablet/smartphone.	1	2	3	4	5
5. I determine the duration and hours to play with the computer/tablet/smartphone by talking to my child in advance.	1	2	3	4	5
6. I do not allow other members of the family to watch a program that is not suitable for my child.	1	2	3	4	5
7. I arrange my child's television watching hours.	1	2	3	4	5
8. I change the channel when sexually explicit images appear in the TV program my child watches.	1	2	3	4	5
9. While watching TV with my child, I ask him/her questions about the content.	1	2	3	4	5

10. We determine my child's TV watching time together with my child.	1	2	3	4	5
11. I tell my child that some of the things s/he sees on the TV screen are not real.	1	2	3	4	5
12. While watching TV with my child, I share whether the content reflects the real world.	1	2	3	4	5
13. While playing games on a computer/tablet/smartphone with my child, I share whether the content reflects the real world.	1	2	3	4	5
14. While playing games on the computer/tablet/smartphone with my child, I ask him/her questions about the content.	1	2	3	4	5
15. I turn off the computer/tablet/smartphone at mealtime.	1	2	3	4	5
16. I consider smart signals in determining the programs my child will watch on TV.	1	2	3	4	5
17. I tell my child that some things in computer/tablet/smartphone games are not real.	1	2	3	4	5
18. I determine the time my child watches TV.	1	2	3	4	5
19. I talk to my child about the programs s/he watches on TV.	1	2	3	4	5
20. I arrange the time intervals when my child will play with the computer/tablet/smartphone in a way that does not affect his/her basic needs (sleep, nutrition, etc.).	1	2	3	4	5
21. I research the suitability of the TV programs my child will watch in advance.	1	2	3	4	5
22. I limit my child's television viewing time.	1	2	3	4	5
23. I talk to my child about the program before the program s/he watches on TV.	1	2	3	4	5
24. While watching TV with my child, I provide additional information about the content.	1	2	3	4	5
25. When violent images appear in the TV program my child watches, I change the channel.	1	2	3	4	5
26. I talk to my child about the program after watching the program on TV.	1	2	3	4	5
27. I change the channel when there are images of substance use in the TV program my child is watching.	1	2	3	4	5

28. While playing games on a computer/tablet/smartphone with my child, I provide additional information about the content.	1	2	3	4	5
29. I talk to my child about the game after the game he/she plays on the computer/tablet/smartphone.	1	2	3	4	5
30. I talk to my child about the game before playing on the computer/tablet/smartphone.	1	2	3	4	5
31. I arrange my child's hours of playing with the computer/tablet/smartphone.	1	2	3	4	5
32. Together with my child, we determine the amount of time my child plays with the computer/tablet/smartphone.	1	2	3	4	5
33. I talk to my child about the appropriateness of the games s/he plays on the computer / tablet / smartphone.	1	2	3	4	5
34. I arrange the time intervals that my child will watch television in a way that does not affect his/her basic needs (sleep, nutrition, etc.).	1	2	3	4	5
35. I choose the TV program to watch with my child.	1	2	3	4	5
36. I research the suitability of the games my child plays on the computer/tablet/smartphone beforehand.	1	2	3	4	5
37. When there are profanity in the TV program my child watches, I change the channel.	1	2	3	4	5
38. I do not allow other members of the family to play a game that is not suitable for my child on a computer/tablet/smartphone.	1	2	3	4	5
39. I limit the amount of time my child plays on the computer/tablet/smartphone.	1	2	3	4	5
40. I do not use restraint from playing with the computer/tablet/smartphone as a form of punishment for my child.	1	2	3	4	5
41. I do not allow my child to act like characters from games played on a computer/tablet/smartphone.	1	2	3	4	5
42. I do not use abstinence from watching television as a method of punishment for my child.	1	2	3	4	5
43. I do not allow my child to act like the characters in the TV shows.	1	2	3	4	5

PARENTAL MEDIA MEDIATION FORM FOR PARENTS (TURKISH)

DEĞERLİ ANNE/BABA, bu bölümdeki sorular sizin çocuğunuzun medya kullanımına ilişkin tutumlarınızla ilgilidir. Lütfen aşağıdaki sorularda size en uygun olan seçeneği işaretleyiniz. İşaretlerken çocukların Eba gibi eğitime yönelik çevrim içi aktivitelerin dışında kalan zamanı düşünerek yanıtlayınız. Soruları seçtiğiniz 48-72 aylarında olan çocuğunuzu düşünerek cevaplayınız. Lütfen aşağıdaki sorularda size en uygun olan seçeneği işaretleyiniz. İşaretlerken çocukların Eba gibi eğitime yönelik çevrim içi aktivitelerin dışında kalan zamanı düşünerek yanıtlayınız. ("Hiçbir zaman (1)", "Nadiren (2)", "Zaman zaman (3)", "Çoğunlukla (4)", "Her zaman (5)").	1. Hiçbir Zaman	2. Nadiren	3. Zaman zaman	4. Çoğunlukla	5. Her zaman
1. Çocuğumla bilgisayarda/tablette/akıllı telefonda oynadığı oyunlar üzerine konuşurum.	1	2	3	4	5
2.Çocuğumla televizyonda program izlerken program hakkında konuşurum.	1	2	3	4	5
3.Çocuğumun televizyon izlemeyi sonlandırmasında/uyku saatini hatırlatmada ekran uyarılarını (akıllı işaretleri) kullanırım	1	2	3	4	5
4.Çocuğumun bilgisayarla/tabletle/akıllı telefonla oynama süresini ben belirlerim	1	2	3	4	5
5.Bilgisayarla/tabletle/akıllı telefonla oynama süresini ve saatini çocuğumla birlikte önceden konuşarak belirlerim	1	2	3	4	5
6.Çocuğuma uygun olmayan bir programın ailenin diğer üyeleri tarafından izlenmesine izin vermem	1	2	3	4	5
7. Çocuğumun televizyon izleme saatlerini düzenlerim.	1	2	3	4	5
8. Çocuğumun izlediği TV programında cinsel içerikli görüntüler çıktığında kanalı değiştiririm.	1	2	3	4	5

9. Çocuğumla birlikte televizyon izlerken ona içerikle ilgili sorular yöneltirim.	1	2	3	4	5
10. Çocuğumun TV izleme süresini çocuğumla birlikte belirleriz.	1	2	3	4	5
11. Çocuğuma TV ekranında gördüğü bazı şeylerin gerçek olmadığını anlatırım	1	2	3	4	5
12. Çocuğumla televizyon izlerken içeriğin gerçek dünyayı yansıtıp yansıtmadığı hakkında paylaşımlarda bulunurum	1	2	3	4	5
13. Çocuğumla bilgisayarda/tablette/akıllı telefonda oyun oynarken içeriğin gerçek dünyayı yansıtıp yansıtmadığı hakkında paylaşımlarda bulunurum.	1	2	3	4	5
14. Çocuğumla birlikte bilgisayarda/tablette/akıllı telefonda oyun oynarken ona içerikle ilgili sorular yöneltirim.	1	2	3	4	5
15. Yemek saatinde bilgisayar/tableti/ akıllı telefonu kapatırım.	1	2	3	4	5
16. Çocuğumun televizyonda izleyeceği programları belirlemede akıllı işaretleri dikkate alırım.	1	2	3	4	5
17. Çocuğuma bilgisayar/tablet/akıllı telefon oyunlardaki bazı şeylerin gerçek olmadığını anlatırım.	1	2	3	4	5
18. Çocuğumun TV izleme süresini ben belirlerim.	1	2	3	4	5
19. Çocuğumla televizyonda izlediği programlar üzerine konuşurum.	1	2	3	4	5
20. Çocuğumun bilgisayarla/tabletle/akıllı telefonla oynayacağı zaman aralıklarını temel gereksinimlerini (uyku, beslenme vb.) etkilemeyecek şekilde düzenlerim.	1	2	3	4	5
21. Çocuğumun izleyeceği TV programlarının uygunluğunu önceden araştırırım	1	2	3	4	5
22. Çocuğumun televizyon izleme süresine sınır koyarım.	1	2	3	4	5
23.Çocuğumla televizyonda izlediği program öncesinde program hakkında konuşurum	1	2	3	4	5
24. Çocuğumla birlikte televizyon izlerken içerikle ilgili ek bilgiler veririm	1	2	3	4	5
25. Çocuğumun izlediği TV programında şiddet içerikli görüntüler çıktığında kanalı değiştiririm.	1	2	3	4	5

26. Çocuğumla televizyonda izlediği program sonrasında program hakkında konuşurum.	1	2	3	4	5
27. Çocuğumun izlediği TV programında madde vb. kullanımı içerikli görüntüler çıktığında kanalı değiştiririm.	1	2	3	4	5
28. Çocuğumla birlikte bilgisayarda/tablette/akıllı telefonda oyun oynarken içerikle ilgili ek bilgiler veririm.	1	2	3	4	5
29. Çocuğumla bilgisayarla/tabletle/akıllı telefonla oynadığı oyun sonrasında oyun hakkında konuşurum.	1	2	3	4	5
30. Çocuğumla bilgisayarda/tablette/akıllı telefonda oynadığı oyun öncesinde oyun hakkında konuşurum.	1	2	3	4	5
31. Çocuğumun bilgisayarla/tabletle/akıllı telefonla oynama saatlerini düzenlerim.	1	2	3	4	5
32. Çocuğumun bilgisayarla/tabletle/akıllı telefonla oynama süresini çocuğumla birlikte belirleriz.	1	2	3	4	5
33. Çocuğumun bilgisayarda/tablette/akıllı telefonda oynadığı oyunların uygunluğu hakkında onunla konuşurum.	1	2	3	4	5
34. Çocuğumun televizyon izleyeceği zaman aralıklarını temel gereksinimlerini (uyku, beslenme vb.) etkilemeyecek şekilde düzenlerim.	1	2	3	4	5
35. Çocuğumla birlikte izleyeceğimiz TV programının seçimini ben yaparım.	1	2	3	4	5
36. Çocuğumun bilgisayarda/tablette/akıllı telefonda oynadığı oyunların uygunluğunu önceden araştırırım.	1	2	3	4	5
37. Çocuğumun izlediği TV programında küfür içerikli görüntüler çıktığında kanalı değiştiririm.	1	2	3	4	5
38. Çocuğuma uygun olmayan bir oyunun bilgisayarda/tablette/akıllı telefonda ailenin diğer üyeleri tarafından oynanmasına izin vermem.	1	2	3	4	5
39. Çocuğumun bilgisayarla/tabletle/akıllı telefonla oynama süresine sınır koyarım.	1	2	3	4	5
40.Bilgisayarla/tabletle/akıllı telefonla oynamaktan alıkoymayı çocuğum için bir ceza yöntemi olarak kullanmam.	1	2	3	4	5
41. Çocuğumun bilgisayarda/tablette/akıllı telefonda oynadığı oyunların karakterleri gibi davranmasına izin vermem.	1	2	3	4	5

42. Televizyon izlemekten alıkoymayı çocuğum için bir ceza yöntemi olarak kullanmam	1	2	3	4	5
43. Çocuğumun televizyonda izlediği programlardaki karakterler gibi davranmasına izin vermem.	1	2	3	4	5

THE CHILD REARING QUESTIONNARIE (ENGLISH)

These sentences describe some of the situations you will encounter while raising a child. Please read each sentence and mark how well these statements apply to you. For this, choose one of the options "never (1)" "rarely (2)" "sometimes (3)" "often (4)" or "always (5)". There is no right or wrong answer. Our aim is only to learn about mothers' behavior in raising children. Please do not leave blank statements. Answer the questions by thinking about your child, who is 48-72 months old.	1.Never	2.Rarely	3.Sometimes	4.Often	5.Always
1. I expect my child to do what he or she is told without explanation.	1	2	3	4	5
2. When my child is scared or upset, I comfort him/her and treat him/her with understanding.	1	2	3	4	5
3. I expect my child to do what I want immediately, without delay.	1	2	3	4	5
4. When I ask my child for something, I ignore his/her requests or objections.	1	2	3	4	5
5. I express my love for my child by cuddling, kissing, and hugging him/her.	1	2	3	4	5
6. I expect my child to obey their parents without question.	1	2	3	4	5
7. I cuddle or hug my child for no particular reason.	1	2	3	4	5
8. I tell my child how happy he or she makes me.	1	2	3	4	5
9. I want my child to do what s/he is told without question.	1	2	3	4	5
10. There are moments when my child and I are warm and very close.	1	2	3	4	5
11. I enjoy listening to my child and doing things with him/her.	1	2	3	4	5
12. I like to hug and kiss my child.	1	2	3	4	5
13. I feel close to my child when s/he is happy or when she is worried.	1	2	3	4	5
14. I joke and play with my child.	1	2	3	4	5
15. Even if my child protests, I make sure that s/he eats the food I put in front of him/her until the end.	1	2	3	4	5

ÇOCUK YETİŞTİRME ANKETİ (TURKISH)

Bu cümleler çocuk yetiştirirken karışılacağınız birtakım durumları anlatmaktadır. Lütfen ben her cümleyi okuyup bu ifadelerin size ne kadar uyduğunu işaretleyiniz. Bunun için" hiçbir zaman (1)" "çok seyrek (2)" "bazen (3)" "çoğu zaman (4)" veya "her zaman (5)" seçeneklerinden birisini seçiniz. Doğru veya yanlış cevap yoktur. Amacımız, yalnızca annelerin çocuk yetiştirme konusundaki davranışlarını öğrenmektir. Lütfen boş ifade bırakmayınız. Soruları 48-72 aylarında olan seçtiğiniz çocuğunuzu düşünerek cevaplayınız.	1.Hiçbir Zaman	2.Çok Seyrek	3.Bazen	4.Çoğu Zaman	5.Her Zaman
1. Çocuğumun kendisine söyleneni açıklamasız yapmasını beklerim.	1	2	3	4	5
3. Çocuğum korkmuş ya da üzüntülü olduğu zaman, onu rahatlatır ve ona anlayışlı davranırım.	1	2	3	4	5
4. Ondan istediğim bir şeyi, çocuğumun oyalanmadan hemen yapmasını beklerim.	1	2	3	4	5
5. Çocuğumdan bir şey istediğimde, onun isteklerine ya da itirazlarına aldırmam.	1	2	3	4	5
6. Çocuğuma sevgimi, onu kucaklayarak, öperek ve sarılarak ifade ederim.	1	2	3	4	5
7. Çocuğumun, anne ve babasına sorgusuz itaat etmesini beklerim.	1	2	3	4	5

9. Belirli bir neden olmaksızın, çocuğumu kucaklar veya ona sarılırım.	1	2	3	4	5
13. Çocuğuma, onun beni ne kadar mutlu ettiğini söylerim.	1	2	3	4	5
15. Çocuğumun, kendisine söyleneni tartışmasız yapmasını isterim.	1	2	3	4	5
16. Çocuğumla benim, sıcak ve çok yakın olduğumuz anlar vardır.	1	2	3	4	5
18. Çocuğumu dinlemek ve onunla bir şeyler yapmaktan zevk alırım.	1	2	3	4	5
23. Çocuğumu kucaklamayı ve öpmeyi severim.	1	2	3	4	5
26. Çocuğum mutlu olduğunda da endişeli olduğunda da kendimi ona yakın hissederim.	1	2	3	4	5
29. Çocuğumla şakalaşır ve oyun oynarım.	1	2	3	4	5
30. Çocuğum itiraz etse bile, önüne koyduğum yemeği sonuna kadar yemesini sağlarım.	1	2	3	4	5

PARENT-CHILD CONFLICT FOR PARENTS (ENGLISH)

The questions in this section aim to understand your relationship with your child. Answer the following questions by considering your child who 48-72 months is old. Evaluate the extent to which each of the following statements reflects your relationship with your child. Considering the degrees below, circle the appropriate number for each expression. Definitely not appropriate (1), Not very appropriate (2), Undecided (3), Fairly appropriate (4), Strongly appropriate (5)	1 Definitely not appropriate	2. Not very appropriate	3. Undecided	4. Fairly appropriate	5. Strongly appropriate
1.My child and I seem to be in constant conflict with each other.	1	2	3	4	5
2.My child does not want to accept help when s/he needs it.	1	2	3	4	5
3.My child can easily get angry with me.	1	2	3	4	5
4.My child feels like I am treating him/her unfairly.	1	2	3	4	5
5.My child asks for my help even when s/he doesn't really need it.					
6.My child sees me as a source of punishment and criticism.	1	2	3	4	5
7. My child gets hurt or becomes jealous when I spend time with other children.	1	2	3	4	5
8. My child maintains anger or resistance even after punishment.	1	2	3	4	5
9. When my child misbehaves, s/he tries to understand my reaction from my look or tone of voice.	1	2	3	4	5
10. Taking care of my child consumes my energy.	1	2	3	4	5
11. When my child is in a bad mood, I know a long and difficult day awaits us.	1	2	3	4	5
12. My child's feelings towards me are unpredictable or may change at any time.	1	2	3	4	5
13. Despite all my efforts, I am not at all satisfied with the way we deal with my child.	1	2	3	4	5
14. My child whines or cries when s/he wants something from me.	1	2	3	4	5
15. My child acts sneaky on me or exploits me.	1	2	3	4	5

PARENT-CHILD CONFLICT FOR PARENTS (TURKISH)

Bu bölümdeki sorular çocuğunuzla ilişkinizi anlamayı amaçlamaktadır. Aşağıdaki soruları 48-72 aylarında olan seçtiğiniz çocuğunuzu düşünerek cevaplayınız. Aşağıdaki her bir ifadenin çocuğunuz ile ilişkinizi hangi derecede yansıttığını değerlendiriniz. Aşağıdaki dereceleri düşünerek, her bir ifade için uygun rakamı yuvarlak içine alınız. Kesinlikle uygun değil (1), Pek uygun değil (2), Karasızım (3), Oldukça uygun (4), Kesinlikle uygun (5) *	1.Kesinlikle Uygun	2. Pek Uygun Değil	3.Kararsızım	4.Oldukça Uygun	5.Kesinlikle Uygun
1.Çocuğumla ben sürekli olarak birbirimizle çatışma halinde gibiyiz.	1	2	3	4	5
2.Çocuğum ihtiyaç duyduğunda yardım kabul etmek istemez.	1	2	3	4	5
3.Çocuğum bana kolaylıkla öfkelenebilir.	1	2	3	4	5
4.Çocuğum kendisine adaletsizce davranıyorum gibi hisseder.	1	2	3	4	5
5.Çocuğum gerçekten ihtiyaç duymadığı zamanlarda bile benim yardımımı ister.					
6.Çocuğum beni bir ceza ve eleştiri kaynağı olarak görür.	1	2	3	4	5
7.Ben başka çocuklarla zaman geçirdiğimde çocuğum incinir ya da kıskançlık gösterir.	1	2	3	4	5
8.Çocuğum cezalandırıldıktan sonra bile kızgınlığını veya karşı koymasını sürdürür.	1	2	3	4	5
9.Çocuğum yanlış bir davranışta bulunduğunda, bakışımdan ya da ses tonumdan benim tepkimi anlamaya çalışır.	1	2	3	4	5
10. Çocuğumla ilgilenmek enerjimi tüketiyor.	1	2	3	4	5
11. Çocuğum kötü bir ruh hali içinde olduğunda, bizi uzun ve zor bir günün beklediğini biliyorum.	1	2	3	4	5
12. Çocuğumun bana karşı duygularının ne olacağı önceden kestirilemez ya da her an değişebilir.	1	2	3	4	5
13. Tüm çabalarıma rağmen çocuğum ile anlaşma biçimimizden hiç memnun değilim.	1	2	3	4	5
14. Çocuğum benden bir şey istediğinde sızlanır ya da ağlar.	1	2	3	4	5
15. Çocuğum bana karşı sinsice davranır ya da beni kullanır.	1	2	3	4	5

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