

Children's Use of Technology and Its Negative Impacts From Mother's Perspective

Research Article

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ABSTRACT

The increased rate of technology usage that started globally with Generation Y has climbed to even higher levels with Generation Z. Widespread Internet usage has come with some risks that are now threatening children such as bullying, racism, deception and sexual abuse. The main purpose of this research is to consider mothers' opinions of their children's habits in using technological tools and the problems observed in children due to the use of technology and addresses in detail how mothers manage their children's technology use and the problems associated with this usage. This research was carried out with 20 mothers whose children are primary school students. The content analysis method was used for the analysis of the data obtained during the research. The data obtained during the research was evaluated by two different specialists to determine the relevant themes. The inter-observer reliability coefficients regarding these two evaluations were calculated. Research findings show that mothers generally see themselves as a parent enough. Most of the mothers stated that the use of technology caused some problems in their children. However, it can be said that mothers are insufficient to cope with these problems and that they exhibit inconsistent behaviors in coping with problem behaviors.

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Introduction

Today being a mother seems to be easier compared to the old days. Things like access to clean water, packaged food, and safe home environments may be thought to make domestic life easier for mothers in many ways. Moreover, today's mothers also decide on their own when to have a baby thanks to advances in medical science including birth control methods or treatments that make it possible for women to become pregnant at a later age (Blaffer, 1999). Yet, despite all this, research shows that mothers are not that happy (BPI, 2018). Social changes that have been hastened by recent industrial and technological developments have also

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transformed familial patterns and roles. The number of households has declined, divorce rates have risen and the number of working women has increased (Kağıtçıbaşı, 2006). Especially with technological communication channels such as media and the Internet coming into play, the concept of familial emotional closeness has undergone a change (Poole, 2005) and parents have begun to feel under more pressure to meet the emotional needs of their children (Kağıtçıbaşı, 2006; Pais, 2006). Furthermore, it can be seen that women are more involved when it comes to the sharing of parental responsibilities. For instance, a Turkish Statistical Institute research (2018) says that women spend five times more time than men on household and family care. According to Wepman (2017), today an average mother works for the happiness and welfare of her children more than ever before at any time in history. However, despite such increased efforts, children think that they are not loved enough. And almost 90% of mothers blame themselves for not being a good enough mother (Borg, 2017). In short, motherhood gets more and more difficult with each passing day with the increasing responsibilities for mothers who, on the other hand, blame themselves thinking that they fail to allocate enough time to their children.

Another issue with parenting that puts mothers under stress and brings along new problems is the fact that the use of technology increases daily and yet the starting age for children using technology has become much younger. The increased rate of technology usage that started globally with Generation Y has climbed to even higher levels with Generation Z (Karahisar, 2013). So much so that these children who were born into technology become familiar with technological tools such as tablets, smartphones, televisions and computers at a very young age. We have all come across many cases in many different places where either a mother or father gives their babies a technological tool to make them stop crying or shouting, or to encourage them to eat, or just to entertain them. For example, children start using computers at an average age of eight according to data from the Turkish Statistical Institute. It can be seen that children start using the Internet on their own from as young as six years old and that 45.6% of children between 6 and 15 years of age use the Internet every day (TurkStat, 2013). In addition, these figures are from five years ago. A TurkStat research (2018) on households' use of information technology indicates that the percentage of individuals using the Internet reached 72.9% while the percentage of households with Internet access at home reached 83.8%. As is the case in all other parts of the world, the Turkish Generation Z were also born into technology, and accessing and using technological tools in daily life is now becoming easier and more prevalent for them.

But does the technology that is so popular and easy to access cause problems, especially for children? It is enough to take a quick glance at news reports to find the answer to this question. For example, the Blue Whale Challenge that went viral all over the world frequently makes headlines - as you can see below - for causing children and youngsters to die. Blue Whale kills in Ordu, Turkey this time! (ShiftDelete.Net, 2017) Blue Whale Challenge kills in Bursa, Turkey (Sözcü, 2018). Perhaps children's suicides represent the most obvious negative impacts of technology use. In addition to this, technology use also causes some other negative impacts - of course not as bad as suicide but more widespread and longer lasting. Widespread Internet usage has come with some risks that are now threatening children such as bullying, racism, deception and, perhaps the most dangerous, sexual abuse. Also, such threats not only stem from children's close social circles but they can also come from different countries beyond borders regardless of time and place (Livingstone & Haddone, 2009).

The use of social media, which has increased in popularity particularly in recent years, is also becoming more and more popular among children. Children with access to the Internet spend a significant amount of time on social media, according to research carried out as part of the project EU Kids Online which was designed to shed light on Internet usage by children between the ages of 9 and 16 in Turkey. 62.3% of children stated that they use the Internet to watch short videos while 51.7% use it for gaming, 46.1% for logging into their social media profiles, 45.5% for exchanging emails, 45.3% for instant messaging, 45.2% for downloading

songs or videos and 42.2% for watching or reading the news. In addition, it was also seen that a majority of children lack adequate skills to use the Internet, thereby encountering many online risks (Karakuş, et. al., 2013). What is more unfortunate is that adults also do not really know how to guide their children when it comes to using social media or how to protect them against online risks. Research by Parlak Yorgancı (2018), based on interviews with adults with different roles in life such as a parent, teacher, school director and pedagogue, indicates that adults do not have enough knowledge or otherwise have inconsistent knowledge regarding topics such as using social media, guiding children for a safer social media experience, or avoiding online risks.

The main purpose of this research is to consider, from the perspective of mothers, the use of technology which is now more widespread, easier to access and has become rather more of a need. This research study also includes mothers' opinions of their children's habits in using technological tools such as smartphones, computers, tablets, etc. and the problems observed in children due to the use of technology and addresses in detail how mothers manage their children's technology use and the problems associated with this usage. In addition, the research further aims to reveal how the relationship between parents and children is affected by the use of technology which is now more widespread and accepted as causing many problems.

Method

This research used phenomenology from qualitative research designs to study mothers' parenting behaviors and their perception on how they see themselves as a parent, as well as their opinions regarding their children's use of technology. The phenomenology design focuses on the phenomena of which we are aware but for which we do not have an in-depth and detailed understanding (Yıldırım & Şimşek, 2011). For example, problems that come to light due to children's use of technology represent a frequently seen phenomenon. The phenomenology design creates a suitable platform for research studies when it comes to such phenomena with which we are not that unfamiliar but also regarding which we have little understanding.

Data Collection and Analysis

This research was carried out with 20 mothers whose children are primary school students. The content analysis method was used for the analysis of the data obtained during the research. The surveyed mothers were asked seven open-ended questions with regards to how they perceive their own parenting roles, their children's technology usage habits and the associated consequences. The questions were asked of the mothers face-to-face by the respective school psychological counselors and their answers were taped for later examination. The data obtained during the research was evaluated by two different specialists to determine the relevant themes. Then those two specialists separately evaluated the content and included it into the designated themes. The inter-observer reliability coefficients regarding these two evaluations were calculated using the following formula proposed by Miles and Huberman (1994).

$$Reliability = \frac{Number\ of\ Agreements}{Total\ Number\ of\ Agreements + Disagreements}$$

It is expected, where the initial values obtained with regards to the inter-observer reliability, would mostly turn out to be under .70. The recommended approach for such situations is to have observers carry out a second round of a coding process a few days later on an empty copy. Having inter-observer reliability values above .70 in the second evaluation is considered an adequate basis for the reliability level of the evaluations (Miles & Huberman, 1994). The inter-observer reliability values obtained within the scope of this research can be seen in Table 1.

Table 1. Inter-observer reliability coefficients obtained for research questions

Items	1	2	3	4	5	6	7
Reliability coefficient	0,75	0,95	1,00	1,00	1,00	1,00	0,80

The reliability coefficients obtained as a result of the evaluations carried out by two different specialists can be considered as proof for the reliability of the data obtained from the research.

Data Collection Tool

The mothers were asked seven open-ended questions during the research. The questions sought to shed light on the mothers' perceptions about themselves, their relationship with their children, their children's technology usage habits and the associated consequences. The research questions were shaped by the researcher by having regard to the literature and, in addition, experts were consulted regarding their opinions of the questions. The seven questions gathered together as a result were asked to two of the mothers on paper to see whether the questions were clear enough. In light of the data obtained following this preliminary practice the research questions took their final shape. Below are the open-ended questions used during the research:

1. How would you describe yourself as a mother?
2. What do you do with your child (what activities)?
3. How much of the day does your child spend interacting with technological tools such as television, tablet, smartphone or computer?
4. Do you find yourself having arguments with your child regarding his/her use of technology?
5. Does your child neglect his/her responsibilities such as school assignments due to him/her spending time on channels including television and the Internet?
6. Are there times when your child prefers to spend his/her time on technological tools such as television, computer, etc. rather than playing with his/her friends?
7. What are the most significant problems you have noticed about your child that you think could be due to the use of technology?

Study Group

The study group of this research consisted of 20 mothers whose children are primary school students in the provincial area of Gaziantep. The qualitative data obtained from the face-to-face interviews conducted with the mothers through the school psychological counselors was included into the themes designated by the specialists and frequencies were provided for each question. The tables include information in parentheses at the end of the answers by the mothers indicating the answering mother, the mother's age and educational background respectively (e.g. A1-30-Primary School). The demographic data regarding the study group can be found in Table 2.

Table 2. Demographic characteristics of the study group

Marriage Status		Education Level		Working Status		The Average Age		
n	%	n	%	n	%			
Married	19	95	Elementary	7	35	Working	9	45
Single	1	5	High School	3	15	Not Working	11	55
			University	10	50			

Findings

This research study, which sought to obtain information from a mother's perspective, focused on how mothers perceive their parenting behaviors, identify their interactions with their children and view their children's habits regarding the use of technological tools such as tablets, smartphones, computers, etc., as well as what they describe as domestic issues associated with those technological habits. This made it possible to collect in-depth data regarding the mothers' own parenting skills, as well as how such skills contribute to their interactions with their children and how they help with solving problems. The data obtained was divided into categories following the content analysis carried out by two different specialists, and answers to each of the questions were provided in tables.

Table 3. Mothers' perceptions of themselves as a parent.

Categories	n	Discourse of Mothers
Positive	10	I am self-sacrificing and patient mother. (M1-38-University)/I am disciplined mother. I am disciplined as I have the urge to control since I am a teacher. Also, I am positive, caring, self-sacrificing and tolerant person. (M9-35-University)/ I am a mother who is always behind my child and do everything I can. (M16-31-High School)/ Good, caring, I am always supporting them to go to school. I am preparing everything until they come back. When they return from school, I leave my baby and take care of them. (M17-29-Elementary)
Negative	4	I am a non-normative mother. (M6-30-Elementary)/ I am normative mother. (M10-37-University)/ I am soft mother who does everything her child wants and who cannot stand her child crying. (M12-35-University)/I am soft and non-normative mother. (M15-38-High School)
Both Positive and Negative	6	I am mother who does everything my child asks, never makes her sad, companionate and interested. (M2-36-High School)/ I am a mother who cares for her child, does everything her child says, and helpful. (M7-37 University)/ I am excessively controlled mother, also a mother who loves her children and cares for them. I am self-sacrificing. (M13-45-University)/ Sometimes I say I am a good mother but sometimes when I use violence, I say I am a bad mother. I regret hitting them, I even cry. (M20-26-Elementary)

Table 3 shows how each surveyed mother sees herself as a mother. The answers given by the mothers form three main categories which are "positive", "negative" and "positive/negative". An examination of the answers by the 20 surveyed mothers shows us that one out of every two mothers, in other words, half of the mothers see themselves as parents with positive attitudes and behaviors. Four of the mothers negatively judged themselves as a parent due to their behaviors, such as failing to set rules, and six of the mothers expressed that they feel like they have both positive and negative characteristics.

Table 4. The activities of mothers with their children

Categories	n	Discourse of Mothers
Domestic/Outdoor Activities	13	I frequently take her to park. I even play with her dolls. I tell stories. (M7-37-University)/ We play games in house, we go to movies. (M10-37-University)/ I play with them when he plays with his sister. We go to park. We read books. We watch cartoons together. (M12-35-University)/ We have a mother-daughter day with my daughter, we go out and spend time together. We eat, we go to movies, we do shopping. Also, we do activities like doing experiment. (M19-32-University)
Domestic Activities	5	I paint, draw but I don't play games. (M6-30-Elementary)/ I play games, we read, we read stories. (M8-32-University)/ I play with her dolls, I make doll clothes and we put these clothes on the dolls. (M15-38-High School)/ I always talk to her, I ask what she did in school and I ask about her friends. We play games. For example, we play music on television and we dance. (M17-29-Elementary)

Outdoor Activities	1	I love taking my children to park and do what they want to do. (M18-28-Elementary)
Nothing	1	We do nothing. We only watch television together. I don't have time to do other things.

Table 4 indicates mother-child activities. The answers given by the mothers form four categories here which are "Domestic/Outdoor Activities", "Domestic Activities", "Outdoor Activities" and "Nothing". A majority of the surveyed mothers expressed that they do both domestic (reading stories, playing games, etc.) and outdoor activities (going to a playground or movies, etc.) with their children. Five of the mothers said that they only have time for domestic activities whereas one mother said that she only has enough spare time for outdoor activities. Only one of the mothers stated that she cannot do any activities with her children due to lack of time. A very large number of the mothers ($n=13+5=18$) opted for domestic activities during the times they spend with their children. This is the case both for working and stay-at-home mothers.

Table 5. Assessments of mothers' use of technology for their children

Categories	n	Discourse of Mothers
5 Hours and Above	8	If we don't prevent him, he can spend the whole day. He spends 5 hours per day even though we prevent him. (M3, 30 University)/ He is watching television when he returns from school until he sleeps. Also, he is playing games on neighbour's computer. (M5, 40 Elementary School)/ He always plays with phone, he never looks around. He watches television from 15:00 until he sleeps. I mean 6 hours or so. (M6, 30 Elementary School)/ She is living an integrated life with the tablet. She plays 5 hours per day. (M12, 35-University)
3-5 Hours	4	If I let her, she can play with tablet and watch television, but we are trying to draw the limit. She watches television for 1 hour and plays on tablet for 2 hours. (M2, 36 High School)/ He spends time on phone for 1 hour and watches television for 2 hours. (M8, 32, University) / At least 2-3 hours. (M15, 38 High School)/ He comes back from school around 12, he eats between 1-2, he has class between 3-5 and he spends time until 8. I mean, 3 hours on average. (M18, 28-Elementary)
2-3 Hours	3	It changes but he loves playing with tablet. He plays with tablet 1 hour per day and watches television 1 hour per day. (M9, 35 University)/ She watches television. We don't have tablet and I don't give telephone to her. She watches 2 hours. (M17, 31 Elementary)/ We don't have tablet, she watches television for 2 hours. (M20, 26-Elementary)
1-2 Hours	3	She watches television at home, around half an hour, maybe one hour, sometimes we watch cartoons on computer for about half an hour. (M1, 38 University)/ We don't use tablet and I don't give her phone. I let her watch television for 1 hour. (M16, 31, High School) / 1 hour. (M19, 32-University)
Less than 1 hour	2	If we don't set rules, he wants to spend his time but since we have rules, he can play with it 1 hour in every two weeks. (M10, 37 University)/ We don't have tablet, he can't even suggest getting a phone, he never plays on computer, he watches television when he has time after homework, but does not enjoy it that much, he likes watching with his siblings. He does not go over half an hour. (M11, 32-University)

Table 5 shows in the first line technology use of five hours and more stated by eight people. This is followed by 3-5 hours/day ($n=4$, 20%), 2-3 hours/day ($n=3$, 15%) and 1-2 hours/day ($n=3$, 15%) of technology use respectively. Only two of the mothers stated that their children use technology for less than an hour every day. Considering the data in this table, it can be said that the mothers do not impose any rules or limitations when it comes to their children's use of technology.

Table 6. Conflict between mothers and children for technology use

Categories	n	Mother's Discourse
Yes	18	We have lots of conflicts. (M1, 38-University)/ Yes. I want to turn off the television, he screams, I cannot resist and hit him. (M4, 25 Elementary)/ Yes, we do, she cries a lot when we don't let her. (M6, 30 Elementary)/ Of course we do, but I cannot cope. (M12, 35-University)
No	2	No. (M16, 31 High School)/ No we don't, because we are a family that cares for her in the house. (M11, 32-University)

Table 6 indicates that a very large number of the mothers (n=18, 90%) have arguments with their children due to the child's time spent watching television, or using a computer, tablet or smartphone, etc. Only two of the mothers (10%) stated that they do not have arguments with their children.

Table 7. Children's negligence due to technology use

Categories	n	Mother's Discourse
No	11	If I don't get a hold of this situation, he will, but I don't let him. (M2, 36 High School)/ We don't have problem as we have rules. (M8, 32 University)/ No, she doesn't. (M10, 37 University)/ No, she doesn't. She wants to sit and watch after she finishes her homework. (M18, 28-Elementary)
Yes	9	Yes. He doesn't want to do homework. (M3, 30 University)/ Yes, he is not interested with school or classes. (M5, 40 Elementary)/ If it is up to him, he will not do his homework but he does by force. (M13, 45 University)/ Sometime but not too frequently. (M17, 31-Elementary)

When the mothers were asked the question whether their children neglect their responsibilities such as school assignments, personal hygiene or room tidiness due to their use of technology, 11 of them (55%) gave the answer "no" whereas nine mothers (45%) gave a "yes". The mothers who gave the answer "yes" think that school assignments are the most neglected responsibility.

Table 8. Children's preference to use technology or spend time with friends

Categories	n	Mother's Discourse
Yes	13	Yes, he chooses television. Since he always fights with people, he cannot make friends. (M4, 25-Elementary)/ Yes. She wants to watch television rather than meeting with friends. (M6, 30 Elementary)/ He does not have many friends, he generally plays on tablet. When someone gets home, he does not care. (M12, 35 University)/ If we play with someone he likes, he does, but when we have someone he doesn't like, he plays with tablet. (M14, 30-Elementary)
No	7	No. (M16, 31 High School)/ No, she loves playing with friends. (M17, 31 Elementary)/ No, she loves playing with friends. (M18, 28 Elementary)/ No, he loves playing with friends. (M20, 26-Elementary)

Table 8 gives insight into whether the children prefer technology over their social relations with friends. Most of the mothers (n=13, 65%) stated that their children prefer technology-based activities such as watching TV or playing games on tablets or computers over spending time with their friends. Seven of the mothers stated that their children prefer to play games with their friends more than using technology.

Table 9. Children's problem due to technology use

Categories	n	Mother's Discourse
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Multiple Problems	8	He is antisocial and he has tendency to violence. I mean not from something he watches, but when we ask to give the phone back, he doesn't want to give it back, he cries, hits and shouts. (M1, 38 University)/ He has become violent. She doesn't hear or care when I call. (M4, 25 Elementary)/ Yes, he has eye problems and he is more absent-minded. (M6, 30 Elementary)/ She is more forgetful. Also, she has eye problems and using glasses. She doesn't hear me when I call her and she has violent reactions due to games. (M13, 45-University)
Behaviour Disorder	4	He downloads weird games without my knowledge and he learns bad words from these games. Sometimes when he plays games that are not appropriate for his age, he has nightmares. (M7, 37 University)/ For example, there are video games he watches on television, he thinks we are that character and I am thinking that if he is living their reality. (M8, 32 University)/ When he is on computer, when he is playing games, I can see that he is extremely excited, his legs are trembling and he is biting his nails. (M10, 37 University)/ I can say that he is addicted, he can't do anything without it. Sometimes I charge it on the other room and he screams to ask where it is. (M14, 30-Elementary)
No Problem	4	Since we don't have technology addiction, we don't have any problem. (M11, 32 University)/ No, we don't have problem. (M16, 31 High School)/ I don't know, we don't have any problems. (M17, 31 High School)/ We don't have any problems. (M19, 32-University)
Attention Deficit	3	She is absent-minded and distracted. (M9, 35 University)/ He is absent-minded, he doesn't hear door ringing or his sister crying. When I call him, he only hears me after the third call. (M18, 28 Elementary)/ He seems to have attention deficit. (M20, 26-Elementary)
Physiological Problems	1	She has eye problems. (M15, 38-High School)

Finally, the mothers think that multi-problems (n=8, 40%) covering a range of issues, such as behavioral disorders and distractibility, are the most notable among the problems they see in their children due to their use of technology. This is followed in the second line by mothers who said that they only observe behavioral disorders (n=4, 20%) and those who said that they do not see any problems (n=4, 20%). Three mothers (15%) stated that their children suffer from distractibility due to the use of technology while one mother (5%) mentioned physiological problems.

Conclusion and Discussion

It can be said that the surveyed mothers generally perceive themselves as adequate mothers. The mothers who gave negative answers to the first question mainly see themselves as desperate and weak when it comes to disciplinary skills, such as the ability to manage arguments with their children and to set rules for children to follow. The expressions of regret in the mothers' answers indicate that they know that they are taking the wrong approach but they still feel desperate as a result of not having enough knowledge about how to manage the arguments that they have with their children. In fact, it is possible that problems that may arise due to a child's nutrition, illness and development make women consider themselves as bad and incompetent mothers in the mother-child relationship that starts with pregnancy (Eraslan, 2016). Motherhood that begins with pregnancy is a worrisome process for women as much as being a source of happiness. Gender-based roles such as giving birth and taking care of a baby (the breastfeeding period) can also be seen as the reasons behind why women are two or even three times more likely than men to suffer from certain psychiatric disorders such as anxiety disorders, depression and obsessive compulsive disorders (Kring, Johnson, Davison, Neale, 2014).

It can be said in general terms that the mothers take care of their children and plan and do activities together. For example, only one of the mothers gave the answer “nothing” to the question “What do you do with your child (what activities)?” due to lack of time whereas all the other mothers said that they do several activities with their children either at home or outside including watching movies, painting, going to a film or playground, and playing house. It was also observed that the mothers try to show their positive feelings for their children mainly in a verbal or physical manner such as by kissing, hugging or otherwise expressing their love. In addition, the mothers who try to gain information about their children from different sources including their friends, teachers or the children themselves so as to get to know them better say that they know their children well in general terms. When asked the question “How much do you think you know your child? Do you know them well?”, almost all the mothers (n=19, 95%) answered “Yes, I know them well”. Although the answers by the mothers generally turned out to be positive with regards to the parent-child relationship, their own parenting roles and their approach to raising a child, they can be mentioned in a different situation in practice.

A similar picture appears upon examination of the mothers’ attitudes towards their children’s use of technology. For example, eight of the mothers gave the answer “five hours and more” to the question “How much of the day does your child spend interacting with technological tools such as television, tablet, smartphone or computer?” while four of them said “between three to five hours” and three of them said “between two to three hours” and another three said “between one to two hours”. Only two mothers stated that their children spend less than an hour a day on technology. According to the American Psychological Association (APA) (2018), among issues that need to be considered for children of six years and over for the healthy use of technology are the facts that the use of technology should not negatively affect their sleeping time or replace their real time friendships and that the technological tools should not be used as if they are toys. Although there is no specific time limitation per day for children of six years and over, you can recognize that something is wrong with your child’s use of technology if your child delays his/her main responsibilities, gets into more arguments with their adult family members, or prefers to spend less time with his/her real friends. For example, when asked the question “Do you find yourself having arguments with your child due to his/her use of technology?” 13 mothers (65%) gave the answer “yes”. Or when asked the question “Does your child neglect his/her responsibilities such as school assignments due to him/her spending time on channels including television and the Internet?” nine mothers said “yes” while 11 mothers said “no”. In another question 13 mothers (65%) stated that their children prefer to spend their time on technological tools rather than playing with their friends. Finally, for the question “What are the most important problems you have noticed about your child that you think could be due to the use of technology?” only four of the mothers said that they do not see any problems whereas the remaining 16 mothers (80%) expressed that they have noticed distractibility and a decline in their children’s social skills in addition to some physiological problems such as vision disorders and behavioral issues including swearing, shouting or having nightmares. All these answers actually show that children do not use technology correctly and that the mothers lack sufficient knowledge on how to handle, especially problematic, internet usage.

It can be said that the findings indicate that the use of technology which has rapidly increased since the beginning of the 21st Century has many negative impacts on children. For example, cases such as cyber bullying, which has emerged as a result of technological developments, has increased significantly in incidence among adolescents. 87% of youngsters suffer from cyber bullying and as a result experience undesirable feelings such as anger and shame, according to 2014 research by McAfee, an internet security company (APA, 2018; McAfee, 2014). Even though the mothers who took part in the research expressed positive feelings and reflected positive thoughts and ideas about how they perceive their parenting skills they still have difficulties particularly in handling problematic behavior, managing arguments they have with their children and guiding their children on how to use the technology correctly. It can be said that it is necessary to increase

mothers' awareness regarding such issues and inform them about how to use the technology correctly in order to ensure healthy future generations. It is thought that training programs for mothers can be more efficient if more emphasis is placed on topics such as peaceful argument resolution, handling problematic behavior and children's use of technology. Examination of the answers provided by the mothers indicates that, in general terms, the mothers know about right and wrong parenting behaviors. However, despite such awareness, it is also seen that the mothers fail to display correct parenting attitudes as evidenced by their expressions of regret, sadness and despair. In fact, this is more often the case than is generally believed. For example, Yanchar et. al. revealed in their two different research studies undertaken in 2014 and 2015 that mothers know why they should use a car seat for their children but that they do not necessarily enforce the use of car seats. Hence, it is thought that increasing the number of parental training program topics that aim to help with behavioral changes, gaining new skills and practicing such skills through homework will make such programs much more beneficial for both mothers and children.

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