



Examining the Use of Technological Tools by Children Between the Ages of Zero and Three, Based on Parental Views*

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ABSTRACT

Technology has an important place in the lives of individuals and is also present in the lives of children from an early age. The use of technological tools, especially in early childhood can have a profound effect on children's developmental processes. The aim of the study is to examine the use of technological devices by children between the ages of zero and three based on parental views. The study, based on the descriptive research model, was conducted with parents who live in Turkey, have a social media or e-mail account, and have children between the ages of zero and three. The sample was determined using the snowball sampling method. Data from 310 parents who volunteered to participate in the study, had children between 0-36 months old, and answered all the questions in the data collection tool were evaluated. In the study, data were collected online via Google Form prepared by the researchers and analyzed using descriptive analysis and chi-square test. According to the research results, the most frequently used technological device by parents is the smartphone, followed by television, computers and tablets. It was also determined that parents give technological devices to their children most often when feeding them or doing work. According to parents' opinions, the technological devices most frequently used by children are smartphones, followed by television and tablets. The research shows that increasing parental awareness regarding the balanced and conscious use of technology is important in supporting the healthy development of children from an early age.

KEYWORDS

Technology; technological devices; infancy; parental views; 0-3 years.

INTRODUCTION

Rapidly developing technology has brought about significant developments in communication and correspondence, and the wireless communication tools used have spread rapidly due to the advantages they provide, and their demand has increased (Geylani, 2016). It is seen that technology is used not only for communication purposes, but also in various areas such as education, health, and transportation, in a way that affects daily life (Aral & Doğan, 2018). With changing living conditions, technology has become more and more prevalent in people's lives (Güngör, 2020), and has begun to be used intensively in information sharing and communication. Technology, which has many benefits with its effective and correct use, also has visible negative aspects. It is emphasized that children are especially affected by these negativities (Aral, 2018).

This rapid development and use of technology causes babies to become familiar with and use technological devices more quickly (Işıkoğlu & Ergenokon, 2021). The infancy and early childhood period, which cover the first years of life, are very important because they are the period when the brain, the most important part of the central nervous system, develops most rapidly (Temel et al., 2016; Trawick-Swith, 2013). Beyond passive screen exposure, the nature of digital engagement in early childhood is evolving toward more interactive experiences. Blumberg et al. (2024) highlight that children's learning in the context of digital games is becoming a central theme in modern play, emphasizing that the quality of content and the context of use are as critical as the duration of exposure. This suggests that even for the youngest age groups, the transition from simple viewing to interactive digital play necessitates a more nuanced understanding of how these tools facilitate or hinder early cognitive milestones. During this period, families can be an example to their children in every sense with their attitudes towards technological devices and shape their lives (Kay & Sağlam, 2020). Özdemir Ürün and Oğuz Atıcı (2024) determined that children who started using technology at the age of 12 months started using technology, and that the technology use skills of the group whose age of starting using technology was 72 months were lower than the group that was introduced to technology at an earlier age.

It is observed that children who spend too much time with technological devices experience problems such as depression, anxiety, lack of attention, and inability to control their emotions (Park & Park, 2014). It is also stated that children who spend time with touch screens spend less time on social activities (Lin et al., 2020). Aslan et al. (2022) found that 86.5% of children in the first three years of their lives use at least one technological device, and there was no significant difference between the child's use of technological devices and language development scores.

The American Academy of Pediatrics (AAP) stated in 2019 that children under 18 months should stay away from using technology, and explained that video calls can only be made with family elders under parental supervision, and stated that it is appropriate for children aged 18-24 months to use technology with their parents and with time limits, in accordance with their

age and development level (APA, 2019). However, it is observed that children are very interested in technological devices, especially in the first three years when brain development is important, and families frequently use technological devices to calm their children down. At the same time, Işıkoğlu and Ergenekon (2021) observed that mothers with babies aged 0-36 months think that technological devices have some benefits, such as video calls, and they use technological devices more in situations such as feeding and calming. Kadan and Aral (2018) also stated in their study that 48.7% of children watch television while eating, and 31.4% of children who watch television while eating watch television until they finish eating. According to a report by the Common Sense media group, babies under two years old spend 49 minutes a day in front of a screen, use YouTube more than television videos, and especially between 2017 and 2020, the rate of children aged two and under watching YouTube increased from 8% to 17% (cit. Aral, 2022).

Studies have revealed that most preschool children use technological devices, mostly television, smartphones and tablets (Aral & Doğan Keskin, 2018; Rathnasiri et al., 2022; Yıldız & Akyel, 2024); preschool children play games on their mobile phones and watch cartoons on their mobile phones (Aral & Doğan Keskin, 2018; Kadan & Aral, 2018). At the same time, it has been observed that most preschool children who use technological devices are exposed to screens for more than an hour a day, children spend a lot of time in front of the television, especially before the age of TWO, their children start using devices from the age of two, and parents' use of technological devices has an effect on the age at which children start using technological devices (Rathnasiri et al., 2022; Yıldız et al., 2022). Furthermore, the scope of digital tools in early childhood has expanded to include structured activities such as coding, which were previously reserved for older age groups. A systematic review by Uğraş et al. (2025) underscores the growing trend of introducing coding activities in early childhood, indicating a shift in the academic discourse toward viewing technology not just as an entertainment medium, but as a platform for developing computational thinking from the earliest years of life.

As seen in the studies, excessive use of technological tools from an early age can negatively affect children's development (Aslan et al., 2022; Lin et al., 2020; Park & Park, 2014). For this reason, it is necessary to determine the general situation in order to ensure the conscious use of technological tools. In particular, determining the level of use at very early ages is considered important in order to reduce the risks that threaten development and to encourage conscious use. In this context, it is thought that the study conducted will make significant contributions to parents and the field. Based on this idea, the aim of the current study is to examine the use of technological tools by children between the ages of zero and three in line with the opinions of parents. For this purpose;

- How often do parents of children between the ages of zero and three use which technological devices?
- How often they allow their children to use which technological devices and for what purposes they allow their children to use the technological devices,

- Whether the technology use of children in these families varies according to demographic variables (such as the age and educational status of the parents),
- Parents' use of social media and sharing of their children's photographs on social media were examined.

METHOD

The research is in the quantitative research dimension and is in the descriptive research model. The descriptive model is a type of research that examines an event or situation in depth, quantitatively or qualitatively, and explains it as it exists (Balci, 2019).

Universe and Sample

The research was conducted with parents living in Turkey, having social media or e-mail accounts, and having children between the ages of zero and three. The sample was determined in two ways using the snowball sampling method. In the first stage, the number of children between the ages of zero and four in Türkiye was examined. In this context, it was determined that there were 5,667,173 children in the first three years of age (TUIK, 2023). Since the number of children in the first three years of age in the universe was more than one million, a sample of at least 384 volunteer parents was determined with the snowball method in order to represent the parents of the children with a 95% confidence interval and a 5% margin of error (Yazıcıoğlu & Erdoğan, 2004). In addition, power analysis was used to calculate the sample size of the research. As a result of this calculation, the sample size was determined as 143. Considering that there would be data loss, the sample size was increased by 50% and determined as 286 parents. It was decided that the sample size determined with the two methods would not be less than 300 and not more than 384. In this context, an information note explaining the purpose of the study was sent to parents via social media or e-mail using the snowball sampling method. Parents who agreed to participate in the study were included in the study by filling out the informed consent form. Of the parents determined by the snowball method, parents who agreed to participate in the study and had children with typical development in the first three years of life were included in the study. The data of 310 parents who participated in the study voluntarily, had children between 0-36 months, and answered all the questions in the data collection tool were evaluated.

Data Collection Materials

In the study, the researchers prepared the Google form by scanning the literature in order to determine the use of technological devices by children between the ages of zero and three. The prepared Draft Survey Form consists of 2 sections. The first section includes questions such as the sociodemographic characteristics of the mother and father, whether they use technological devices, which technological devices they use and when they use them, and the second section includes questions about the child, such as which technological devices the children use, how often, for what purpose and with whom. The prepared draft survey form was sent to nine experts (1 professor, 1 associate professor, 3 experts and 1 measurement and evaluation expert,

2 software engineers, 1 preschool teacher in the field of child development) via e-mail and their expert opinions were received. The experts evaluated the questions in the draft survey form as “Appropriate, Partially Appropriate, Not Appropriate” in terms of suitability for purpose and comprehensibility. Since the experts evaluated the survey form in three ways, the Lawshe technique was used in calculating the Content Validity rates. According to expert opinion, firstly, since the number of experts was 9, the items with a scope validity rate below .75 were determined and these questions were re-examined. Within this scope, the items that needed correction were edited. The first obtained KGI was found to be 0.83. The necessary edits were made to the items that required correction, the items with a scope validity rate below .75 were removed from the form and the form was arranged as 30 items. In line with the expert opinions received, the survey form was re-arranged and the edited form was sent to three experts (1 child development specialist, 1 measurement and evaluation specialist, 1 software engineer). After the feedback received from the experts, the survey form was edited and made ready.

The survey form, which was created in line with expert opinions and aimed at determining the use of technological devices by children between the ages of zero and three, consists of two sections. The first section includes questions about the sociodemographic characteristics of the mother and father, whether they use technological devices, which technological devices they use and when they use them, and questions about the parents themselves. The second section includes questions about which technological devices children use, how often they use them, for what purpose and with whom.

Data Collection Method

Among the parents with social media and e-mail accounts, those who met the criteria for inclusion in the study and agreed to participate in the study were interviewed and information notes explaining the purpose of the study were sent. The survey form prepared in line with the purpose of the study was sent as a Google form to the social media and e-mail addresses of the parents who wanted to participate in the study and they were asked to fill out the survey form. The survey forms of the parents who filled out and sent the form were examined and the form of the parent who answered all the questions was evaluated.

Analysis of Data

The data were analyzed using SPSS program, and descriptive analysis was used in the analysis. In this context;

- Frequency and percentage values to determine the duration of parents' use of technology, the technological tools they prefer, the times they give technological tools to their children, the precautions they take regarding the use of technological tools, and the status of sharing their children's photos on social media,
- Frequency and percentage values were used to determine whether children use technological devices, which technological devices they use, with whom and for what purposes, when they were introduced to tablets, phones and televisions and when they started using them, what their reactions were when technological devices were not provided and screen time.

- The duration of technology use by parents, sharing of their children's photos on social media and their children's use of technology, according to the parents' age and education level,
- Parents' use of technology and sharing of their children's photos on social media, according to their technology usage time,
- Children's technology use is affected by parents sharing their children's photos on social media,
- Chi-square test was used to determine whether the screen time of children using technology and the time they are acquainted with, use of tablets, phones and televisions have an effect on the technology use time of their parents.

Ethical Dimension of the Research

The ethics committee decision of the study was taken on 18.10.2023, and the parents who agreed to participate in the study participated voluntarily by filling out the informed consent form.

Limitations of the Study

The research is limited to data obtained from parents who have children between the ages of zero and three and who have a social media or e-mail address, in order to examine the technology usage status of children aged zero to three, in line with the opinions of the parents. The utilization of snowball sampling alongside online data collection tools may have inherently excluded parents with limited technological access or lower digital literacy. Consequently, this introduces a selection bias that restricts the generalizability of the findings to the broader Turkish population, predominantly reflecting the perspectives of a digitally active demographic.

FINDINGS

The findings of the research, which aimed to investigate the use of technological devices in children aged 0–3 years through parental perspectives, are detailed below.

When Table 1 is examined, it is seen that 58.1% of mothers use technology for one to three hours, 65.5% of fathers use technology for four hours or more; 35.4% of parents use smart phones, 62.9% share their children's photos on social media platforms, 56% use technological devices to feed their children for entertainment and education purposes, 44% give them while they are doing work to control their behavior, 41.5% offer their children real experiences (guiding them to play, etc.) regarding technological devices, 37.8% distract their children, and 20.7% do nothing.

As seen in Table 2, it was determined that 31.9% of children in the zero-three age group use technological devices, 44.4% of the children who use technological devices use smart phones, 36.5% use televisions, and 19.1% use tablets; 59% use technological devices with their parents, 40.9% use them with other people (alone, grandparents, siblings); 53.2% use technological devices for playing games, watching videos, listening to music, and communicating, and 46.8% use them to watch cartoons.

It was observed that 78.5% of children using smartphones were introduced to smartphones at 12 months or younger, 30.4% started using their phones at 12 months or younger, and 45.6% used their phones for 31 minutes or more. It was determined that 86.1% of children using television were introduced to them at 12 months or younger, 46.1% started using them at 12 months or younger, and 60% watched television for 31 minutes or more. It was determined that 67.6% of children using tablets were introduced to tablets at 12 months or younger, 82.3% started using them at 25 months or older, and 38.2% used their tablets for 31 minutes or more. It was determined that when children were not given technological devices, 64.3% showed behaviors such as aggression and unresponsiveness, 35.7% showed crying reactions, and 60.6% spent 31 minutes or more on screen.

When Table 3 is examined, there is no significant relationship between the duration of technology use by mothers and fathers, sharing photos of their children, and their use of technology, according to the age of the parents. ($p>.05$)

As seen in Table 4, there is a significant relationship between the mother's education level and the duration of father's technology use ($\chi^2=6.29$; $df=2$; $p<.05$). 51.2% of the spouses of mothers with high school or below high school education use technology for one to three hours, and 48.8% use technology for four hours or more. 67.5% of the spouses of mothers who are university graduates use technology for four hours or more, and 32.5% use technology for one to three hours. 70.3% of the spouses of mothers with postgraduate education use technology for four hours or more, and 29.7% use technology for one to three hours. In other words, as the mothers' education level increases, the time fathers spend with technological devices also increases. As seen in the table, there is no significant relationship between the time mothers spend with technological devices, sharing their children's photos, and children's use of technology according to the parents' education level ($p>.05$).

The study revealed a significant correlation between maternal education levels and the duration of paternal technology use, a finding that warrants a deeper sociological and developmental interpretation. In contemporary family structures, particularly within high-socioeconomic households, highly educated mothers are more integrated into professional life, which often leads to a more egalitarian redistribution of childcare responsibilities. As fathers in these dynamics take on more active caregiving roles, they may paradoxically utilize technological devices as 'digital co-parents' to manage this transition or to provide sedentary engagement for the child. Furthermore, mothers with higher education levels may possess greater awareness of digital literacy and could be encouraging fathers to engage with the child through educational digital content. This suggests that in such households, paternal technology use is not merely a distraction but has become a multifaceted tool integrated into the father's caregiving routine and the child's early digital environment.

As seen in Table 5, while there is a significant relationship between parents sharing their children's photos on social media and mothers' technology usage time ($\chi^2=14.95$; $p<.001$), no significant relationship was found between fathers' technology usage time ($p>.05$). When

parents share photos, 49.7% of mothers use technology for one to three hours, 50.3% for four hours or more, and when parents do not share photos, 72.2% of mothers use technology for one to three hours, 27.8% for four hours or more. In other words, sharing their children's photos on social media platforms increases mothers' technology usage time.

When the table is examined, there is a significant relationship between the duration of technology use of mothers and fathers and the use of technological devices by children (mother: $\chi^2=5.48$; $p<.05$; father: $\chi^2=4.38$; $p<.05$). It was determined that 26.7% of the children of mothers who use technological devices for one to three hours, 39.2% of the children of mothers who use technological devices for four hours and more, 24.3% of the children of fathers who use technological devices for one to three hours, and 36% of the children of fathers who use technological devices for four hours and more use technological devices. In other words, it is seen that as the duration of parents' use of technological devices increases, children also use technological devices at a higher rate.

As seen in Table 6, according to the duration of parents' technology use, no significant relationship was found between the time children using technology became acquainted with the tablet and the duration of tablet use ($p>.05$), but a significant relationship was found between the time they used the tablet [Mother ($\chi^2=9.30$; $p<.001$; Father: $\chi^2=5.53$; $p<.05$)]. It was determined that 74.5% of the children of mothers who used technological devices for one to three hours started using the tablet when they were 24 months or younger, and 25.5% when they were 25 months or older; 44.2% of the children of mothers who used technological devices for four hours or more started using the tablet when they were 24 months or younger, and 55.8% when they were 25 months or older. 79.2% of the children of fathers who used technological devices for one to three hours started using the tablet when they were 24 months or younger, and 20.8% when they were 25 months or older; It was determined that 52% of the children of fathers who used technological devices for four hours or more started using tablets when they were 24 months old and younger, and 48% when they were 25 months old and older. It was concluded that children started using tablets from a very early age due to the use of technological devices by both mothers and fathers.

When Table 7 is examined, no significant relationship was found between the time children using technology were introduced to the phone, the time they started using the phone, and the duration of phone use, according to the duration of technology use by their parents ($p>.05$).

As seen in Table 8, no significant relationship was found between the duration of parents' use of technology and the time children who use technology use television and the duration of television use ($p>.05$). While there was a significant relationship between the duration of mothers' use of technology and the time children who use technology were introduced to television ($\chi^2=7.32$; $p<.05$), no significant relationship was found between the duration of fathers' use of technology and the time children who use technology were introduced to television ($p>.05$). It was seen that 93.6% of the children whose mothers used technological

devices for one to three hours were introduced to television at 12 months or younger, 6.4% at 13 months or older, while 73.1% of the children whose mothers used technological devices for four hours or more were introduced to television at 12 months or younger, and 26.9% at 13 months or older.

DISCUSSION AND CONCLUSION

As technology use increases day by day, screen addiction is also becoming one of today's problems. Not only adults and parents, but also children are introduced to screens at a very young age. This situation causes technology to have many benefits but its harms to be greater and to have negative effects especially on children. There are studies on the effects of technology on parents and children. It is thought that this research will be an exemplary study for the literature, both because it examines whether parents' technology use affects their children and because it addresses the zero-three age period.

In the study, 58.1% of mothers use technology for one to three hours, 41.9% for four hours or more, while 65.5% of fathers use technology for four hours or more, and 34.5% for one to three hours. It was found that parents use smartphones most frequently, followed by television, computers and tablets. At the same time, most parents share photos of their children on social media.

The study concluded that technological devices are given to children who use technology mostly for entertainment and education purposes while feeding and to provide behavioral control while the parent is working. Similar to the research results, the study also concluded that children spend most of their time with technological devices while their parents are busy with another task (Günüç & Atı, 2018; Yıldız et al., 2022) and that mothers use technological devices to watch cartoons while feeding their babies (Günüç & Atı, 2018; Işıkoğlu et al., 2021). As a result of the research, when children's technology use is examined in line with the opinions of parents, it is seen that 31.9% of them use technological devices. These children who use technological devices use smartphones the most, followed by television and tablets. TUIK (2021) reported that children in the 6-15 age group using mobile phones were 64.4% in 2021. The reason why children prefer mobile phones more is that they have many functional features such as taking photos, playing games, messaging, and calling (Aral & Keskin, 2018).

According to the research, most children were introduced to phones, televisions and tablets at 12 months and younger. Although these children started using phones and televisions at 13 months, it was found that they used tablets at over 25 months. In addition, while most children used tablets and phones for no more than 30 minutes, it was seen that this number was 31 minutes and above for children watching television. Among the findings obtained from the research is that children spend 31 minutes and above on screens daily, regardless of a technological device. When these results are taken into consideration, it is seen that children are now faced with the fact that they are introduced to and use technology at a very early age. The American Academy of Pediatrics reported that children should not be exposed to screens

at all in the first two years of their lives, and that they can spend 10-15 minutes with quality content between the ages of two and three. In a study conducted by Akkuş et al. (2015) with children between the ages of three months and five, it was determined that the average daily television viewing time of children was two hours. The research findings reveal that when children are not given technological devices or when these devices are taken away from them, they develop negative reactions such as aggression and crying. In addition, it has been observed that excessive television viewing can negatively affect not only academic success, but also cognitive and verbal skills, attention levels and general behavior, and can even lead to changes in the areas of their brains associated with aggression (Kangal, 2021). However, it is stated that children's exposure to technology at an early age and spending long periods of time with these devices can have negative effects on their cognitive development (Nathanson et al., 2013). Consistent with the findings obtained in this study, studies show that excessive use of technology at an early age can lead to negative behavioral changes and undesirable developmental outcomes in children (Akkuş et al., 2015; Kangal, 2021; Nathanson et al., 2013). The study concluded that sharing photos of their children on social media platforms increases the time mothers use technology. At the same time, parents sharing photos of their children on social media increases their children's use of technology. With the recent increase in internet use, social media usage in particular has also increased and has become a place where many daily life content is shared, such as sharing private life and photos of their children, rather than sharing information between parents. In addition, social media accounts are opened in the name of the child, photos are shared and shared instantly (Dursun, 2019). Today, mothers have created a virtual world for themselves and their children by making personal posts on social media, and this has given rise to concepts such as 'social motherhood' and 'Instagram motherhood' (Ergül & Yıldız, 2021). In the research conducted by Güngör and Koçman (2021) with five mothers who shared photos of their children on social media, focusing on child abuse and rights violations, they concluded that mothers shared most of the photos and videos of their children, especially the child's daily life (bathrobe in the bathroom, swimsuit in the pool, eating, sleeping, playing, etc.). In another study, in the United States, 92% of children under the age of two were somehow present on social media, and one-third were shared before they were even a day old (Brosch, 2018). Erişir (2018) found that 42.8% of the 1,176 posts made by parents during the study included photos of their children, meaning that parents used their children in one out of every two posts they made.

The study concluded that as parents' technology usage time increases, their children start using tablets at a much earlier age. In another technological device, television, a significant relationship was found between mothers' technology usage time and the time their children who use technology were introduced to television, but not fathers'. No significant relationship was found between parents' technology usage time and the time their children who use technology were introduced to the phone, the time they started using it and the time they used the phone. In a study conducted in Australia with children under the age of eight and their

parents, it was revealed that parents use technological devices to secure their children's free time or as a behavioral regulation tool when they are busy with housework or shopping, and although parents are aware of the negative effects of using these devices for longer periods of time, it was seen that most of them are high screen users themselves and allow their children to use these devices. Although parents expressed concern about their children accessing the internet, it was determined that they were less concerned about their children using smartphones or watching television (Paudel, 2017).

Due to the recent increase in technology use, this use has also increased for parents and especially sharing photos of their children on social media has increased. In order to prevent and reduce these situations, family physicians and pediatricians can distribute informative brochures and in case of any risk, they can show a guiding attitude to the specialist in the field. There are studies on the use of technology in the literature. However, it is important to increase these studies and to conduct studies especially on the infancy period.

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APPENDIX

Table 1.

Results regarding parents' technology use (n=310)

Features	f	%	Features	f	%
Mother's Technology Usage			Father's Technology Usage		
Time			Time		
1-3 hours	180	58,1	1-3 hours	107	34,5
4 hours and above	130	41,9	4 hours and above	203	65,5
Technological Devices Used at Home*			Time to Give a Technological Tool to a Child*		
TV	277	32,2	While parents are working		
Computer	167	19,4	Other (during meal, enjoy)	66	44
Tablet	110	12,8		84	56
Smart Mobile Phone	305	35,4			
Precautions Taken for the Use of Technological Tools**			Sharing Photos of Children		
Distractions	71	37,8	Yes	195	62,9
Real experiences	78	41,5	No	115	37,1
Other (do nothing etc.)	39	20,7			

*More than one answer was given to this question.

Table 2.

Conclusions on children's technology use (n=310)

Features	f	%		
Child's Use of Technological Devices			Person with whom the child uses technological tools*	
Yes	99	31,9	Mother- Father	59 40,9
No	211	68,1	Other (Grandparent, sister/brother, alone)	
Reasons Why Children Use Technological Tools*			Technological Tools Used by Children*	

Watching cartoons	74	46,8	Smart Mobile Phone	79	44,4
Other (Playing games, wathcing video, communication etc.)	84	53,2	Tablet	34	19,1
			Television	65	36,5
Time to Meet the Child by Tablet			Time for the Child to Use the Tablet		
12 months and under	23	67,6	24 months and under	6	17,6
13 months and above	11	32,3	25 months and above	28	82,3
Child's Tablet Usage Time			Time to Meet the Child by Phone		
0-30 minutes	21	61,8	12 months and under	62	78,5
31 minutes and above	13	38,2	13 months and above	17	21,5
Time for the Child to Use the Phone			Child's Phone Usage Time		
12 months and under	24	30,4	0-30 minutes	43	54,4
13 months and above	55	69,6	31 minutes and above	36	45,6
Time to Meet the Child by Television			Time for the Child to Use the Television		
12 months and under	56	86,1	12 months and under	30	46,1
13 months and above	9	13,8	13 months and	35	53,8
Child's Television Usage Time			Reaction When Not Given a Technological Tool*		
0-30 minutes	26	40		51	35,7
31 minutes and above	39	60	Cry /Insist	92	64,3
			Other (not reacting, aggression)		
Child's Screen Time					
0-30 minutes	39	39,4			
31 minutes and above	60	60,6			

*More than one answer was given to this question.

Table 3.

Chi Square Analysis Test results regarding the duration of technology use by parents, sharing their children's photos on social media, and their use of technology, according to the parents' age (n=310)

Technology Usage Duration	
MOTHER	FATHER

Age of Mother and Father		1-3 hours	4 hours and above	Total	1-3 hours	4 hours and above	Total
26-30	n	47	35	82	28	54	82
	%	57,3	42,7	100	34,1	65,9	100
31-35	n	84	67	151	53	98	151
	%	55,6	44,4	100	35,1	64,9	100
36 and above	n	49	28	77	26	51	77
	%	63,6	36,4	100	33,8	66,2	100
Total	n	180	130	310	107	203	310
	%	58,1	41,9	100	34,5	65,5	100
$\chi^2=1,37$, df=2, p=.51				$\chi^2=0,05$, df=2, p=.98			

Age of Mother and Father		Sharing Photos of the Child					
		MOTHER			FATHER		
		Yes	No	Total	Yes	No	Total
26-30	n	49	33	82	25	16	41
	%	59,8	40,2	100	61	39	100
31-35	n	97	54	151	78	53	131
	%	64,2	35,8	100	59,5	40,5	100
36 and above	n	49	28	77	92	46	138
	%	63,6	36,4	100	66,7	33,3	100
Total	n	195	115	310	195	115	310
	%	62,9	37,1	100	62,9	37,1	100
$\chi^2=0,48$, df=2, p=.79				$\chi^2=1,54$, df=2, p=.46			

Age of Mother and Father		Child's Use of Technology					
		MOTHER			FATHER		
		Yes	No	Total	Yes	No	Total
26-30	n	18	64	82	11	30	41
	%	22	78	100	26,8	73,2	100
31-35	n	53	98	151	42	89	131
	%	35,1	64,9	100	32,1	67,9	100
36 and above	n	28	49	77	46	92	138
	%	36,4	63,6	100	33,3	66,7	100
Total	n	99	211	310	99	211	310
	%	31,9	68,1	100	31,9	68,1	100
$\chi^2=5,15$, df=2, p=.08				$\chi^2=0,62$, df=2, p=.73			

Table 4.

Chi-square test results regarding the duration of technology use by parents, sharing their children's photos on social media, and their use of technology according to parents' educational status (n=310)

		Technology Usage Duration						
		MOTHER				FATHER		
Mother and Father Education Status			1-3 hours	4 hours and above	Total	1-3 hours	4 hours and above	Total
high school and below high school	n	28	15	43		22	21	43
	%	65,1	34,9	100		51,2	48,8	100
University	n	120	83	203		66	137	203
	%	59,1	40,9	100		32,5	67,5	100
Postgraduate	n	32	32	64		19	45	64
	%	50	50	100		29,7	70,3	100
Total	n	180	130	310		107	203	310
	%	58,1	41,9	100		34,5	65,5	100
$\chi^2=2,68, df=2, p=.26$						$\chi^2=6,29, df=2, p=.04$		

		Sharing Photos of the Child						
		MOTHER				FATHER		
Mother and Father Education Status			Yes	No	Total	Yes	No	Total
high school and below high school	n	24	19	43		40	28	68
	%	55,8	44,2	100		58,8	41,2	100
University	n	131	72	203		129	64	193
	%	64,5	35,5	100		66,8	33,2	100
Postgraduate	n	40	24	64		26	23	49
	%	62,5	37,5	100		53,1	46,9	100
Total	n	195	115	310		195	115	310
	%	62,9	37,1	100		62,9	37,1	100
$\chi^2=1,16, df=2, p=.56$						$\chi^2=3,80, df=2, p=.15$		

		Child's Use of Technology						
		MOTHER				FATHER		
Mother and Father Education Status			Yes	No	Total	Yes	No	Total

high school and below high school	n	16	27	43	24	44	68
	%	37,2	62,8	100	35,3	64,7	100
University	n	65	138	203	62	131	193
	%	32	68	100	32,1	67,9	100
Postgraduate	n	18	46	64	13	36	49
	%	28,1	71,9	100	26,5	73,5	100
Total	n	99	211	310	99	211	310
	%	31,9	68,1	100	31,9	68,1	100
$\chi^2=0,98$, df=2, p=.61					$\chi^2=1,01$, df=2, p=.60		

Table 5.

Chi Square Test results for sharing children's photos on social media and children's technology use according to parents' technology usage time (n=310)

Technology Usage Time of Mother and Father		Sharing Photos of the Child			FATHER		
		MOTHER					
		Yes	No	Total	Yes	No	Total
1-3 hours	n	97	83	180	63	44	107
	%	49,7	72,2	58,1	32,3	38,3	34,5
4 hours and above	n	98	32	130	132	71	203
	%	50,3	27,8	41,9	67,7	61,7	65,5
Total	n	195	115	310	195	115	310
	%	100	100	100	100	100	100
$\chi^2=14,95$, df=1, p=.00					$\chi^2=1,13$, df=1, p=.29		
Technology Usage Time of Mother and Father		Child's Use of Technology			FATHER		
		MOTHER					
		Yes	No	Total	Yes	No	Total
1-3 hours	n	48	132	180	26	81	107
	%	26,7	73,3	100	24,3	75,7	100
4 hours and above	n	51	79	130	73	130	203
	%	39,2	60,8	100	36	64	100
Total	n	99	211	310	99	211	310
	%	31,9	68,1	100	31,9	68,1	100

$\chi^2=5,48$, $df=1$, $p=.02$	$\chi^2=4,38$, $df=1$, $p=.04$
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Table 6.

Chi Square Test results for children using technology, their acquaintance with tablets, their use of tablets, and the duration of tablet use, according to the duration of technology use of parents (n=99)

Technology Usage Time of Mother and Father	MOTHER				FATHER			
	Time for the Child to Meet the Tablet				Time for the Child to Meet the Tablet			
		6-12 month s	13 months and above	Total		6-12 months	13 months and above	Total
1-3 hours	n	37	10	47	18	6		24
	%	78,7	21,3	100	75	25		100
4 hours and above	n	38	14	52	57	18		75
	%	73,1	26,9	100	76	24		100
Total	n	75	24	99	75	24		99
	%	75,8	24,2	100	75,8	24,2		100
$\chi^2=0,43$, $df=1$, $p=.51$					$\chi^2=0,01$, $df=1$, $p=.92$			
Technology Usage Time of Mother and Father	Time for the Child to Use the Tablet				Time for the Child to Use the Tablet			
	24 month s and under				24 months and under			
1-3 hours	n	35	12	47	19	5		24
	%	74,5	25,5	100	79,2	20,8		100
4 hours and above	n	23	29	52	39	36		75
	%	44,2	55,8	100	52	48		100
Total	n	58	41	99	58	41		99
	%	58,6	41,4	100	58,6	41,4		100
$\chi^2=9,30$, $df=1$, $p=.00$					$\chi^2=5,53$, $df=1$, $p=.02$			
Technology Usage Time of	Child's Time Using the Tablet				Child's Time Using the Tablet			
	Total				Total			

Mother and Father				0-30 minutes and above		
				0-30 minutes	31 minutes and above	
1-3 hours	n	22	25	47	11	13
	%	46,8	53,2	100	45,8	54,2
4 hours and above	n	24	28	52	35	40
	%	46,2	53,8	100	46,7	53,3
Total	n	46	53	99	46	53
	%	46,5	53,5	100	46,5	53,5
$\chi^2=0,04, df=1, p=.95$				$\chi^2=0,1, df=1, p=.94$		

Table 7.

Chi Square Test results for children using technology, their acquaintance with the phone, their use of the phone, and the duration of phone use, according to the duration of technology use of their parents (n=99)

Technology Usage Time of Mother and Father		MOTHER Time for the Child to Meet the Phone			FATHER Time for the Child to Meet the Phone		
		6-12 months	13 months and above	Total	6-12 months	13 months and above	Total
1-3 hours	n	37	10	47	20	4	24
	%	78,7	21,3	100	83,3	16,7	100
4 hours and above	n	40	12	52	57	18	75
	%	76,9	23,1	100	76	24	100
Total	n	77	22	99	77	22	99
	%	77,8	22,2	100	77,8	22,2	100
$\chi^2=0,05, df=1, p=.83$					$\chi^2=0,57, df=1, p=.45$		
Technology Usage Time of Mother and Father		Time for the Child to Use the Phone			Time for the Child to Use the Phone		
		12 months and under	13 months and above	Total	12 months and under	13 months and above	Total
1-3 hours	n	23	24	47	11	13	24
	%	48,9	51,1	100	45,8	54,2	100

4 hours and above	n	22	30	52	34	41	75
	%	42,3	57,7	100	45,3	54,7	100
Total	n	45	54	99	45	54	99
	%	45,5	54,5	100	45,5	54,5	100
$\chi^2=0,44$, df=1, p=.51					$\chi^2=0,02$, df=1, p=.97		
Technology Usage Time of Mother and Father	Child's Time Using the Phone				Child's Time Using the Phone		
		0-30 minutes	31 minutes and above	Total	0-30 minutes	31 minutes and above	Total
1-3 hours	n	28	19	47	12	12	24
	%	59,6	40,4	100	50	50	100
4 hours and above	n	25	27	52	41	34	75
	%	48,1	51,9	100	54,7	45,3	100
Total	n	3	46	99	53	46	99
	%	53,5	46,5	100	53,5	46,5	100
$\chi^2=1,31$, df=1, p=.25					$\chi^2=0,16$, df=1, p=.69		

Table 8.

Chi Square Test results for children using technology, their exposure to television, their use of television and the duration of television viewing, according to the duration of parents' technology use (n=99)

MOTHER					FATHER		
Technology Usage Time of Mother and Father	Time for the Child to Meet the TV				Time for the Child to Meet the TV		
		12 months and under	13 months and above	Total	12 months and under	13 months and above	Total
1-3 hours	n	44	3	47	21	3	24
	%	93,6	6,4	100	87,5	12,5	100
4 hours and above	n	38	14	52	61	14	75
	%	73,1	26,9	100	81,3	18,7	100
Total	n	82	17	99	82	17	99
	%	82,8	17,2	100	82,8	17,2	100
$\chi^2=7,32$, df=1, p=.01					$\chi^2=0,49$, df=1, p=.49		
Technology Usage Time	Time for the Child to Use the TV				Time for the Child to Use the TV		
		12 months	13 months	Total	Total		

of Mother and Father		and under	and above		12 months and under	13 months and above	
1-3 hours	n	32	15	47	15	9	24
	%	68,1	31,9	100	62,5	37,5	100
4 hours and above	n	27	25	52	44	31	75
	%	51,9	48,1	100	58,7	41,3	100
Total	n	59	40	99	59	40	99
	%	59,6	40,4	100	59,6	40,4	100
$\chi^2=2,68$, df=1, p=.10					$\chi^2=0,11$, df=1, p=.74		
Technology Usage Time of Mother and Father		Child's Time Using the TV			Child's Time Using the TV		
		0-30 minutes	31 minutes and above	Total	0-30 minutes	31 minutes and above	Total
1-3 hours	n	22	25	47	11	13	24
	%	46,8	53,2	100	45,8	54,2	100
4 hours and above	n	24	28	52	35	40	75
	%	46,2	53,8	100	46,7	53,3	100
Total	n	46	53	99	46	53	99
	%	46,5	53,5	100	46,5	53,5	100
$\chi^2=1,28$, df=1, p=.53					$\chi^2=0,60$, df=1, p=.74		