Parents' Attitudes and Opinions towards Their Children's Use of Technology

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Article Info	Abstract
	The aim of the study is to determine the level of parents' attitudes towards their children's use of information and communication technologies and to obtain parental views on the use of technology. To this end, the study was carried out with parents whose children were studying at primary and secondary school levels. Data were collected from 417 guardians for the quantitative dimension of the study, which was designed with a mixed methodological approach in which qualitative and quantitative models were used together, and interviews were conducted with 10 parents in the same sample group for the qualitative dimension. For the analysis of the data, descriptive statistics, independent sample t-test, one-way analysis of variance (ANOVA) and multiple comparison tests and descriptive analysis technique was used. The results of the analysis of the data showed that the attitudes of the parents towards their children's use of technology were at a "good" level. In the study, no significant difference was found between the attitudes of parents towards their children's use of technology and the gender variables, while there was a significant difference between the variables of age, educational level, occupation, computer usage skills and computer usage time. The study also addressed which technological device their children use for which purpose, the technology-assisted applications used by their children for educational purposes, and the support given by parents to their children in terms of knowledge, skills, time management and safe use when using technology, and the positive and negative aspects of technology use, and various suggestions were made to parents for the correct and effective use of technology by parents.

Introduction

Integration of information and communication technologies, which are involved in the emergence of the information age, into education in the learning-teaching process has become a requirement. Considering the world in general, it is clear that technology integration in education is one of the major considerations in most countries. It can be argued that the use of technology has an effect on many aspects such as fast access to information without time and space limitations, the ability to conduct research on any subject, intercultural interaction, and faster and easier performance of tasks in the education process as in many other fields. Therefore, technology has initiated a major digital transformation, including social, cultural, and economic relations between individuals as well as

education. This transformation and change in society can only be met through the effective use of the opportunities offered by technology in the education system (Karasakaloğlu, Saracaloğlu, & Uça, 2011). On the other hand, the impact of technology in the education process and its successful digital transformation should also be identified by how it affects the teaching and learning process rather than the availability of technology in this whole structure (McKnight, OMalley, Ruzic, Horsley, Franey, & Bassett, 2016). Indeed, technology does not only serve a single purpose; in fact, it can even be argued that technology increases the effectiveness of learning and teaching settings in a more innovative structure by contributing to both all stakeholders in the process and different areas by improving day by day. Technology can also be claimed to have a significant impact on changing the way we think about how teachers teach and how students learn (Thompson, Schmidt, & Davis, 2003). Regarding this, Kenar (2012) stressed the fact that the use of technology in educational settings is very important in terms of enabling students to understand and use the developing technology, adapt to the innovations, and ensure that the classes are in parallel with technological developments. Many studies have also reported the contribution of technology to the education and training process. It can be said that providing more permanent, effective and easy learning in educational settings (Dargut & Çelik, 2014; Erdener & Gür, 2019), making the classes more interesting, and facilitating the achievement of goals (Katrancı & Uygun, 2013), easy access to information without loss of time and space (Morgan, 2014; Zhao, Wang, Wu, & He, 2011), teaching abstract concepts, including real-life experiences with simulations, games and discoveries, providing effective use of time and resources (Liu & Szabo, 2009) have positive effects in many aspects such as raising conscious individuals in accordance with the needs of the era (Durak & Sarıtepeci, 2017; Türel, Akgün, Aydın & Yaratan, 2020), creating qualified manpower (Erdem & Uzal, 2018), and increasing academic achievement (Batdi, Aslan, & Zhu, 2018; Harris, Al-Bataineh, & Al-Bataineh, 2016; Mert & Şen, 2019) In addition, it is also acknowledged that the use of technology in educational settings has many benefits such as enriching and making teaching environments more efficient, designing materials suitable for different student characteristics (Akkoyunlu & Yılmaz, 2005) and reusing such digital teaching materials, organising study tasks and providing visual learning skills (Henderson, Selwyn, & Aston, 2017).

Many experts have argued that introducing children to mobile technologies at an early age helps them establish a solid foundation for them to function in the digital world (Tahir & Arif, 2015). Technology, which can be used as a learning tool even in the preschool period, encourages children to think and enables them to take an active role in the education process and develop their problem-solving skills (Couse & Chen, 2010). Moreover, the use of technology supports students' participation in class and contributes to student self-learning (Rashid & Asghar, 2016). McKnight et al. (2016) argued that access to a wide range of resources in education supported by the integration of technology contributes to students' developing a deeper and more relevant understanding of the subject and taking responsibility, and the study also emphasised the fact that technology improves access to more up-to-date learning resources and materials for teachers as well as students. As can be seen, with the support of technology integration in both face-to-face education and distance education processes, it can be ensured that the course is more effective and efficient for both students and teachers. For example, Fonseca, Marti, Redondo, Navarro, and Sanchez (2014), reported in their study conducted with teachers that the use of mobile devices in the classroom increased the level of interaction and motivation of students, increased interest in visual elements and higher perception of the subject and had a positive effect on academic achievement, and Rashid and Asghar

(2016) emphasized that students who use technological devices more for academic purposes perform better at school than students who use these devices for other purposes.

In the process of technology integration into education, technological tools, which contribute to the academic development of the student in many ways, are used not only at school but also at home. Children, their parents and/or teachers spend most of their daily lives using these technologies at home or at school (Blanchard & Oliver, 1999). On the other hand, not only students and teachers but also family members should be conscious of the use of technology and know the possibilities provided by technology in order to make the education process more efficient. As it is known, technology can also be used to improve communication and feedback between students, teachers and parents (McKnight et al., 2016). In addition to providing instant access to information and increasing participation through advanced applied learning, it should be noted that the most important point is that such devices are made suitable for learning by designing the technology in the most appropriate way within the teaching process (Heflin, Shewmaker, & Nguyen, 2017).

Therefore, it can be pointed out that many criteria may have an important role in the integration of technology into the education process. One of these criteria is the attitude towards the use of such technologies. Indeed, in order to integrate information and communication technologies into educational settings, the attitude towards the use of these technologies is very important. The concept of attitude, which is included in many theories and models related to technology acceptance, has been considered a determinant function related to exhibiting the behaviour. The concept of attitude can be defined as "an individual's perception of an object, a person, an institution or an event, or a tendency to respond positively or negatively to another distinguishable aspect of the individual's world" (Ajzen, 1989) or similarly as "an individual's emotional tendency to respond positively or negatively to any object, person, place, event, or idea" (Papanastasiou, 2002). Attitude towards use can be considered as an assessment of the user's desire to use a particular information systems application (Lederer, Maupin, Sena, & Zhuang, 2000). As a matter of fact, the beliefs and attitudes of the individual are the basic perceptions that lead the individual to use information and communication technologies (Bhattacherjee & Premkumar, 2004). In the literature, attitude towards technology use is considered a critical issue in the research field and is addressed as feelings and emotions about technology use, personal interest and pleasure in technology use, social impact and usefulness of technology, or personal confidence or self-efficacy about one's ability to use technology (Cai, Fan, & Du, 2017). Users who exhibit positive attitudes towards using a particular technology may adopt it and use it continuously; on the other hand, they may also be affected by other users' negative attitudes towards technology use (Kim, Chun, & Song, 2009). Therefore, it is very important to improve the attitudes of teachers and parents towards using computers at home and in the classroom in order for students to develop positive attitudes towards such information and communication technologies in the educational process (Aidat, Ahmad, & Ghazali, 2013). A home environment is one of the main places for student learning alongside the school. Hence, parents are an important stakeholder group in their children's education and are also recognised as one of the key groups contributing to the ICT-supported learning environment (Kong & Li, 2009). However, it has been reported by many studies that many studies carried out to reveal the attitudes towards the use of technology in education have been carried out on the student and school environment, the family environment has been neglected and/or relegated to the background, whereas conducting studies on families is very important with regard to planning

what to do in terms of the education and training process (e.g. Fidan & Çelik, 2020; Kenar, 2012; Odabaşı, 2005).

As is known, the family is regarded as the most important institution of society and children acquire a lot of information about life from their families (Okumuş, 2018). The kind of individuals children will be in the future is shaped according to the behaviours they witness in their families from an early age. Thus, children may adopt certain behaviours in line with the attitudes of their parents (Balcı & Kenar, 2013). Regarding this, Türel and Gür (2019) point out that in terms of raising individuals who use technology effectively and efficiently in all areas of their lives, the atmosphere in which students are at home and at school and the attitudes and behaviours they encounter are of great importance, and the perspectives of families in this regard are very important because children are greatly affected by the attitudes and behaviours of parents. Kong and Li (2009) found that parents' positive attitudes towards technology integration in education are a solid foundation for expanding student learning from the classroom to the home environment, while Mikelic Preradovic, Lesin, and Sagud (2016) found that parents generally believe that digital technologies improve and increase their children's technological awareness and have a positive impact on their educational development. Similarly, Fidan and Çelik (2020) pointed out that families are the setting where primary information is obtained on students' behavioural skills and education and that families should guide students about which practices are beneficial and which practices are harmful in students' behaviours towards technology use, while Özdemir and Celayir (2020) argued that families play a key role in the proper and effective use of technology by students in technology integration studies and that their perspectives on technology use are important. Vaiopoulou et al. (2021) mentioned the effects of parents on their children's use of technology applications and argued that parents can support children's cognitive development with the right suggestions, similarly, Kolak et al. (2021) pointed out that parents play an important role in child and application interactions by deciding on issues such as their children's choice, type and frequency of use of digital technologies in the distance education process.

Indeed, the roles of families in the use of information and communication technologies that contribute to both virtual education and face-to-face education process are very important. From this perspective, it is thought that determining and revealing the attitudes of families towards the use of these technologies may be useful in order to make necessary contributions to the education process. On the other hand, it is seen that there are not enough studies in the literature that reveal the attitudes of parents towards their children's technology use. Therefore, this study aims to determine the level of parents' attitudes towards the use of technology in the educational process of their children.

The study is considered as a mixed method research in which both quantitative and qualitative data are used together. It is thought that the study carried out can be important in today's information age in supporting families with their children's use of technology in the education process, informing, guiding and controlling their children. In line with these objectives, we sought answers to the following questions;

1. What is the level of parents' attitudes towards their children's use of technology?
2. Do parents' attitudes towards their children's use of technology vary according to gender, age, educational level, occupation, computer usage year, and computer usage skills?
3. What are the parents' opinions towards their children's use of technology?

Method

Model of Research

The study was designed with a mixed methodological approach. In this methodological approach, where qualitative and quantitative models are used together, data including both statistical trends and personal experiences are included in order to better understand the study problem (Creswell, 2013). In the study, a parallel mixed method design among mixed methodological approaches was used. In the study design, the relational screening model was used for quantitative data, while for qualitative data a case study was used. Trakya University Ethics Committee approved the study in order to carry out the study within the framework of ethical rules.

Participant Characteristics

The study group consists of parents whose children were attending primary or secondary school in both quantitative and qualitative dimensions. Designed using a mixed methodological approach, the quantitative part of the study was constructed using a simple random sampling method. With this method, all elements in the universe have equal chances of being selected (Karasar, 2012). For the qualitative study, maximum diversity sampling which is one of the purposeful sampling methods was used among the participants in the quantitative dimension for sample selection. The aim here is to create a relatively small sample group and to reflect the diversity of individuals who may be parties to the problem in this sample to the maximum extent (Yıldırım & Şimşek, 2011).

Table 1. Demographic Information of Parents (Quantitative Data)

Gender	N	(%)	Average daily time spent on internet (Parents)	N	(%)
Woman	358	86			
Man	59	14	Less than 1 hour	58	14
Total	417	100	1-3 hours	189	45
			3-5 hours	97	23
Child class	N	(%)	5 hours and more	73	18
1st grade of primary school	49	12			
2nd grade of primary school	80	19	Most preferred device for internet access (Child)	N	(%)
3rd grade of primary school	52	12			
4th grade of primary school	58	14	Smart phone	156	37
5th grade of junior high school	63	15	Tablet PC	128	31
6th grade of junior high school	42	10	Laptop	90	21
7th grade of junior high school	44	11	Desktop computer	36	9
8th grade of junior high school	29	7	Other (TV, Game console, etc.)	4	1
			Does not connect to internet	3	1
Average daily time spent on internet (Child)	N	(%)			
			Most preferred device for internet access (Parents)	N	(%)
Less than 1 hour	59	14			
1-3 hours	138	33	Smart phone	346	83
3-5 hours	129	31	Laptop	38	9
5 hours and more	91	22	Desktop computer	21	5
			Tablet PC	12	3

As can be seen in Table 1, the sample of the study consists of parents who have children in primary or secondary school level that can be reached in the Marmara region. A total of 417 parents, 358 female parents (86%) and 59 male parents (14%), participated in the study. 12% of the parents have children in 1st grade of primary school, 19% have children in 2nd grade, 12% have children in 3rd grade, 14% have children in 4th grade, 15% have children in 5th grade of junior high school, 10% have children in 6th grade, 11% have children in 7th grade, and 7% have children in 8th grade of junior high school. In addition, as seen in Table 1, it was observed that parents mostly preferred to use smart devices (83%) to connect to the internet and the average daily internet usage time was in the range of 1-3 hours (45%), while children mostly preferred smart-phones (37%) to connect to the internet and the average daily internet usage time was in the range of 1-3 hours (33%).
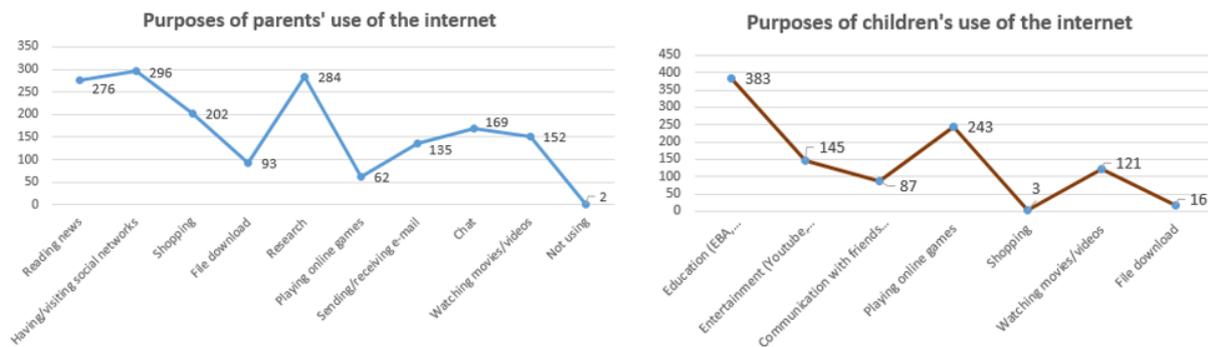

Figure 1. Intended Use of the Internet by Parents and Children

An analysis of the purposes of parents' and children's use of the Internet revealed that parents mostly used the Internet for social networking, research and reading news, while children mostly used the Internet for educational purposes, playing online games and entertainment purposes, respectively.

Table 2. Demographic Information of Parents (Qualitative Data)

Parent	Gender	Occupation	Educational level	Age	Count of child	City	Child being talked about		
							Gender	Age	Grade
P1	Woman	Housewife	High School	34	2	Edirne	Boy	8	2
P2	Woman	Housewife	Associate	35	1	Balıkesir	Girl	13	7
P3	Woman	Self-employed	High School	40	1	Bursa	Boy	10	5
P4	Woman	Housewife	Undergraduate	43	2	İstanbul	Boy	11	5
P5	Man	Teacher	Undergraduate	43	1	Kırklareli	Girl	7	1
P6	Woman	Teacher	Postgraduate	40	1	Edirne	Girl	9	3
P7	Woman	Housewife	Associate	38	2	İstanbul	Girl	11	6
P8	Woman	Private sector	Associate	33	2	Tekirdağ	Boy	8	2
P9	Man	Private sector	Undergraduate	50	2	İstanbul	Boy	13	8
P10	Woman	Civil servant	Associate	36	2	Edirne	Boy	10	4

For the qualitative sample of the research, 10 parents from the same sample group were interviewed, chosen through the maximum diversity sampling method taking into account different provinces and different student education levels. Demographic information of the parents can be found in Table 2.

Data Collection Tools

For the quantitative data of the study, the "*Parent's Attitudes towards Children's Use of ICT Scale (PACU-ICT)*" and a personal information form were used to obtain demographic information about the study population. Due to pandemic reasons, the scale was shared via Internet. For the qualitative study model, a semi-structured interview form was drawn up and the interview form was applied to a sample group of participants who participated in the quantitative study model. In qualitative interviews, again due to the pandemic reasons, the study data were collected through virtual interviews with the participants.

Personal Information Form: The personal information form, aiming to determine the demographic information of the parents, includes questions such as gender, age, education level, occupation, computer usage skills, duration of internet use, the purpose of internet use, most preferred device for internet access, years and purpose of child's internet use, and the most preferred device for child's access to the internet.

Parent's Attitudes towards Children's Use of ICT Scale (PACU-ICT): The scale aiming to determine parents' attitudes towards their children's use of technology has been developed by Türel and Gür (2019). Consisting of 18 items and 3 factors as "educational use (seven items)", "control and limitations (six items)" and "negative effects (five items)", the scale was structured in a five-point Likert type. Structured in the Likert type, the scale starts from "Strongly Agree" and are scored 1, 2, 3, 4, 5, while the negative items start from "Strongly Disagree" and are scored 5, 4, 3, 2, 1. The score value obtained by dividing the mean score value of the scale by the number of items was interpreted according to the 5-point Likert-type scale scoring range of "1.00-1.79" very low, "1.80-2.59" low, "2.60-3.39" medium, "3.40-4.19" high and "4.20-5.00" very high. Cronbach Alpha reliability coefficient of the developed scale was calculated as 0.77 for the overall scale.

Semi-Structured Interview Form: The form prepared by the researcher includes information such as the interviewee, setting, date/time, age, occupation, number of children, age of the child, the grade they are in, years and purpose of internet use, and open-ended questions about children's educational and general purposes of using technology, parents' support for their children's use of technology, their responsibilities, and their positive/negative views on the use of technology and their suggestions for other families. Before developing the interview questions, a literature review was conducted and a draft interview form was created. Some of the questions in the interview form were supported with probing questions for clarification and further probing. The resulting interview form was submitted to the opinions of 2 academicians who are experts in the field and the final version of the interview form was drawn up based on received the feedback.

Analysis of Data

A statistical software, SPSS 23.0, was used for the analysis of the quantitative data in the study. In order to analyse whether the data showed normal distribution, Skewness and Kurtosis values were analysed and it was seen that the data showed normal distribution (Tabachnick & Fidell, 2013). In addition, the internal consistency (Cronbach alpha) analysis conducted by the researchers for the overall scale showed that the scale was reliable (α=.815).

Following the normality test and internal reliability tests, descriptive statistics, independent sample t-test, one-way variance (ANOVA) test and multiple comparison tests were used in the study. In the study, besides the statistical significance for t-test and ANOVA tests, impact size was calculated to determine the degree of this significant difference. The effect size (ES) is calculated to determine the size of the significant difference that appears in the analysis tests performed (Can, 2016). Therefore, in the study, the effect size statistic eta-square ($\eta2$) was used to determine how much the independent variable or factor accounts for the total variance on the dependent variable (Büyüköztürk, 2010). The effect size varies between 0.00-1.00 and .01 is interpreted as "small", .06 as "medium" and .14 as "large" effect size. In the study, descriptive analysis technique was used to analyse qualitative data. The descriptive analysis technique is based on summarising and interpreting the qualitative data obtained in the context of certain themes defined by the researcher (Yıldırım & Şimşek, 2011).

Results

Parents' Attitudes towards Children's Use of Technology

Regarding parents' attitudes towards children's use of technology, the mean attitude scores obtained by dividing the mean values by the number of items were interpreted by considering the score range of "1.00-1.79: very inadequate", "1.80-2.59: inadequate", "2.60-3.39: moderate", "3.40-4.19: good" and "4.20-5.00: very good". In line with this interpretation, it is observed that the attitude scores of the parents towards the use of technology in general are in the range of "*good*" level ($\bar{X}$/m=3.64). Regarding the sub-dimensions of the scale, it is found that parents have a "*good*" level attitude in the sub-dimension of use for educational use ($\bar{X}$/m=3.72), "*good*" level attitude in the sub-dimension of control and limitations ($\bar{X}$/m=4.17) and a "*moderate*" level attitude in the sub-dimension of negative effects ($\bar{X}$/m=2.91).

Table 3. Descriptive Statistics of Parents' Attitudes towards Children's Technology Use

Variable	N	m	Score range	$\bar{X}$	$\bar{X}$/m	Min	Max	SD
Educational use	417	7	1-35	26.03	3.72	10	35	4.15
Control and limitations	417	6	1-30	25.02	4.17	11	30	2.88
Negative effects	417	5	1-25	14.53	2.91	5	25	4.12
Parents' attitudes towards children's technology use	417	18	18-90	65.58	3.64	39	90	8.19

m: Item number

Assessment of Parents' Attitudes towards Children's Use of Technology by Gender Variable

Table 4 shows that there is no significant difference (t_{415}= .124; p>.05) between the mean scores achieved by the parents' attitudes towards children's use of technology and the gender variable.

Table 4. Parents' Attitudes towards Children's Use of Technology by Gender Variable

Variable	Group	N	$\bar{X}$	SD	df	t	p
Parents' attitudes towards	Woman	358	65.60	8.20	415	.124	.901
children's use of technology	Man	59	65.46	8.17			

*p<0.05

Assessment of Parents' Attitudes towards Children's Use of Technology by Age Variable

Table 5 shows that there is a significant difference ($F_{2, 414}$=4.079, p<.05, η2=.019) between the mean scores achieved by the parents on the scale of attitudes towards children's use of technology and the age variable. The analysis conducted to determine the degree of effect of the independent variable on the dependent variable showed that the effect size was at the "*small*" (η2=.019) effect level. Based on this finding, it can be concluded that 1.9% of the variance observed in parents' attitudes towards children's use of technology in education is related to the age variable.

Table 5. Parents' Attitudes towards Children's Use of Technology by Age Variable

Age Range	N	$\bar{X}$	Source of Variation	Sum of Squares	df	Mean Square	F	p	ES (η²)	Significant Difference
25-34	116	63.97	Between Groups	538.538	2	269.269				
35-44	245	66.51	Within Groups	27329.020	414	66.012	4.079	.018	0.019	A-B
45-55	56	64.86	Total	27867.559	416					

(A: 25-34 years,　B: 35-44 years,　C: 45-55 years)- Effect Size (ES)

In the study, a multiple comparison test was also conducted to determine between which groups this difference was found. Levine's test was performed to test the homogeneity of the variances in the multiple comparison test and the group variances were found equal according to the test result. Scheffe test, one of the post-hoc tests, was performed to determine the groups between which this difference emerged in the ANOVA test, and the analysis revealed that the difference was between the parents between the ages of 25-34 and 35-44. Analysing the mean scores, it was found that the mean scores of parents aged 35 to 44 ($\bar{X}$=66.51) were higher than the mean scores of parents aged 25 to 34 ($\bar{X}$=63.97).

Assessment of Parents' Attitudes towards Children's Use of Technology by Education Level Variable

Table 6 shows that there is a significant difference ($F_{4, 412}$=5.015; p<.05; η2=.046) between the mean scores achieved by the parents on the scale of attitudes towards children's use of technology and the education level variable. The analysis conducted to determine the degree of effect of the independent variable on the dependent variable showed that the effect size was at the "*small*" (η2=.046) effect level. Based on this finding, it can be concluded that 4.6% of the variance observed in parents' attitudes towards children's use of technology in education is related to the education level variable.

In the study, a multiple comparison test was also conducted to determine between which groups this difference was found. Leneve test, performed primarily to test the homogeneity of the variances, showed that the group variances were equal. To determine the groups between which the difference was revealed by the ANOVA test, the Tukey test, one of the post-hoc tests, was carried out. Analysis revealed that the difference was due to the fact that the average attitude scores of parents with associate's/undergraduate degrees towards students' use of

technology ($\bar{X}$=67.02) and the average scores of parents with postgraduate degrees towards students' use of technology ($\bar{X}$=67.76) were higher than the average scores of parents with primary school graduates towards students' use of technology ($\bar{X}$=62.94) and similarly due to the fact that the mean scores of associate's/ bachelor's degree graduates' parents towards students' use of technology ($\bar{X}$=67.02) and the mean scores of graduate school graduates' parents towards students' use of technology ($\bar{X}$=67.76) were higher than the mean scores of secondary school graduates' parents towards students' use of technology ($\bar{X}$=62.72).

Table 6. Parents' Attitudes towards Children's Use of Technology by Education Level Variable

Education Level	N	$\bar{X}$	Source of variation	Sum of Squares	df	Mean Square	F	p	ES (η^2)	Significant Difference
Primary school	53	62.94	Between	1293.79	4	323.450				
Secondary school	54	62.72	Groups							D-A,
High School	124	65.57							0.046	D-B,
Associate/ Undergraduate	149	67.02	Within Groups	26573.76	412	64.499	5.015	0.001		E-A, E-B
Postgraduate	37	67.76								
			Total	27867.55	416					

(A: Primary school,　B: Secondary school,　C: High School,　D: Associate/Undergraduate,　E: Postgraduate)

Assessment of Parents' Attitudes towards Children's Use of Technology by Occupation Variable

Table 7 shows that there is a significant difference ($F_{6, 410}$=3.247; p<.05; $\eta2$=.045) between the mean scores achieved by the parents on the scale of attitudes towards children's use of technology and the occupation variable. The analysis conducted to determine the degree of effect of the independent variable on the dependent variable showed that the effect size was at the "*small*" ($\eta2$=.045) effect level. Based on this finding, it can be concluded that 4.5% of the variance observed in parents' attitudes towards children's use of technology in education is related to the occupation variable.

Table 7. Parents' Attitudes towards Children's Use of Technology by Occupation Variable

Occupation	N	$\bar{X}$	Source of Variation	Sum of Squares	df	Mean Square	F	p	ES (η^2)	Significant Difference
Teacher	66	67.42	Between	1264.073	6	210.679				
Civil servant	20	68.95	Groups							A-E,
Private sector	76	67.04								B-D,
Worker	26	64.00	Within	26603.486			3.247	.004	0.045	B-E, B-G,
Housewife	181	64.04	Groups		410	64.887				C-E, F-E
Health worker	34	67.12								
Self-employed	14	63.21	Total	278677.559	416					

(A: Teacher,　B: Civil servant,　C: Private sector,　D: Worker,　E: Housewife,　F: Health worker,　G: Self-employed)

In the study, a multiple comparison test was also conducted to determine between which groups this difference

was found. Levene test conducted to test the homogeneity of the variances showed that the variances were equal and the Tukey test, one of the post-hoc tests, was performed to determine the difference. The difference revealed by the analysis resulted from the fact that the mean scores of teachers ($\bar{X}$=67.42), civil servants ($\bar{X}$=68.95), private sector ($\bar{X}$=67.04) and health workers ($\bar{X}$=67.12) parents towards children's use of technology in education were higher than the mean scores of housewife parents ($\bar{X}$=64.04) towards children's use of technology in education. Similarly, it was found that the difference was also due to the fact that the mean scores of civil servant parents' attitudes towards children's use of technology ($\bar{X}$=68.95) were higher than the mean scores of worker parents ($\bar{X}$=64.00) and self-employed parents' ($\bar{X}$=63.21) attitudes towards children's use of technology in education.

Assessment of Parents' Attitudes towards Children's Use of Technology by the Years of Computer Use Variable

Table 8 shows that there is a significant difference ($F_{4, 412}$=8.007; p<.05; η2=.072) between the mean scores achieved by the parents on the scale of attitudes towards children's use of technology and the year of computer use variable. The analysis conducted to determine the degree of effect of the independent variable on the dependent variable showed that the effect size was at the "*medium*" (η2=.072) effect level. Based on this finding, it can be concluded that 7.2% of the variance observed in parents' attitudes towards children's use of technology in education is related to the year of computer use variable.

Table 8. Parents' Attitudes towards Children's Use of Technology by the Years of Computer Use Variable

Years of computer use	N	$\bar{X}$	Source of Variation	Sum of Squares	df	Mean Square	F	p	ES (η²)	Significant Difference
Less than 1 year	66	61.48	Between Groups	2010.021	4	502.505				
1-5 years	55	64.80								
6-10 years	56	64.18	Within Groups	25857.538	412	62.761	8.007	0.001	0.072	D-A, E-A
11-15 years	79	66.20								
16 years and more	161	67.71	Total	27867.559	416					

(A: Less than 1 year,   B: 1-5 years,   C: 6-10 years,   D: 11-15 years,   E: 16 years and more)

In the study, a multiple comparison test was also conducted to determine between which groups this difference was found. Levene test conducted to test the homogeneity of the variances showed that the variances were equal and the Scheffe test, one of the post hoc tests, was performed to determine the difference revealed. The difference revealed by the analysis stemmed from the fact that the mean scores of parents with computer use experience of 11-15 years ($\bar{X}$=66.20) and parents with computer use experience of 16 years and more ($\bar{X}$=67.71) towards children's use of technology in education were higher than the mean scores of parents with computer use experience of less than 1 year ($\bar{X}$=61.48) towards children's use of technology in education.

Assessment of Parents' Attitudes towards Children's Use of Technology by the Skill of Computer Use

Table 9 shows that there is a significant difference ($F_{4, 412}$=3.206; p<.05; η2=.030) between the mean scores

achieved by the parents on the scale of attitudes towards children's use of technology and the skill of computer use variable. The analysis conducted to determine the degree of effect of the independent variable on the dependent variable showed that the effect size was at the "*small*" ($\eta2=.030$) effect level. Based on this finding, it can be concluded that 3% of the variance observed in parents' attitudes towards children's use of technology in education is related to the skill of computer use variable.

Table 9. Parents' Attitudes towards Children's Use of Technology by the Skill of Computer Use Variable

Skill of computer use	N	$\overline{X}$	Source of Variation	Sum of Squares	df	Mean Square	F	p	ES ($\eta2$)	Significant Difference
Very good	54	65.93	Between Groups	841.118	4	210.280				
Good	151	66.93								
Fair	172	65.08					3.206	0.013		B-D
Poor	31	61.55	Within Groups	27026.440	412	65.598			0.030	
Very poor	9	64.33								
			Total	27867.559	416					

(A: Very good,   B: Good,   C: Fair,   D: Poor,   E: Very poor)

A multiple comparison test was conducted to determine between which groups this difference was found. Levene test conducted to test the homogeneity of the variances showed that the variances were equal and the Scheffe test, one of the post-hoc tests, was performed to determine the difference revealed. Analysis revealed that the difference was due to the fact that the mean scores of the attitudes towards children's use of technology in education of parents with "Good" level of computer use skills ($\overline{X}=66.93$) were higher than the mean scores of the attitudes towards children's use of technology in education of parents with "Poor" level of computer use skills ($\overline{X}=61.55$).

Parents' Views on Students' Use of Technology

In the interviews conducted with the parents of the students, the following findings were obtained based on the answers given by the parents to the open-ended questions concerning their children's use of technology.

Technological Devices and Usage Purposes used by Children at Home

In the interviews conducted with the parents, the majority of the parents reported that their children use tablets at home, however, a large majority of them also reported that their children use smartphones, some of them use laptops, and one of them also reported that their children use desktop computers. P8, one of the parents, reported that their child uses both the tablet and the mobile and said, "*[The child] uses his/her tablet. There is only one phone at home. Since his father and I work, he/she and his brother share it for communication purposes. [The child] uses the phone to call me or to make video calls, to reach me. But mostly [the child] uses the tablet for his own activities...*", while P10 reported that their child mostly uses the tablet: "*We usually have a tablet, and [the child] can connect to the internet by using the tablet, and if necessary, the mobile phone, and even the TV. Since he was alone at home and we were working during the school term, we had to buy a new phone. It's mostly tablet right now. I can say that it is mostly the tablet for research on every subject or, you know, for watching films and*

TV series", while P3 commented that "*They mostly use the tablet. And, [the child] use the tablet for 3 hours a day. [The child] does not use the smart phone very much. [The child] uses their own tablet. [The child] has [their] own smart phone but, most of the time, [the child] does not even know where it is.*"

Educational Applications and Usage Purposes used by Children at Home

The majority of the parents answered this question by reporting that their children mostly use the technological device at home to connect to live lessons such as EBA and Zoom for educational purposes, while some parents reported that their children also use it to connect to distance education platforms for research and education purposes, and some parents also reported that children use it for purposes such as taking mock exams, conducting research, accessing sample tests, doing homework and repeating lessons. For example, regarding the use of technological devices at home by children for live lesson platforms, distance education platforms and research purposes, P10 reported that "*... for instance, besides Zoom and EBA, we use Morpa. We are members of Morpa. I don't remember the exact name but I think there is a different website like a dictionary, a website that children use. They can do research using just this website. Research via this website is more practical. Or, I mean, it is usually done through Google. In other words, as far as I know, they do not use any other extra website because they can find answers to every question there.*" Similarly, parent P1 also reported that their child was able to access live lesson platforms, take mock exams and access sample tests: "*There was an exam organized by Ata Publishing and he sat for this exam. I make them take exams organized by different publishers. Mock exams. You know, just to see how much they have learnt about the subject. [The child] mostly takes exams like that. We are using EBA, our teacher sometimes carries out the class via Zoom. [The child] usually uses platforms such as these. We also log into the website called Egitimhane. Our teacher refers us to such websites. To which we're already signed up. We log in to them, for example, we print out tests and assignments from the printer, and he/she works on them.*"

Support of Parents in Terms of Knowledge and Skills in Their Children's Use of Technology

The majority of the parents reported that they were able to assist their children in terms of knowledge and skills in the use of technology whenever needed, while only two parents reported that they were not able to provide much assistance. P6, one of the parents who stated that they can provide assistance, reported as follows: "*I am able to provide assistance in terms of knowledge and skills. Of course, as much as we know, their father and I. His father is a little more technically competent, but of course, we also support them in terms of how they should use it and what they should pay attention to.*" By stating that both she and her husband support their children in terms of what to pay attention to in the use of technology, P7 related that she supports and intervenes as much as she can: "*I try to help as much as I can. I guess I can even be oppressive and annoying sometimes. Like, let's do this, do this, do that. So I try to step in as much as I can. During exam periods or when doing research, I would say let's do it this way. Listen, you've got a homework to do, how about we do it this way? I also do research along with him, I am trying to support him anyway.*" Thus, she emphasized that she could support her child's use of technology in the education process through her knowledge and skills. On the other hand, P4, one of the parents who reported that they could not provide much support, said, "*Honestly, I am not able to provide much support*

in terms of knowledge and skills. I mean, because we are engrossed in our daily routine, sometimes I am not able to be there for my child all the time. Though, sometimes I assist them with some of their studies, even if only for a little part. You know, I try to support them, we share information mutually but those are few and between. I don't consider myself better than my son." [The parent] stated that they could not provide much support and that their child is better than them in the use of technology.

Support of Parents in Terms of Time Management in Their Children's Use of Technology

In response to the questions about supporting their children in terms of time management regarding the use of technology, all parents reported that they support their children with time management and that they can guide them by supervising them. In this regard, P2, one of the parents, said, "*Of course we do. We have already taught them this at a very young age. We explained the harms and benefits of using technology, and I helped them to use the technology only by taking the beneficial parts, and it remains that way. I don't know if it will change from now on. [He/she] is a teenager. But I don't think it will change too much. I hope it always stays like this. We have assisted them in time management. We even look at the content of the games they play, and we pay attention to the fact that they are not violent, you know, malicious applications. I let them play very simple games and they don't demand extra things anymore. They don't use it too much, and if they use it, I warn them, they already have a schedule on the computer. They try to follow that schedule. If they follow their schedule, they know that they will not able to devote time to play games, so they follow that schedule. This is not just because they are in eighth grade. It was like this before as well*." Thus, the parent reported that they are in control of his/her use of technology and that they also raised awareness in their children, while P4 reported that they have utmost control over their child's access to the Internet by stating; "*I do guide my child. I mean, since I am already at home, my son is constantly under my supervision. I can monitor his actions, when he studies his courses and when he takes time to entertain himself, over the computer. I mean, I can manage his time, that is, I can manage my child's time. Also, I can monitor what he does on which website and how he does it, in other words, I can assure the safe use of the Internet for him.*"

Support of Parents in Terms of Safety Use in Their Children's Use of Technology

All of the parents stated that they support their children's use of technology in terms of safe use and that they control what their children do and which sites they are on. Regarding this issue, P3, one of the parents, said, "*I control everything he/she visits and I have connected his/her tablet to my phone so that when he/she wants to download something from there, I receive a message, he/she cannot install anything without the mother's approval. That's why she cannot download anything without the mother's approval. Therefore, I don't worry too much about that*" and said that he was in a lot of control over her child's use of technology. Similarly, P7 said, "*Yes, I control it, I also support them in this regard. I also warn them. Sometimes we even switch on the privacy child lock for some websites. I mean, even when they watch TV series, we generally allow films that are appropriate for their age, films that are appropriate for him/her and his/her sibling's age"* and added that they control and support their children's use of technology and even block inappropriate content through child lock type software.

Parent Views on The Use of Technology in Education: Parent's Thoughts on The Positive or Negative Aspects of Technology Use in Education

Parents made various comments regarding both the positive and negative aspects of the use of technology in education. The majority of the parents pointed out that the use of technology in education provides opportunities such as providing the opportunity to review information, providing easy access to information, providing visual content by supporting multimedia applications, contributing to lessons and education, helping learning and understanding, while some parents argued that technology saves time, that it contributes to language development, helps to understand the lesson, and some parents stated that it also provides benefits in many areas such as its suitability for students with different learning styles, providing education in accordance with individual differences, providing rich content, contributing to learning difficulties, providing education independent of time and space, etc. Regarding the opportunity for repetition provided by technology, parent P3 said, "*As I said, science and foreign language lessons can be explained much better visually with pictures and figures and have the children repeat them. In this way, it can be better remembered by many children. For example, they did it once in the Turkish class. They told idioms by playing pantomime. They had a lot of fun themselves, and the end was good. I think technology can also be used in homework along with such games*", while parent P5 stated the following in relation to reinforcing learning, contributing to learning difficulties and providing education in accordance with individual differences: "*I think it is positive in terms of the education system. It reinforces learning. For example, it reinforces the repetition of the subject that the teacher taught in the classroom. It eliminates the disadvantages of learning difficulties that arise due to individual differences.*"

Parents generally stated that the use of technology in education has positive aspects. On the other hand, they also made some comments about the negative aspects of the use of technology in education. For example, parents generally mentioned that it may have negative effects on issues such as spending too much time in front of the monitor, going beyond the purpose and turning to other websites, making friends with inappropriate people, accessing unsafe websites, and getting used to having things without effort. Again, some parents commented on other negative aspects such as becoming anti-social, turning into a prisoner of technology, and having physical and psychological health problems. Some parents commented that there were no negative aspects. Regarding the issue of spending too much time in front of the monitor, P1 said, "*There are positive aspects and negative aspects. For example, I think it is too mechanical. I mean, I don't want them to be on the tablet or the phone all the time. I also want them to learn by researching on their own. This is also like convenience. I think it is good in one way, but in another way, I think it is not very nice when they are constantly looking at the screen.*" P2 parent said, "*Now, if I speak from my own point of view, from my child's point of view, I think positively. But I also think there is inequality of opportunity. I mean, not everyone has these opportunities. There are students who do not have tablets, phones or internet access. In this respect, I think negatively. But we have seen the benefits*".

Suggestions of Parents to Families on the Correct and Effective Use of Technology

Most of the parents indicated that parents should be conscious about controlling and monitoring their children regarding the responsibilities that families should take for their children to use technology in a proper and effective

way, while it was also emphasized that they should teach their children to use technology properly, talk to their children, spend time with their children, and teach them to be conscious. Again, some parents stressed that they should be role models, contribute to the personal development of children, ensure discipline and be in cooperation with teachers. In addition, some parents pointed out that access to technology unnecessarily should be avoided and the use of technology at an early age should be prevented. P5, one of the respondent parents, stated that families should control their children: "*My suggestion to parents is that they should not expose their children to digital devices and technological devices at a very early age, and they should not rush. They eventually get to know them anyway. I mean, I don't think that a two-year-old or three-year-old child needs to use a technological device. I can suggest that they should control the duration, time and place of the use of the devices, like for 15 minutes a day, in a controlled manner with the start of the education period and that they should be sure about the purpose for which they give this device to children of which age, and that they should not leave their children alone with such devices. To be in control and monitor the children without disturbing them too much, without interfering too much, without violating their freedom areas, effectively, without upsetting them in the background. They should also guide their children to use technology for educational purposes. If necessary, to support them in this regard, if they know, if they can recommend them, to introduce them to new content.*" With regard to the use of discipline and control by families in terms of technology use, parent P9 commented on the responsibilities of families, stating, "*I don't know what can be done, I mean, there are so many families with so many different structures. Even around me, there are families with very different structures. I mean, as much as possible, I think that there should be a controllable use of technology. In other words, I think that families should somehow discipline for what purpose, how often, how many hours their child uses the computer, tablet, mobile phone.*"

Discussion

Effective use of information and communication technologies in the education and training process can make the lessons more efficient and interactive. Indeed, during the pandemic, the education-teaching process was not disrupted and the teaching of the lessons was ensured by the integration of technology into education. Students have benefited from various technological tools and application software in order to follow their lessons, and do their research and homework. Students' use of such technologies at their homes also received significant support from their families. Not only in the distance education process but also in face-to-face education, the support of parents for students to use such technologies in their research for their courses can be considered an undeniable fact. The attitudes of parents towards the use of technology can be considered among the main factors affecting the efficiency of students' use of technological tools in their lessons (Çakır & Yıldırım, 2009). In this context, the aim of this study is to determine the attitudes of parents whose children attend primary and/or secondary education schools towards their children's use of technology. In the study, the parents reported that their children mostly used smartphones and tablets as technological devices to connect to the Internet, whereas the parents reported that they themselves mostly used smartphones. Also in the interviews conducted with the parents, the parents reported that their children mostly use tablets and smartphones and that their children mostly prefer tablets to follow their classes and use smartphones for their personal affairs. In terms of daily internet usage time, the parents reported that their children mostly spent 1 to 3 hours, and similarly, they themselves spent 1 to 3 hours on the Internet. In addition parents stated that their children mostly use the internet for education (EBA, morpakampus, egitimhane,

etc.) and playing games, while they mostly use it for browsing social networks, doing research and reading newspapers/news. In the interviews conducted with parents, parents indicated that their children generally used the internet for connecting to live lesson platforms, using it for research and educational purposes, or going over homework and repeating lessons. Indeed, during the pandemic, students have immediately been put into the distance education process and education and training have been provided through these platforms. Students have found solutions by getting support from the use of technology both for attending live lectures and for many other educational purposes such as research, homework, and taking tests. There are also various opinions in the literature regarding the support of technology for educational environments. For example, Onyema et al. (2020) argued that technology has the potential to facilitate education everywhere and in every field, including home, that the use of technology-supported education platforms is inevitable in the event of outbreaks, and that technology is an integral part of the student-teacher connection and communication. As a matter of fact, various studies can be found that the use of educational technologies during a pandemic has positive effects on ensuring the continuity of education and learning (Başaran, Doğan, Karaoğlu, & Şahin, 2020; Dagiene, Jasute, Navickiene, Butkien, & Gudoniene, 2022; Machynska & Dzikovska, 2020).

Regarding parents' attitudes towards children's use of technology, it was observed that parents' attitudes were at a "*good*" level. Similarly, it was found that the use of technology was at a "*good*" level in the sub-dimension of "*educational use*". This finding can be interpreted as that parents support the use of technology in education and that they can help their children by having a positive opinion about the use of technology. In the interviews conducted with the parents, they commented on the use of technology in education as having significant effects in terms of providing easy access to information, providing visual and rich content through multimedia applications, helping learning and understanding, enabling students with individual differences and different learning styles, supporting language development, and providing education independent of time and space and they gave mostly positive opinions about its use. These views of parents can have a significant impact on their children's thoughts about the use of technology. As a matter of fact, various studies can be found in the literature on how parental attitudes towards technology use and the attitude shown by parents towards technological developments can directly affect children (Ardies, Maeyer, Gijbels, & Keulen, 2015; Kenar, 2012; Papadakis, Zaranis, & Kalogiannakis, 2019). Tahir and Arif (2015) argue that learning experiences through technology generate great potential in students and that parental attitudes are significant in this process, and point out that parents' attitudes towards the use of technology in their children's learning process are positive and that they provide support in their studies. The findings of the study also revealed that parents had positive attitudes towards their children's use of technology, informed their children on many issues related to technology use and supported them in their education and training process. Similar to studies conducted in the literature, there are studies that report parents to have a positive attitude towards the use of technology in education (Hatzigianni & Margetts, 2014; Gür & Türel, 2022; Kong & Li, 2009; Mikelic Preradovic et al., 2016; Papadakis et al., 2019; Vryzas & Tsitouridou, 2002). In addition, in the interviews conducted with the parents, the majority of the parents reported that they supported their children in terms of knowledge and skills, informed them about what they should pay attention to when using technology, shared their knowledge and skills with them and guided their children. As a matter of fact, it is considered very important to inform and raise awareness of students in the proper and effective use of technology in and out of school. Regarding this issue, Fidan and Çelik (2020) pointed out that the use of

technological tools by students has an effective role in the character development and behavior of students, and therefore, parents have a great duty and responsibility in the use of technological tools. In the study, with regard to supporting time management, all parents stated that they supported their children in this regard, told them how much time they should spend using technology for their lessons or personal activities, generally supervised the time their children spent on the computer and warned them in cases such as exceeding the time limit. All of the parents stated that they support their children in the safe use of such technologies, that they supervise, are in control, and even get support from applications such as family locks for safe access, such as which sites they visit or which films they watch when accessing the internet. As a matter of fact, quantitative findings obtained from the parents showed that they gave the highest score in the "*control and limitations*" sub-dimension which supports the findings obtained from the parents' opinions. On the other hand, as another finding, within the framework of parents' opinions, issues such as spending too much time in front of the monitor, browsing unrelated web pages, making friends with inappropriate people, connecting to unsafe websites, becoming anti-social, and experiencing physical and psychological health problems were mentioned in relation to the negative effects of using technology in education. Indeed, in the literature, in addition to having a positive opinion about the use of technology in education, various studies can be found that have reported parents' views that spending too much time with technology may have negative physical and psychological effects (Cengiz Saltuk & Erciyes, 2020; Kabakci, Odabasi, & Coklar, 2008).

Analysis of parents' attitudes towards their children's use of technology in education by gender showed that there was no significant difference between the attitudes of male and female parents. This finding tells us that parental support in students' use of technology can provide positive support to children regardless of being a mother or father and that children are not exposed to any inequality of opportunity in terms of parental gender. As a matter of fact, considering today's technology usage rate in the context of gender, it can be observed that many people, both men and women, use technology effectively and efficiently in their business life, personal life, and even social life. At the same time, some studies can be found in the literature, reporting that many individuals use these technologies in education and have a positive opinion about their use (Gonzalez-Sanmamed, Sangra, & Munoz-Carril, 2017; Livingstone, Blum-Ross, Pavlick, & Olafsson, 2018; Papadakis et al., 2019; Poçan, Altay, & Yaşaroğlu, 2021; Usta & Korkmaz, 2010; Üstün & Akman, 2015; Yavuz, 2022). On the other hand, although there are different views in terms of gender in studies conducted on the use of technology in education, it is also emphasized that this situation is gradually decreasing (Lee, Yeung, & Cheung, 2019). In this regard, Cai, Fan, and Du (2017), in their meta-analysis study investigating the gender effect on the use of technology in education, reported that men still have more positive attitudes towards the use of technology than women, but emphasized that this difference is at a small effect level.

The analysis by age variable showed that parents in the middle age range had higher attitudes towards the use of technology in education than younger parents. The fact that the children of middle-aged individuals are mostly attending primary and secondary schools and that parents are more supportive of their children's education at this level of education and that they have the possibility of finding solutions by using technology in the process may have caused their attitudes towards the use of technology in education to be higher. Regarding educational status as another important variable in parents' attitudes towards their children's use of technology in education, it was

observed that the attitudes of parents with associate's/ bachelor's or postgraduate degrees were higher than those of parents with primary and secondary school education. Parents with associate's/undergraduate's and/or postgraduate's degrees may have higher attitudes because they have benefited from technology in their own education and therefore, they believe since they have experienced this positive outcome, the same can be true for their children. On the other hand, contrary to the findings of this study, there are some studies (Mikelic Preradovic et al., 2016; Oğuz & Kutluca, 2020) that claim that there is no significant difference between the education level of parents and their attitudes towards the use of technology, in short, the independent variable of education level does not have a significant effect on parents' views towards the use of technology. As a result of the analysis conducted in terms of the occupation variable, it was concluded that there was a significant difference in parents' attitudes towards the use of technology in their children's education, and this difference was in favour of teachers, civil servants and healthcare professionals, while housewives, workers and self-employed workers had lower attitudes towards the use of technology in their children's education. This may be due to the fact that teachers, civil servants or health workers can perform their work faster and easier by getting support from technological tools in their business life and seeing the positive effects of technology. This may cause parents to have a more positive attitude due to their belief that their children may benefit from technology and see its positive effects during the education process. Hollingworth, Mansaray, Allen, and Rose (2011) argued that a certain portion of working-class parents was less self-confidence in supporting their children's learning with technology in relation to parents' perspectives on technology use. Becker and Maunsaiyat (2002) also pointed out that the involvement of technology in the parent's profession may have a positive effect on the student's attitude towards the use of technology.

Analysis in terms of the years of computer use showed that parents with many years of experience in computer use had higher attitudes towards children's use of technology than parents with less than one year of computer use. Parents who have been using technology for many years are more knowledgeable about such technologies and may be more knowledgeable and conscious about their contributions to the education process. Regarding computer usage skills as another variable in the study, it was observed that the attitudes of parents with good computer skills towards their children's use of technology in education were higher than the attitudes of parents with poor computer skills. Parents with better knowledge about the use of technology may be aware of the benefits of technology and may have the notion that their children can achieve positive results by making use of technology in their education process. In addition, individuals with better computer skills may have higher attitudes towards the use of technology because they are more knowledgeable about the applications that can be used for educational purposes and think that these applications can contribute to the educational process of their children. Hurwitz and Schmitt (2020) argued that parents' high level of digital skills can contribute to children's safe use of technology and the development of their digital skills. Similarly, various studies indicate that an increase in the level of competency in computer use may have a positive effect on the use of technology in education (Al-Zaidiyeen, Mei, & Fook, 2010; Çetin, Çalışkan, & Menzi, 2012; Usta & Korkmaz, 2010). As a matter of fact, the literature also suggests that technology usage skill is an important predictor of attitude towards information and communication technologies (Jan, 2018).

Additionally, analysis of the opinions of the parents regarding their suggestions for the proper and effective use

of technology revealed that parents should supervise their children in terms of the use of technology, monitor the websites on which they spend time and be conscious of this issue, teach their children the proper use of technology and spend time with their children and support them in being conscious in the use of technology. In addition, it was pointed out that families should be role models for their children, and contribute to their personal development, they should not allow their children to use technology at inappropriate times, they should prevent the use of technology at an early age, and families should be in co-operation with teachers. As noted in the opinions, in addition to the fact that parents have a positive view of their children's use of technology in education, it is also an important view that they should not leave their children alone in their use of technology as a responsible parent, and that they should be in control and guide their children in terms of conscious use. In addition, parents themselves should be role models for their children in the use of technology and they should act correctly and consciously in the use of technology. Since it is known that the family-school connection has a positive effect on children (Blanchard & Oliver, 1999), parents should also be informed about their children's attitudes towards the use of technology not only at home but also at school in cooperation with school administration and teachers. Kong and Li (2009) argued that parents are an important stakeholder group in school education as well as being one of the key groups in supporting the technology-assisted learning environment and that they have a responsibility to provide their children with the necessary knowledge and skills to use technology appropriately while emphasized that parents should be in cooperation with their children's schools.

Conclusion and Recommendations

In today's life, which is called the information age, technology and its applications have become important pillars of educational environments. Technological tools and applications have become used in the effective functioning of learning and teaching processes in both online and face-to-face educational settings. In particular, many stakeholders in the education system have benefited from the opportunities provided by technology in order not to disrupt the education process during the pandemic period. During this process, the knowledge, skills and support of families in the proper and effective use of technology at home education of children has also come to the fore as an important issue. In the learning and teaching process, the fact that their children use technology by being aware of the possibilities provided by technology and having a positive attitude towards its use may be directly related to the attitudes of parents towards the use of technology. In this context, first of all, parents should be aware of the possibilities provided by technology and use this awareness to inform their children and raise awareness. Parents, in cooperation with the school administration and teachers, should be aware that their children benefit from technology in a proper and ethical manner both at school and at home. Parents should also support their children's safe and supervised use of technology by assuming the necessary responsibilities and being role models for their children.

In this context, the following recommendations can be made; First of all, the significance and requirements of the use of technology in education should be explained to parents by the relevant school administrations. It should be ensured that they have information about which educational applications they can use for what purpose so that they can support their children's education. Parents who do not have any knowledge about the use of technology can be directed to the training services provided by authorized institutions in this field. It is important that parents

who do not have enough knowledge, skills or competence in the use of technology to help their children use technology safely should cooperate with the school to seek out the training offered on this subject, participate in the training to be provided within the necessary scope, and provide the necessary support for their children's use of technology in education.

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