IJERE International Journal of Educational Research Review

International Journal of Educational Research Review

Media Mediation and Conscious Awareness of Mothers in Preschool Children's Use of Media Tools Investigation*

Büşra YILDIRIM[1] İsa KAYA[2]

Article History:
Received 07.02.2023
Received in revised form 30.06.2023
Accepted
Available online 10.07.2023

This study was carried out to research the roles of mothers' conscious awareness and media mediation in the use of media tools by preschool children. The study was carried out using the relational screening model. The method used in the study is quantitative research. The study group consisted of mothers of 371 children attending preschool education in the academic year 2020-2021. The data were collected using the Demographic Information Form, Conscious Awareness Scale and Early Childhood Parent Media Mediation Scale. Pearson Correlation Analysis and simple regression analysis were used for data analysis. Following the study, a low/medium strength, significant correlation to the negative was found between the mothers' conscious awareness and lower dimensions of media mediation, while conscious awareness of media mediation roles predicted the active interpretative sub-dimension by 18%, restrictive inhibitory sub-dimension by 2%, restrictive limiting sub-dimension by 13%, active restricting sub-dimension by 4%, restrictive supportive sub-dimension by 4%, and active supportive sub-dimension by 19%.

Keywords: Early childhood, media mediation, conscious awareness

Introduction

Developing technology shapes the preferences and choices of individuals. Technology has both facilitated and sped up life and also made it more fun. In line with the foregoing, technology and the media have become an inevitable reality for all age groups that involve all, from minors to adults. From the age of 6 to 18, the average child today spends 16,000 hours watching television, 4,000 hours listening to the radio and CDs, and several thousand hours at the films. In other words, this child spends more time with the media than they spend at school or at home with their parents." (Sanders, 1999). According to the American Academy of Paediatrics study, 9.5% of children aged 25-60 months do not watch TV, 21.4% watch TV for up to 2 hours, and 69% watch TV for 2 hours or more. TUIK (Turkish Statistics Agency) data indicate that 24.4% of children aged 6-15 in Turkey have a personal computer (tablet, desktop or laptop computer) (TUIK, 2013). With the transition to online education during the Covid 19 pandemic, it is thought that there is a significant increase in the number of children who have personal tablets and cell phones. When the time allocated by children to other technological tools such as computers, tablets and cell phones was examined, it was found that 24.5% of them spent 1 hour or more (Akkuş, Yılmazer, Şahinöz & Sucaklı, 2015). When used without supervision, media tools can have both positive and negative effects on children. In particular, the values of the child's own world are eroded, and consequently, the child rapidly transitions from childhood to adulthood. After a while, children who fill their minds with the harmful messages of media tools start having problems adapting to the real world. The imaginary world, which is the unchanging reality of childhood, ceases to be a world that is fictionalised and dreamed of in leisure time for the child and leaves itself to the imagination fantasised by adults through computers, games and televisions (Akçalı, 2020). In fact, what makes media tools attractive for children is not the entertainment aspect; it is the speed aspect. Children of early age find the speed of a program entertaining, regardless of the content, and these events unfold at the speed of a cartoon. Media tools do not give children enough time to process what they want to present and the information they pass on. Because 3.5 seconds is too short of a time to think about and comprehend anything (Sander, 1999). This "cable life", which disconnects children from nature and real social relations, makes them dependent on technology and indexes their self-confidence entirely to virtual environments, neither enriches children in terms of knowledge nor develops their skills (İnal, 2020). Wartella, (2013) stated that children's use of media tools caused obesity and sleep problems. What the child watches, when he/she watches it, how much he/she is affected by it and the awareness of the families and the models they assume are very important for the development of the child (Ersan, 2016; Şimşek İşleyen & İşleyen, 2015). Considering the development of

[1]Ministry of Education, bsrayldrm180@gmail.com
[2] Fatih Sultan Mehmet Vakıf University, ikaya@fsm.edu.tr, orcid.org/ 0000-0003-3604-1368
*This article was produced from the master thesis of the 1st author. A part of the study was presented as an oral presentation at the 3rd Educational Research Congress of FSMVÜ.

children, it is the responsibility of parents to control the appropriateness of media tools that model the children (Saçan, Metin & Millici, 2016). The parents' approach is either to prohibit completely or to allow completely (Saltuk & Erciyes, 2020). Parenthood behaviour and strategies that are used to reveal the positive impacts media have on children and to mitigate the negative impacts are called "media mediation". The foundations of the parent mediation theory are based on the mixed communication theory, which is the basis of sociopsychological media impact and information processing theories (Clark, 2011, Nathanson, 2001). In research on media mediation in literature, first of all, Valkenburg, Krcmar, Peeters & Marseille (1999) discussed the parent mediation for viewing television in three categories, namely active mediation, co-monitoring and restrictive mediation. According to Valkenburg et al. (1999), active mediation is sharing and discussing ideas about the content with each other, restrictive mediation is the rules set by the parent for the child, and co-monitoring is strategising with the child by watching the content together. Researchers have demonstrated that the negative impacts of violent media could be alleviated by active mediation (Nathanson, 1999). Restrictive mediation involves creating discipline in terms of the times when media tools and programs can be watched and for how long (Nathanson, 2001). Parents with restrictive mediation attitudes can set rules and bans in relation to viewing content. Parents may set certain times when their children can watch and decide what they will watch and for how long (Valkenburg, Krcmar, Peeters & Marseille, 1999). Restrictive mediation causes a greater parent/child conflict than other mediation strategies do (Van den Bulck & Van den Bergh, 2000). Conscious awareness is an individual's ability to manage negative feelings without judging themselves rather than trying to change, suppress or get away from them at the moments these feelings emerge (Neff, 2003). The status of having a clear mind is exactly what having "conscious awareness" means. It is also described as "staying in the moment and being able to interpret what is being experienced". Mindlessness is defined as the preoccupation of people's minds with their past and future, as well as the development of thoughts in response to events (Germer, 2004). Bishop et al. (2004) discuss conscious awareness in two dimensions. The first dimension refers to a person's attention and ability to focus, while the second dimension is about the person's attitude and behaviour at the moment that is being lived.

The purpose of this study is to research the correlation between mothers' conscious awareness and their role in media mediation in terms of preschool children's use of media tools. In line with this purpose, the problem statement of the study is 'Is there a relationship between mothers' media mediation roles and their conscious awareness in preschool children's use of media tools? Within the framework of this question, answers to the following questions were sought.

1. Is there a significant correlation between the mothers' conscious awareness levels and lower dimensions of media mediation (active supporter, restrictive supporter, restrictive restrictor, active interpreter, restrictive blocker, and active restrictor)?
2. Does mothers' conscious awareness predict the lower dimensions of their media mediation (active supporter, restrictive supporter, restrictive restrictor, active interpreter, restrictive blocker, and active restrictor)?

Method

This section explains the research model, workgroup, data collection tools, collection of data and data analysis.

Research Model

In this study, which examines the relationship between mothers' conscious awareness and media mediation roles in preschool children's use of media tools, the research model is a relational survey model, which is one of the quantitative research methods, since the relationship between the data collected from mothers is questioned. Büyüköztürk, Kılıç Çakmak, Akgün & Karadeniz Demirel (2014) define correlational survey research as research involving larger samples than other research and revealing some characteristics of the participants participating in the research.

Study Group

The study group of this study consists of mothers chosen using appropriate sampling methods from among the mothers of kindergarten and preschool kids in state and private schools in Güngören and Küçükçekmece counties of Istanbul Province, affiliated with the Ministry of National Education. Appropriate sampling, in this sense, means selecting the sample from easily accessible and applicable units (Büyüköztürk et al., 2014). Demographic characteristics such as age, number of children, education level, vocation, financial status etc, of mothers participating in the workgroup are given in Table 1.

Table 1. Demographic Characteristics of Participating Mothers

Age	Frequency (f)	Percentage (%)
20-35	227	61.2
36-45	137	36.9
46 or older	7	1.9
Number of Children		
1	149	40.2
2	174	46.9
3	42	11.3
4	6	1.6
Education		
Elementary	26	7
High School	102	27.5
Undergraduate	207	55.8
Graduate	36	9.7
Vocation		
Civil Servant	64	17.3
Worker	41	11.1
Self Employed	71	19.1
Homemaker	195	52.6
Financial Status		
Low	26	7
Medium	300	80.9
High	45	12.1
Total	371	100

Reviewing the demographical characteristics of mothers participating in the study, as shown in Table 1, the majority of participating mothers are in the age range of 20-35. According to the data results, 61.2% of the mothers were 20-35 years old, 36.9% were 36-45 years old, and 1.9% were 46 and over. When the total number of children of the mothers participating in the study is analysed, it is seen that 40.2% of the mothers have one child, 46.9% have two children, 11.3% have three children, and 1.6% have four children. When the educational levels of the mothers were examined, it was found that more than half of the participant mothers, 55.8%, were university graduates, 27.5% were high school graduates, 9.7% were postgraduate graduates, and 7% were primary school graduates. When the occupational status of the mothers participating in the study is examined, it is seen that half of the participants are homemakers and the other half are self-employed, civil servants and workers, respectively. The data showed that 17.3% were civil servants, 11.1% were workers, 19.1% were self-employed, and 52.6% were homemakers. When the income status of the mothers was analysed, it was determined that more than half of the participants, 80.9%, had a medium income level, 7% had a low-income level, and 12.1% had a high-income level.

Data Collection

Data collection tools were sent via teachers to 1000 parents that have children in preschool classes of seven schools, five private or state independent kindergartens and two elementary schools affiliated with the Ministry of National Education in two counties of Istanbul (Güngören and Küçükçekmece). 402 forms out of 1000 sent were received back, 17 of which were excluded from the research because they had missing information. Also, while 371 forms were filled out by mothers, 14 forms were filled out by fathers. Because there were not enough forms filled out by fathers, they were excluded from the research as well. A "Demographic Form" including personal information of the participants and their children, a "Awareness Scale" to be applied to mothers and an "Early Childhood Parent Media Mediation Scale" were used in this study. In this study, first of all questionnaires were created to reach out to 1000 parents to collect the data. In two central districts of Istanbul (Güngören and Küçükçekmece), managements of a total of seven schools from five independent kindergartens and two primary schools affiliated with the Ministry of National Education

were interviewed and sent to the parents' WhatsApp and e-mails online, and feedback was received online. Notification of the study was sent to parents by the teachers in the form of text messages and via Zoom.

Data Collection Tools

Data for this study was collected using the "Demographic Details Form" developed by the researcher to include the children's personal details, the "Early Childhood Parent Media Mediation Scale" developed by Şen et al. (2020) and the "Conscious Awareness" scale developed by Özyeşil et al. (2011).

Demographic Details Form

A demographic details form was developed by the researcher. The form included information on mothers and children, such as the child's age, sex, number of siblings, the mother's education level, vocation, and financial status, among others.

Conscious Awareness Scale

A Conscious Awareness Scale, designed to measure the conscious awareness level of participants, were used in this study. The scale was developed by Brown and Ryan for the purpose of measuring differences between individuals' ability to pay attention to experiences and noticing things encountered in a given moment. The scale consists of fifteen items and gives a single total score upon completion. As a result of the factor analysis, it was determined that the scale showed a single-factor structure. Further factor analysis to verify also confirmed a single-factor structure. It is a 6-option Likert Type scale (1=almost always, 2=mostly, 3=sometimes, 4=rarely, 5=very rarely, 6=almost never). High scores to be made in this scale indicate that conscious awareness is also high. The internal consistency coefficient of the original scale was calculated to be α=.82. Four weeks later, the scale was applied to the same group again, and the test consistency of the repeat test scale was calculated to be r=.81 (Özyeşil et al., 2011).

Early Childhood Media Mediation Scale

The scale has two dimensions, namely active and restrictive, which are further divided in 3 dimensions each: active supportive, restrictive supportive, restrictive limiting, active interpreting, restrictive inhibiting and active restricting. The active supportive subdimension is measured using 14 items, restrictive supportive 11 items, the restrictive limiting subdimension six items, and each of the active interpreting, restrictive inhibiting and active restricting subdimensions four items each. This scale consists of 43 5-Option Likert-type questions, with options being "Never", "Rarely", "At Times","Often", and "Always". The highest possible score of the scale is 215, and the lowest is 43. DFA results show that a structure with a high level of model-data fit was identified for the early childhood parental media mediation scale (χ2/sd=2.23, RMSEA=0.043, RMR=0.044, CFI=0.98). Cronbach Alpha coefficients for the sub-dimensions of the scale were 0.92 for active supportive, 0.86 for restrictive supportive, 0.61 for restrictive limiting, 0.83 for active interpreting, 0.84 for restrictive inhibiting, 0.59 for active restricting and 0.91 for the scale as a whole. As a result of all these analyses, it was decided that the scale is a valid and reliable measurement tool (Şen et al., 2020).

Data Analysis

Data collected from participating mothers by means of demographic details form, conscious awareness form and parent media mediation role scale were analysed using the digital medium. IBM SPSS 25.0 program was used to evaluate the data obtained through the scales applied in the study and to find calculated values. Percentage (%) and frequency (*f*) calculations were made for descriptive data. Normality tests were carried out to verify prior to analysis for each variable. In the research, firstly, whether the data collection tools comply with the normal distribution hypothesis was determined by looking at the skewness and kurtosis coefficients, the data set was cleaned from outliers, and parametric test methods were preferred. The results of the Normality Tests for the Distribution of Data are as follows.

Table 2. Results of normality tests for data distribution

Variables	Statistic	Sd	P	Average	Median	Skewness	Kurtosis
Media Mediation	0.74	371	0.00	100.8	100	0.049	-0.64
Active Supportive	0.073	371	0.00	35.32	35	-0.029	-0.79
Restrictive supportive	0.075	371	0.00	24.06	24	0.599	0.448
Active restricting	0.093	371	0.00	10.91	11	0.087	-0.125
Restrictive limiting	0.152	371	0.00	10.16	9	1.017	0.892
Restrictive inhibiting	0.194	371	0.00	11.83	12	-0.067	1.367
Active interpreting	0.114	371	0.00	8.52	8	0.37	-0.741
Conscious awareness	0.077	371	0.00	59.95	61	0.02	-0.798

In the literature, there are sources that recommend skewness and kurtosis values to be between -1 and +1 (Morgan, Leech, Gloeckner & Barrett, 2004; Can, 2018), as well as sources that suggest that a value between -2 and +2 is sufficient for the distribution to be assumed normal (George & Mallerry, 2003). Normality analysis skewness and kurtosis value results according to the sub-dimensions of media mediation roles and awareness values are respectively -0.029, -0.79 for the active supportive sub-dimension, 0.599, 0.448 for the restrictive supportive sub-dimension, 1.017, 0.892 for restrictive limiting sub-dimension, 0.37, -0.741 for active interpreting sub-dimension, -0.067, 1.367 for restrictive inhibiting sub-dimension and 0.087, -0.125 for active restricting sub-dimension. Values for conscious awareness were calculated to be 0.02, -0.798. As a result of the normal distribution analysis, when the closeness of the mean-median, extreme values, histogram symmetry, and the requirement that kurtosis and skewness should be between ±2 were examined, it was determined that these values also fit the normal distribution according to the variables. It was decided to implement a normal distribution analysis for the study (George & Mallery 2003). Examining the distribution of data through statistics such as arithmetic mean, mode, median, skewness and kurtosis coefficients are stated as descriptive methods (Abbott, 2011; Kirk, 2008). In this context, the facts that the arithmetic mean, mode and median are equal or close to equal, that the skewness and kurtosis coefficients are close to 0 within ±2 limits, and that the relative coefficient of variation, which expresses the ratio of the standard deviation and the mean as a percentage, is between 20 and 25 are considered as evidence of the existence of a normal distribution (Tabachnick & Fidell, 2013; McKillup, 2012; Wilcox, 2012b; Howitt & Cramer, 2011; Lind et al., 2006). It is recommended that descriptive methods should be used together with other methods in examinations of the normality assumption, and the results should be evaluated together (McKillup, 2012; Abbott, 2011; Gnanadesikan, 1997). The reliability of the data collection tools was assessed, and then descriptive statistics were given. In identifying whether there is a significant correlation between the subdimensions of media mediation (Active supportive, restrictive supportive, restrictive limiting, active interpreting, restrictive inhibiting and active restricting) and conscious awareness levels of mothers in the scope of this study, "Pearson correlation analysis" was used as it is in line with the normal distribution assumption. The model for the prediction of the awareness levels of the mothers in the study on their total score of media mediation and its sub-dimensions (active supportive, restrictive supportive, restrictive limiting, active interpreting, restrictive inhibiting, and active restricting) was shown with "simple regression analysis". Regression analysis consists of a series of statistical calculations used to predict the score of one variable from the scores of other variables, aiming to evaluate the relationship between a dependent variable and several independent variables (Tabachnick, Fidell & Ullman, 2007). Statistical significance was evaluated at the level of ($p<0.05$) in all the results obtained.

Findings

Table 3 Results of analysis of the correlation between the mothers' conscious awareness level and the media mediation subdimensions (active supportive, restrictive supportive, restrictive limiting, active interpreting, restrictive inhibiting and active restricting).

		Conscious Awareness	Restrictive-Blocker	Active-Interpretive	Restrictive-Limiting	Active-Limiting	Restrictive-Supporting	Active-Supporting	Media Mediation (Total Score)
Conscious Awareness	r		-,125*	-,422**	-,354**	-,200**	-,379**	-,430**	-,483**
	p		**0.02**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	n		371	371	371	371	371	371	371
Restrictive-Inhibiting	r	-,125*		,149**	,101	-,021	,094	,04	,182**
	p	**0.02**		**0.00**	0.05	0.69	0.07	0.44	**0.00**
	n	371		371	371	371	371	371	371
Active-Limiting	r	-,422**	,149**		,436**	,343**	,451**	,721**	,760**
	p	**0.00**	**0.00**		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	n	371	371			371	371	371	371
Restrictive-Limiting	r	-.354**	,101	,436**		,245**	,395**	,437**	,604**
	p	**0.00**	0.05	**0.00**		**0.00**	**0.00**	**0.00**	**0.00**
	n	371	371	371	371		371	371	371
Active-Limiting	r	-,200**	-,021	,343**	,245**		,542**	,526**	,643**
	p	**0.00**	0.69	**0.00**	**0.00**		**0.00**	**0.00**	**0.00**
	n	371	371	371	371	371		371	371
Restrictive-Supporting	r	-,379**	,094	,451**	,395**	,542**		,584**	,812**
	p	**0.00**	0.07	**0.00**	**0.00**	**0.00**		**0.00**	**0.00**
	n	371	371	371	371	371	371		371
Active-Supporting	r	-,430**	,04	,721**	,437**	,526**	,584**		,906**
	p	**0.00**	0.44	**0.00**	**0.00**	**0.00**	**0.00**		**0.00**
	n	371	371	371	371	371	371	371	371
Media Mediation (Total Score)	r	-,483**	,182**	,760**	,604**	,643**	,812**	,906**	
	p	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	
	n	371	371	371	371	371	371	371	

* Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed).

According to the results of the correlation analysis, it was determined that there was a statistically significant negative relationship between the awareness levels of the mothers participating in the study and restrictive inhibiting (r=-.125, p=.02, p<.05) and active restricting (r=-.200, p=.00, p<.01) levels at 95% confidence level. Likewise, it was determined that there was a statistically significant negative relationship between awareness levels and active interpreting (r=-.422, p=.00, p<.01) levels, restrictive limiting (r=-.354, p=.00, p<.01) levels, restrictive supportive (r=-.379, p=.00, p<.01) levels, and active supportive (r=-.430, p=.00, p<.01) levels at 95% confidence level. According to the results of the correlation analysis, it was determined that there was a statistically significant negative relationship between participants' level of awareness and media mediation roles at 95% confidence level (r=-.483, p=.00, p<.01). In the light of the findings, it is an expected result that the three sub-dimensions under the name of restrictive mediation are negatively significant with awareness. Accordingly, it can be interpreted that mothers with high awareness scores will use less restrictive mediation.

Table 4. Results of simple regression analysis of mothers' conscious awareness' prediction of active interpreting subdimension.

Predicting Variable	B	Std. Error	Beta	T	P
Constant	3.798	.191		19.858	***0.00**
Conscious Awareness	-.416	.047	-.422	-8.935	***0.00**
N=370		R^2=0.178			
F=79.833		p=.000			

Dependent Variable: Active interpreting

Looking at the table above, the rate of awareness explaining the active interpreting sub-dimension of media mediation is 17.8%. The negative beta value indicates that the relationship is inverse. Namely, one can comment that as conscious awareness increases, the active interpreting subdimension of media mediation decreases (R=.422). When awareness is increased by one unit, the media mediated active interpreting sub-dimension is negatively affected with a strength of .416.

Tablo 5. Results of simple regression analysis of mothers' conscious awareness prediction of restrictive inhibiting subdimension.

Predicting Variable	B	Std. Error	Beta	T	P
Constant	3.288	.140		23.507	***0.00**
Conscious Awareness	-.082	.034	-.125	-2.417	***0.016**
N=370		R^2=0.016			
F=5.842		p=.000			

Dependant Variable: Restrictive inhibiting

Reviewing the table above, it is evident that conscious awareness predicts active interpreting subdimension of media mediation by 1.6%. A negative beta value is indicative of an inverse correlation. Namely, one may comment that as the mothers' conscious awareness increases, the frequency of use of mothers of restrictive inhibiting subdimension of media mediation also increases (R=.125). It is evident that the restrictive inhibiting subdimension of media mediation is affected negatively by -.082 when Conscious awareness increases by one point.

Table 6. Results of simple regression analysis for mothers' Conscious Awareness' prediction of restrictive limiting subdimension.

Predicting Variable	B	Std. Error	Beta	T	P
Constant	2.770	.152		18.281	***0.00**
Conscious Awareness	-.269	.037	-.354	-7.276	***0.00**
N=370		R^2=0.125			
F=52.943		p=.000			

Dependant Variable: Restrictive limiting

When the table is analysed, the rate of explanation of the active interpreting sub-dimension of media mediation of awareness is 12.5%. The negative beta value indicates that the relationship is inverse. In other words, it can be interpreted that as mothers' conscious awareness increases, the frequency of using the restrictive limiting sub-dimension of media mediation decreases (R=.354). When Conscious Awareness is increased by one unit, it is seen that the restrictive limiting sub-dimension of media mediation is negatively affected by -.269.

Table 7. Results of simple regression analysis for mothers' Conscious Awareness prediction of active restricting subdimension.

Predicting Variable	B	Std. Error	Beta	T	P
Constant	3.457	.190		18.179	***0.00**
Conscious Awareness	-.182	.046	-.200	-3.918	***0.00**
N=370		R^2=0.040			
F=15.351		p=.000			

Dependant Variable: Active restricting

Looking at the table above, the explanation rate of the active interpreting sub-dimension of media mediation of awareness is 4%. The negative beta value indicates that the relationship is inverse. That is, as mothers' conscious awareness increases, the frequency of mothers' use of the active restricting sub-dimension of media mediation decreases (R=.200). When conscious awareness is increased by one unit, it is seen that the active restricting sub-dimension of media mediation is negatively affected with a strength of -.182.

Table 8. Results of simple regression analysis for mothers' conscious awareness' prediction of restrictive supportive subdimension.

Predicting Variable	B	Std. Error	Beta	T	P
Constant	3.428	.161		21.243	***0.00**
Conscious Awareness	-.310	.039	-.379	-7.876	***0.00**
N=370		R^2=0.144			
F=62.028		p=.000			

Dependant Variable: Restrictive supportive

Reviewing the table above, the ratio of awareness explained by the active interpreting sub-dimension of media mediation is 14.4%. The negative beta value indicates that the relationship is inverse. In other words, it can be interpreted that as mothers' conscious awareness increases, the frequency of mothers' use of the restrictive supportive sub-dimension of media mediation decreases (R=.379). When Conscious Awareness is increased by one unit, it is seen that the restrictive supportive sub-dimension of media mediation is negatively affected with a strength of -.310.

Table 9. Results of simple regression analysis for mothers' conscious awareness' prediction of active supporting subdimension.

Predicting Variable	B	Std. Error	Beta	T	P
Constant	4.076	.174		23.448	***0.00**
Conscious Awareness	-0.388	.042	-.430	-9.153	***0.00**
N=370		R^2=0.185			
F=83.784		p=.000			

Dependant Variable: Active supporting

Reviewing the table above, the proportion of awareness explained by the active interpreting sub-dimension of media mediation is 18.5%. This is the sub-dimension with the highest rate among the other sub-dimensions. The negative beta value indicates that the relationship is inverse. That is, as mothers' conscious awareness increases, the frequency of mothers' use of the Active supportive sub-dimension of media mediation decreases (R=.430). When Conscious Awareness is increased by one unit, the Active supportive subdimension of media mediation is strongly negatively affected by -.388.

Discussion

According to the results of the correlation analysis, it was determined that there was a significant negative correlation between the Conscious Awareness levels of the mothers participating in the study and the levels of restrictive inhibiting and active inhibiting. Again, it was determined that there was a significant negative relationship between the Conscious Awareness levels of the mothers and active interpreting, restrictive limiting, restrictive supportive, and active supportive levels. There was a significant negative relationship between the Conscious Awareness levels of the mothers and the total scores of media mediation roles. Striving to keep up with the rapidly advancing technology, parents have introduced different approaches to various media tools to protect their children against dangers that are likely to emerge and to further increase the benefits of the technology (Livingstone et al., 2017). Parents' media mediation roles consist of strategies developed by parents in order to supervise, control, manage and effectively direct their children's media use to prepare the usage time and content of the media where their children spend most of their time (Nevski and Siibak, 2016; Padilla-Walker & Coyne, 2011). Parents' media mediation role is affected by many factors of both parent and child origin (Shin & Li, 2017). It is argued that active mediation increases the likelihood of encountering the opportunities offered by the internet while restrictive mediation minimises the likelihood of

encountering the risks thereof (Livingstone et al., 2017). Moreover, that combining restrictive and active mediation together is the most effective method is among the arguments most widely made (Valkenburg, Piotrowski, Hermanns & de Leeuw, 2013). The research revealed only a negative significant correlation between subdimensions of parent media mediation and conscious awareness. While there was a negative low-strength significant relationship between active restricting and restrictive inhibiting sub-dimensions of parental media mediation, a negative medium-strength significant relationship was found between conscious awareness and other sub-dimensions of parental media mediation such as active supportive, restrictive supportive, active interpreting, restrictive limiting. Active mediation is the mediation role where parents discuss certain aspects of the programme with their children during or after children view the programme. In this mediation role, parents explain to the child supernatural events or negative or positive events presented by characters shown on television (Ergin & Kapçı, 2019). Active restricting mediation, one of the active mediation subdimensions, is a mediation role where the parent, together with the child, decides the content and time of use of media, noting the signs signalled by the smart cues of the media content. In this mediating role, parents involve the child in their decisions and take control of the smart cues regarding content appropriateness. It is stated that the parent makes decisions together by involving the child in the process and that this behaviour is matched with active restricting mediation, which gives the child the ability to think. It is clearly predicted that children who can make their own decisions will develop the ability to program their behaviour, make plans and think deeply. (Akman & Şahin, 2018). The ability of the parent to show this behaviour towards his/her child is closely related to creating awareness at the moment. An individual who is aware also pays attention to the moment and can correctly analyse what is appropriate behaviour for the child. The individual's focus on the events at the moment, realising them with an open consciousness without immediately expressing an opinion in positive or negative thoughts, and having an open mind is what conscious awareness entails. Nevertheless, it is said that conscious awareness is staying in the moment and understanding the events of that moment. Accordingly, when it is considered that it is so important for the lives of mothers who have children at an early age and who are consciously aware of their children to be able to make their own decisions or support their children, the fact that this sub-dimension had a negative rather than a positive effect did not yield the expected result, but when the effect sizes of the other sub-dimensions are considered, the lower effect of the active restricting sub-dimension supports what was expected, albeit to a lesser extent. As for the other sub-dimensions, active interpreting mediation involves parents making comparisons and comments about real life and media content, while active supportive mediation involves parents talking about the content, asking questions, preparing for the content beforehand, and providing explanations afterwards. In the research findings, the negative, moderately significant relationship between conscious awareness and active supportive sub-dimension and active interpreting sub-dimension does not support the expected result. An individual with a high conscious awareness score will be reflecting an effective mediation on the child, given that they often use active mediation. Restrictive mediation role is where parents put in place certain rules for their children to restrict to time watched or to prevent watching certain contents. Restricting the viewing of certain channels, programs and websites and making use of blocking technologies are types of restriction methods (Ergin & Kapçı, 2019). Behaviours of restrictive inhibiting mediation, which is one of the restrictive sub-dimensions, are defined as the behaviours where the child is expected to obey more than other mediation roles and that the parents prefer media tools as a reward-punishment method, including the harshest approaches about certain characters in media content. Parents, who adopt this mediation role, project as behaviour preventing their children from playing with media tools as a form of punishment. The restrictive supportive mediation role, which is one of the other restrictive sub-dimensions, includes restrictive parental behaviours such as determining the time of media use and turning off media tools at certain times, while the restrictive limiting mediation role matches behaviours such as changing the channel and turning off the television when substance use, violence, swearing and sexual content are present. In this mediation role, parents cut off children's access to media content without questioning right and wrong behaviour. The difference between restrictive supportive mediation and other sub-dimensions of restrictive mediation is that the parent takes into account the basic developmental needs of the child in the process. Further to the simple linear regression analysis carried out to understand whether mothers' conscious awareness predicts subdimensions of their media mediation roles, it was identified that the same predicted active interpreting by 17.8%, restrictive inhibiting by 1.6%, restrictive limiting by 12.5%, active restricting by 4%, restrictive supportive by 14%, and active supportive by 18.5%. It was also found that there was a significant negative

relationship between mothers' conscious awareness levels and the sub-dimensions of media mediation roles. Given that both mothers and, accordingly children of minor age have daily increasing screen times, this study can now be an example for many studies to be conducted not only for parents but also for young children, measuring the awareness of media tools and screen addicted mothers and the media awareness attitude they exhibit to their children in relation to this. According to Dix & Branca (2003), Combining conscious awareness with parents' interactions with their children causes parents to see the parenting experiences available to them in the context of their long-term relationship with their children and leads to an increased awareness of their involvement in their children's needs. It can serve as a companion for parents who have complaints about the correct use of media and help them gain awareness that they can be effective media mediators by exhibiting the right behaviours in this process. In this way, parents can enable their children to gain experience in becoming conscious media consumers at an early age and being aware of their own awareness.

Conclusion and Recommendations

According to correlation analysis carried out, there is a significant negative relationship between Conscious Awareness levels and restrictive inhibiting and active restricting levels of the mothers who participated in the study. Likewise, it was determined that there was a negative and moderately significant relationship between conscious awareness levels of mothers and active interpreting, restrictive limiting, restrictive supportive, and active supportive levels. A negative, moderately significant relationship was found between mothers' level of conscious awareness and total scores of media mediation roles. As a result of the simple linear regression analysis on whether mothers' conscious awareness predicted the sub-dimensions of their media mediation roles, it was found that it predicted active interpreting by 17.8%, restrictive inhibiting by 1.6%, restrictive limiting by 12.5%, active restricting by 4%, restrictive supportive by 14%, and active supportive by 18.5%.

Noting the results of this study, the following recommendations can be developed.

- What is needed to support children's correct use of media is the mediating behavior of parents. Reviewing the findings of the study, it is among the recommendations that parents' media use has a significant impact on the media mediation roles they show towards their children, and parents should pay attention to their habits of using media tools.
- Fathers' data were not included in this study because reaching a sufficient number of father participants was not possible. In future similar studies, equal numbers of mother and father participants can be ensured to participate in the study, and their conscious awareness can be examined comparatively.
- Various training and in-service courses can be organised for mothers in schools on media mediation and conscious awareness.
- Activities should be initiated to raise knowledge and awareness for media literacy of both children and parents; conferences, workshops and panels should be organised within the scope of these activities, and interaction should be provided through distance education or mobile services for parents and children who cannot reach them.
- Considering that the use of media tools is presenting a constant upward trend in recent years, conducting training and seminars that include practices indicating the importance of conscious awareness to prevent the widespread use of media and to protect the mental health of the individual and society can contribute to the reduction of addiction.
- The relationship between the concept of Conscious awareness, which has just recently entered the literature, and parental media mediation has not been studied before, and for this reason, qualitative, quantitative and experimental studies can be conducted with different methods and models in the future.
- It is thought that the reason for the insignificant results may be the characteristics of the sample group. Conducting studies with different sample groups in terms of socio-economic and cultural aspects and examining the results of these studies may offer a different perspective on the subject.
- Informative videos and presentations on media literacy should be prepared for both children and parents, and interaction with media producers should be ensured so that they can replicate the content.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

The formal ethics approval was granted by the Social and Human Sciences Research and Publication Ethics Committee of Fatih Sultan Mehmet Vakıf University. We conducted the study in accordance with the Helsinki Declaration in 1975.

Funding

No specific grant was given to this research by funding organizations in the public, commercial, or not-for-profit sectors.

Research and Publication Ethics Statement

The study was approved by the research team's university ethics committee of the Fatih Sultan Mehmet Vakıf University (Approval Number/ID: 02/12/2020/48. Hereby, we as the authors consciously assure that for the manuscript "

" the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

The authors provide equal contribution to this work.

REFERENCES

Abbott, M. L. (2011). *Understanding educational statistics using Microsoft Excel and SPSS.* John Wiley & Sons, Inc.

Akcali, S. (2020). *Children and media*. In S. Akçalı (Ed.) The loss of childhood in the consumer Society. (pp.1-12) 5th Edition. Nobel Publishing.

Akkuş, S., Yılmazer, Y., Şahinöz, A., & Sucaklı, İ. (2015). Investigation of television watching habits of Children between 3-60 Months. *Hacettepe University Faculty of Health Sciences Journal*. 1(3), 51-60.

Akman, B., & Şahin, M. (2018). Development of thinkıng skills in early childhood. *Journal of National Education*, 47 (218), 5-20. Retrieved from *https://dergipark.org.tr/tr/pub/milliegitim/issue/39856/469576*

Bishop, SR, Lau, M., Shapiro, S., Carlson, LE, Anderson, ND, Carmody, J., Segal, ZV, Abbey, S., Speca, M., Velting, D., & Devins, G. (2004). Mindfulness: a proposed operational definition. *Clinical Psychology: Science and Practice*, 11, 230-241.

Büyüköztürk, S., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, S., & Demirel, F. (2014). *Scientific research methods* (19th ed.). Pegem Academy.

Clark, L.S. (2011). Parental mediation theory for the digital age. *Communication Theory*. 21(4), 323–343.

Dix, T., & Branca, S. (2003). Parenting as a goal-regulation process. In L. Kuczynski (Ed.), Handbook of dynamics in parent–child relations. (pp. 167–188). Thousand Oaks CA Sage.

Ersan, M. (2016). Picture children's books in tablet environment; A review of format and content features. *The Turkish Online Journal of Design, Art and Communication.* 6 (2), 148-158.

Ergin, D., & Kapçı, E. G. (2009). Validity and reliability study of parental mediation for internet usage scale adolescent and parent forms in the Turkish sample. *Journal of Measurement and Evaluation in Education and Psychology*, 10(2), 117-132 .https://doi.org/ 10.21031/epod.457218

Germer, C. (2004). What is mindfulness?. *Insight Journal, 22-24.* Retrieved from https://www.drtheresalavoie.com/storage/app/media/insight-germermindfulness.pdf

George, D., & Mallery, P. (2003). SPSS for Windows step by step: answers to selected exercises. *A Simple Guide and Reference, 63*, 1461-1470.

İnal, K. (2020). *Children and media.* İn S. Akçalı. (Ed.), Childhood in Turkey: WHERE! (5th ed.). Nobel Publishing. pp.13-51

Livingstone, S., Ólafsson, K., Helsper, EJ, Lupiáñez-Villanueva, F., Veltri, GA., & Folkvord, F. (2017).

Maximizing opportunities and minimizing risks for children online: The role of digital skills in emerging strategies of parental mediation. *Journal of Communication, 67*(1), 82-105. https://doi.org/10.1111/jcom.12277

Morgan, GA, Leech, NL, Gloeckner, GW., & Barrett, K. C. (2004). *SPSS for introductory statistics: Use and interpretation*. Psychology Press.

McKillup, S. (2012). *Statistics explained: An introductory guide for life scientists (Second edition).* United States: Cambridge University Press.

Nathanson, I. (2001). Parent and child perspectives on the presence and meaning of parental television mediation. *Journal of Broadcasting & Electronic Media*, 45. 37–41. https://doi.org/10.1207/s15506878jobem4502

Neff. K. D. (2003). The development and validation of a scale to measure affective sensitivity (empa thy). *Journal of Counseling Psychology*, 18(5),

Nevski, E., & Siibak, A. (2016). The role of parents and parental mediation on 0–3-year olds' digital play with smart devices: Estonian parents' attitudes and practices. *Early Years, 36*(3), 227-241.

Özyeşil, Z., Arslan, C., Kesici, S., & Deniz, M. E. (2011). The study of adapting the conscious awareness scale to turkish. adaptation of the mindful attention awareness scale. Turkish. *Selcuk University Education and Science*, 36(160).

Padilla-Walker, L. M., & Coyne, S. M. (2011). "Turn that thing off!" parent and adolescent predictors of proactive media monitoring. *Journal of Adolescence*, *34*(4), 705-715. Retrived from: https://doi.org/ 10.1016/j.adolescen.2010.09.002

Sasan, S., Metin, S., & Millici, M. (2016). Examination of media literacy levels of parents with preschool children in terms of some variables. *International Journal of Family, Child and Education*, 10, 37-56.

Saltuk, M., & Erciyes, C. (2019). A study on parent attitudes regarding the use of technology in pre-school children. *Electronic Journal of New Media*, 4(2), 106-120. Retrieved from https://dergipark.org.tr/en/pub/ejnm/issue/53735/720111

Sanders, M. R. (1999). Triple p-positive parenting program: towards an empirically validated multilevel parenting and family support strategy for the prevention of behavior and emotional problems in children. *Clinical Child And Family Psychology Review*, 2(2), 71-90.

Shin, W., & Li, B. (2017). Parental mediation of children's digital technology use in Singapore. *Journal of Children and Media*, 11(1), 1-19.

Şimşek İşleyen, F., & İşleyen, M. (2015). Analysis of children's media perception through pictures. *Global Media Journal, 5*(10), 271-287.

Şen. M., Demir, E., Teke, N. & Yılmaz, A. (2020). Early childhood parent media mediation scale development study. *Mehmet Akif Ersoy University Journal of the Faculty of Education*, 53, 228-265.

Valkenburg, PM, Krcmar, M., Peeters, AL, & Marseille, N. M. (1999). Developing a scale to assess three styles of television mediation:"Instructive mediation", "restrictive mediation," and "social coviewing". *Journal of Broadcasting & Electronic Media*, 43(1), 52-66.

Van den Bulck, J., & Van den Bergh, B. (2000). The influence of perceived parental guidance patterns on children's media use: Gender differences and media displacement. *Journal of Broadcasting & Electronic Media*, 44(3), 329-348.

Valkenburg, P.M., Piotrowski, J., Hermanns, J., & de Leeuw, R. (2013). Developing and validating the perceived parental media mediation scale: a self-determination perspective. *Human Communication Research*, 39(4), 445-469 https://doi.org/ 10.1111/hcre.12010

Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed). Pearson Education.

Turkish Statistical Institute (2013). Children with Information Technologies. Retrieved from https://biruni.tuik.gov.tr/medas/?kn=207&locale=tr

Wartella, E. A. (2013) Media, nutrition and childhood obesity. *1th Turkey Children and Media Congress Proceedings Book 2*, Children's Foundation Publications. Retrived from https://cocukvakfi.org.tr/wp-content/dosya/9k.pdf#page=244