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Teachers' and Parents' Views on the Psychosocial Effects of Children's Technology Addiction

Çocuklarda Teknoloji Bağımlılığının Psikososyal Etkilerine İlişkin Öğretmen Ve Ebeveyn Görüşleri

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ABSTRACT

This study examines the psychosocial effects of digital technology addiction on children, which increased during the pandemic. Within the scope of the research, a total of 237 people, including 111 teachers and 126 parents, were surveyed. Technology addiction, which can be seen as a public health problem from the perspective of teachers and parents, causes children to experience anxiety and stress. It can also lead to introversion, low self-esteem, and an increase in the possibility of isolation from society. According to findings, children feel anxious, helpless, and angry when they leave digital technologies. Parents can encourage their children to use digital technologies, which they see as a babysitter, without considering the damaging effects. In addition, according to the opinions of teachers and parents, it can be said that children may be more likely to be connected to modern technologies because they do not have the maturity to understand the detrimental effect of excessive use of digital technologies. Technology addiction can cause many cognitive, physical, emotional, and behavioral problems. The term addiction implies the need for treatment. Therefore, technology addiction should be addressed as a public health problem.

Keywords: Covid-19, digital addiction, pandemic, public health, technology addiction

ÖZ

Bu çalışmanın amacı, pandemi döneminde artan dijital teknoloji bağımlılığının çocuklar üzerindeki psikososyal etkisini incelemektir. Araştırma kapsamında 111 öğretmen ve 126 ebeveyn olmak üzere toplam 237 kişiye anket uygulaması yapılmıştır. Öğretmen ve Ebeveyn görüşlerine göre bir halk sağlığı sorunu olarak görülmesi gereken teknoloji bağımlılığı, çocukların kaygı ve stres yaşamasına neden olmaktadır. Ayrıca teknoloji bağımlılığı çocukların içe dönüklük, düşük benlik saygısı ve toplumdan izole edilme olasılığının artmasına neden olabilmektedir. Elde edilen bulgulara göre, dijital teknolojileri terk ettiklerinde çocukların kendilerini endişeli, çaresiz ve kızgın hissettikleri belirlenmiştir. Ebeveynler, çocuk bakıcısı olarak gördükleri dijital teknolojilerin olumsuz etkilerini düşünmeden çocuklarını kullanıma teşvik edebilmektedirler. Ayrıca Öğretmen ve Ebeveyn görüşlerine göre çocukların, dijital teknolojilerin aşırı kullanımının olumsuz etkilerini anlayacak olgunluğa sahip olmadıkları için, modern teknolojilere bağlanma olasılıklarının daha yüksek olabileceği söylenebilir. Teknoloji bağımlılığı birçok bilişsel, fiziksel, duygusal ve davranışsal soruna neden olabilmektedir. Bağımlılık terimi tedavi ihtiyacını ifade eder. Bu nedenle teknoloji bağımlılığı bir halk sağlığı sorunu olarak ele alınmalıdır.

Anahtar Kelimeler: Pandemi, Teknoloji bağımlılığı, Dijital bağımlılık, Halk sağlığı, Covid19

Introduction

It can be said that the pandemic period has changed children's leisure activities. Spending time with digital tools can be seen as a way to escape from the daily troubles, problems, and negative emotions created by the pandemic. Children may feel safe and comfortable in digital environments. They may think that they are getting away from the social anxiety created by the pandemic period, overcoming their loneliness through social interactions in digital environments, and creating a social attachment. They may think that they can provide psychological relief and eliminate their negative emotions through digital technologies.

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Digital technology addiction, which occurs from overusing digital technologies, which is seen as spending time at home and socializing during the pandemic, can be seen as a pathological case and creates a feeling of stigma (mental illness). Therefore, the cognitive, emotional, and behavioral effects of digital technology addiction, which increased during the pandemic, have become a growing concern (Çelebi & Özgüzel, 2021, p. 3450).

The pandemic period has changed the leisure activities of children and most people in society. Digital technologies offer children an alternative to social connections. That is why socializing through digital technologies can create a positive feeling. Anxiety about the use of digital technologies, which has become a behavioral addiction gaining popularity worldwide, is constantly increasing, although it is seen as harmless by children.

During a major disaster or an event, which is considered a psychological and physical threat, psychological-emotional distress, loss of control, helplessness, anxiety, and stress can lead to a lack of information on what to do and how to behave. These factors can have long-term negative emotional consequences, such as depression. Children may see turning to digital environments as a way to escape from these adverse psychological effects created by the pandemic process and to distance themselves from stressful situations.

This study aims to reveal the relationships between technology addiction and the socialization process. In addition, it aimed to measure the attitudinal and behavioral effects of technology addiction on children and determine how these affect children's mental health and happiness. Within the scope of the research, the views of teachers and parents on understanding the effect of technology addiction on psychological factors will be examined and compared.

As A Public Health Issue, The Psychosocial Effects Of Technology Addiction

Digital technologies are seen as alternative tools for people to overcome loneliness and communicate with their social environment during the pandemic period. However, coping with the negativities of the new world order created by the pandemic period through digital tools has the potential to create adverse psychosocial effects. Excessive and unnecessary use of digital technologies can increase the risk of addiction.

According to American Psychological Association (APA, 2014) "Addiction is a chronic disorder with biological, psychological, social and environmental factors influencing its development and maintenance." According to the American Society of Addiction Medicine (ASAM, 2019), "Addiction is a treatable, chronic medical disease involving complex interactions among brain circuits, genetics, the environment, and an individual's life experiences."

Hyman (2005) defined addiction primarily as "A Disease of Learning and Memory." Associative learning and memory were associated with addiction long before the formal descriptions of the classical form (Pavlov, 1927). UNICEF Research Coordinator Kardefelt-Winther (2017) examined how digital technologies affect children's well-being in three dimensions: mental/psychological, social, and physical. Kardefelt-Winther (2017) found that digital technologies have a highly negative impact on children's physical activities. On the other hand, it has been found that it is beneficial in terms of social relations. In terms of mental impact, it has been revealed that not using digital technologies and excessive use do not have any benefit, but moderate use can have a positive influence.

The damaging effects of technology addiction on children have become a social problem of increasing importance during the pandemic period when digital technologies are babysitters. The detrimental effects of using digital technologies, which have become popular in many parts of the world, are thought to be multifaceted. Therefore, technology addiction can be considered from a psychosocial perspective and seen as a public health problem. Technology addiction has been associated with many different negatives. It can be said that especially children are at risk of negative consequences.

Some experts, such as Brown, have argued that the concept of addiction is meaningful and that it should not be limited to the intake of substances ("Behavioural Addiction versus Substance Addiction ..."). Brown's six criteria can be summarized as follows (cited from Griffiths, 1996, p. 20):

Salience: This is when a particular activity becomes the most important activity in a person's life and dominates their thoughts, feelings, and behaviors.

Euphoria: This is a subjective experience that people report as a result of participating in a particular activity.

Tolerance: This is a process in which increasing amounts of a given activity are required to achieve previous effects.

Withdrawal: These are unpleasant moods and/or physical effects that occur when a particular activity is interrupted or suddenly reduced.

Conflict: This refers to conflicts among the addict and those around them; or within the individual related to a particular activity.

Relapse and reinstatement. This is the tendency to repeatedly return to earlier patterns of a given activity, even for the most extreme ways inherent in the height of addiction, to be quickly reinstated after many years of abstinence or control.

It can be said that most children with technology addiction have the same behavioral patterns. Even though there are differences between the negative results regarding technology addiction, there are also similar findings for personal and social relationships. Neglect of education and home responsibilities, deterioration of social relations, lack of physical activity, escapism, worsening in cognitive functions, sleeping problems, loss of time, impulse control, depression and anxiety, aggression, loneliness, psychological problems, social isolation, etc., have been identified as negative consequences of digital addiction (Çelebi, 2014a, p. 484).

According to the results of a study conducted on 3279 people in 9 countries, internet addiction is positively associated with economic welfare, social progress, and human development, in addition to negativity with human well-being, health, and safety (Blachnio et al.,

2019, p. 258). Peper and Harvey (2018, p. 3) found increased loneliness, anxiety, and depression results as symptoms of technology addiction in their study on university students.

Despite the dismissive data, digital technologies have become a tool of modern culture for socialization and interpersonal interactions. On the other hand, children may turn to digital environments for many reasons, such as playing games, social interaction, seeking entertainment, and spending time. It can be said that excessive and uncontrolled use of digital technologies can negatively affect family and social relations (Çelebi, 2020, p. 660).

According to Goodman (1990, p. 1403) "Addiction designates a process whereby a behaviour, which can function both to produce pleasure and to provide escape from internal discomfort, is employed in a pattern characterized by (1) recurrent failure to control the behaviour (powerlessness) and (2) continuation of the behaviour despite significant negative consequences (unmanageability)."

While the ultimate goal of digital technology systems is to seek ways to be more effective on children, families are concerned that their children's mental health, consumption habits, and behavioral attitudes may be adversely affected. Therefore, the adverse effects of digital technologies on children have become a social problem of increasing importance.

Technology offers people a unique way of life. During the pandemic period, digital environments can meet social communication needs and foster a sense of commitment to the social environment. A life without technology can be found empty, dull, and joyless. It is often argued that technology improves the quality of life. While technology empowers people to achieve many things, it is also seen as the cause of various societal problems. There are negative cultural assumptions associated with the abuse of digital technology. A bad habit can be called an addiction. Addiction has a negative connotation.

The most noteworthy features of addiction are harm and lack of self-control. Because of a lack of self-control, a person cannot stop using a system even if they want to.

According to research data from Venkatesh et al. (2019, p. 903), the effects of parenting behaviors on children's internet addiction are moderated by the children's views of parent–child attachment. According to the data from fifty qualitative interviews conducted by the researchers, in addition to 776 questionnaires, family-to-work conflict mediated the effects of children's Internet addiction on parents' job satisfaction, organizational commitment, and work exhaustion.

According to Griffiths (2005, p. 191), all addictions have consist of distinct and common components (salience, mood modification, tolerance, withdrawal, conflict, and relapse). According to the author, addictions are part of a biopsychosocial process, and extreme behaviors of all kinds have many commonalities.

During the pandemic period, which is considered a psychological and physical threat perception, public health is faced with a severe threat, while social isolation is used as a tool to protect public health in this process. On the other hand, it should be focused on dealing with this process psychologically. Since the pandemic period can be highly associated with negative emotions such as anger, helplessness, anxiety, stress, fear, and loss of control. These factors can have long-term negative emotional consequences, such as depression. Digital technologies are used as a tool and a solution in terms of coping with the negativities psychologically.

According to the results of the research conducted on 25 teachers in Turkey, teachers think that students have social network addiction, online game addiction, and instant messaging addiction. According to the research findings, the teachers emphasized that the academic achievement of students with technology addiction is low, and these students have difficulty communicating with people in their environment. (Karadağ & Kılıç, 2019, p. 101)

The results of the study showed that a negative relationship was found according to the correlation analysis result between students' attitudes toward learning and internet addiction. (Ağır, 2019, p. 109)

According to the results of another study on digital addiction, behaviors such as "aggressiveness, lack of attention and inability to focus, communication disorder, lack of motivation, being away from social environments, being constantly on the move, perception problems" are behaviors that teachers frequently observe in their students (Avcı & Er, 2019, p. 132). In a study conducted on 421 high school students, a positive relationship was found between internet addiction and psychological (somatization, obsessive-compulsive disorder, interpersonal sensitivity, depression, anxiety, phobic anxiety, paranoid thought, hostility, and psychoticism) symptoms (Taş, 2018, p. 31).

Jones (2014, p. 74) conducted a study on students and found that students are addicted to their mobile phones, and 64% of the students were observed on campus interacting with their devices in some way. According to the research data, the students they believed that the need for self-satisfaction was obtained with excessive cell phone use, which had damaging psychological impacts on them.

The Department of Internal Medicine conducted an experiment evaluating how behavioral addiction relates to drug addiction. According to the results, behavioral addiction, such as internet addiction, is similar to drug addiction, except that people are not addicted to a substance but to the behavior or emotion brought on by the relevant action (Alavi et al., 2012, p. 290). When a habit becomes an obligation, it can be considered an addiction.

Since digital identity can contribute to the formation of beliefs and self-confidence, it can allow an opportunity for children to develop their digital identities with healthy use (Kim & Choi, 2018, p. 155). Children can interact with people in different countries using digital technologies and share information with them since there are positive effects in the literature, such as the development of empathy skills through the modeling of social behaviors and thus the acceptance of diversity (O'Keeffe & Clarke-Pearson, 2011, p. 803). However, one should remember that these social interactions can have negative consequences.

It can be said that the increasing technology addiction during the pandemic period has changed the social behavior of society. People can see the usage of digital technologies as social interaction, spending time, entertainment, an escape from loneliness and sadness, and an escape from the daily problems created by the pandemic period. The use of digital technologies can meet the need for social interaction. However, such social interactions cannot meet all needs and may make some people feel disconnected from socialization (Çelebi, 2014b, p. 484).

Methods

People on digital platforms adopt a virtual personality in addition to their goal of socializing and interacting. Understanding personal characteristics, life experiences, demographics, motivation, and how and why they become dependent on digital technologies can help solve this problem. The most effective way to measure addiction is to evaluate the quality of life (family, social, and education) and satisfaction. Children's motivation for socialization and social commitment may affect family relationships and school success differently. Therefore, low or high digital technology usage rates will be used as a determining factor for the outcome of potential impacts.

The first research question will investigate how children's technology addictions affect their daily lives.

Research Question 1: How does technology addiction affect children's daily lives? (Desires to use digital technologies, extremism, neglect of educational life, priority, lack of control, neglect of social life)

Within the scope of this study, it is necessary to investigate the relationship between children's social friendships and loneliness during the socialization process to reveal the effect of technology addiction.

The research question created in this context is as follows:

Research Question 2: Is there a difference between the using digital technologies and the feeling of loneliness (positive or negative relations with their social environment) in children?

However, the effects of children's technology addictions should not be explained only by their social life or social loneliness. The impacts of technology addiction on social life need to be revealed. Therefore, the following research question was created:

Research Question 3: Is there a difference in children's psychological feelings (depressive feelings, positive emotions, unrest, insecurity) according to the usage rates of digital technologies?

It is difficult to determine the outcomes of analyzing psychological factors for the consequences of technology addiction. Studies on technology addiction are measured on salience, excess use, neglecting work, anticipation, lack of self-control, and neglecting social life (Widyanto & Mcmurran, 2004, p. 454). In line with this method, a questionnaire similar to the study by Jeong et al. (2017) was developed to reveal the effect of digital addiction. Some of the items in the questionnaire, created according to a 5-point Likert scale (1, Strongly agree; 5, Strongly disagree), were given inversely proportional to each other for control purposes.

The internal consistency of the scale's items was evaluated on 40 people in a preliminary study, and the Cronbach's alpha value of the questionnaire items was measured as .857. The survey was continued since this value was found to be high. Data were collected from volunteer survey participants using digital tools in the survey. It took two months (May-June 2021) to collect the data. The internal consistency of the questionnaire, consisting of 43 items in total, resulted in a proficient level of .841 Cronbach's alpha. Since the Cronbach's alpha on the scale was found to be high and consistent, we can say that the items used in the scale are at an acceptable level.

Children included in the sample and defined as technology addicts were determined according to their daily use. The Green Crescent (Yeşilay) considers that 30 minutes is sufficient for children of preschool education age, 45 minutes a day in the first four years of primary education, one hour a day in the second four years of primary education, and two hours a day at high school age (Yeşilay, 2020). Children's daily use of digital technologies was measured at four levels: a low level between 0–2 hours, a middle class between 2-4 hours, an elevated level between 4-6 hours, and an significantly hight level above 6 hours.

Within the scope of the research, a total of 237 people were surveyed, including 111 teachers and 126 parents. Males constituted 56.5% ($n = 134$) of the sample, and females constituted 43.5% ($n = 103$) of the sample. The age range of the participants is as follows: 68 people were 18–30 years old, 71 people were 31–40 years old, 48 people were 41–50 years old, and 50 people were 51 years old or more.

Results

To find an answer to the first research question, which is to reveal how digital addiction affects daily lives, the salience, excessive usage, neglected education, anticipation, lack of control, and neglected social life of children were examined according to the views of the teachers and parents. The research findings, including the teachers' opinions, are shown in Table 1.

Table 1.
Teachers' Perceptions of the Impact of Technology Addiction on Children's Daily Lives

	N	Mean	Std. Deviation	Std. Error Mean
Salience	111	3.5122	1.33642	.13074
Excessive use	111	3.6261	1.23493	.12442
Neglected education	111	3.5931	1.36847	.13485
Anticipation	111	3.5248	1.43482	.11333
Lack of control	111	3.6467	1.44699	.11125
Neglected social life	111	3.5133	1.22265	.12832

Table 2.
Parents' Perspectives on the Impact of Technology Addiction on Children's Daily Lives

	N	Mean	Std. Deviation	Std. Error Mean
Salience	126	3.6154	1.28453	.14352
Excessive use	126	3.7473	1.35450	.13643
Neglected education	126	3.6088	1.14366	.11355
Anticipation	126	3.6731	1.26379	.12435
Lack of control	126	3.5910	1.47436	.17335
Neglected social life	126	3.5891	1.34435	.09945

As shown in Table 1, according to the teachers' opinions, the children's desire to use digital technologies and their attitudes towards their damaging effects are higher than average (3.00) scores. Similarly, the views of the parents on the effect of technology addiction on children's daily lives are fairly high. The results are shown in Table 2.

A parametric test (dependent sample *t*-test) was conducted using SPSS data techniques to evaluate whether the difference between teacher and parent opinions was significant (as the data had normal distribution). According to the opinions of the teachers and parents, salience $t(236) = .231$, $p < .837$; excessive use $t(236) = -.742$, $p < .552$; neglect education $(236) = -1.275$, $p < .229$; anticipation $t(236) = .227$, $p < .972$; lack of control $t(236) = .075$, $p < .735$; and neglect social life $t(236) = .265$, $p < .835$ mean differences were not considered as significant.

The second question aims to measure whether there is a difference between loneliness and social relationships (positive or negative interpersonal relations) that children with digital technology addiction have established within their social environment. First, teachers' views on this subject were measured. As shown in Table 3, according to the teachers' opinions, the positive social relationships ($M = 3.74$) of the children with digital addictions were higher than negative relationships ($M = 2.83$).

Similarly, according to the parents' opinions, it was found that the positive social relationships ($M = 3.81$) of the children with digital addictions were higher than the negative relationships ($M = 2.92$).

According to the *t*-test results, there is no significant difference found between the opinions of the teachers and parents about the positive social relations ($t(236) = .411$, $p < .754$) and the negative social relations ($t(236) = .510$, $p < .721$) that the children have established with their social environment. Similarly, according to the parents' opinions, it was found that the positive social relationships ($M = 3.81$) of children with digital addictions were higher than the negative relationships ($M = 2.92$). The results are shown in Table 4. According to the *t*-test results, there is no significant difference between the opinions of the teachers and parents about the positive social relations (t (236) =.411, $P < .754$) and the negative social relations (t (236) =.510, $P <$,721) that the children have established with their social environment.

To find an answer to the third research question, the psychological emotions (depressive and positive emotions, physical well-being, and distrust of the social environment) of children with technology addictions were measured according to the views of the teachers and parents. Teachers' views on children's psychological emotions are shown in Table 5.

As shown in Table 5, according to the teacher's opinions, children's positive emotions ($M = 3.74$) gave higher scores than their depressive emotions ($M = 3.48$). Also, the physical well-being of the children ($M = 3.13$) gave scores above the average. However, their insecurity about the social environment gave scores below the average ($M = 2.64$). Similarly, according to parents' opinions, children with digital addictions gave a higher average for depressive emotions ($M = 3.92$) and positive emotions ($M = 3.53$). While their physical well-being was above the average ($M = 3.23$), their social insecurity was low ($M = 2.84$). The results are shown in Table 6.

Table 3.
Teachers' Perceptions of the Level of Social Relations of Technology-Addicted Children

	N	Mean	Std. Deviation	Std. Error Mean
Positive relations	111	3.7483	.78234	.07323
Negative relations	111	2.8348	.70324	.06945

Table 4.
Social Relations of Technology-Addicted Children According to Parents' Views

N	Mean	Std. Deviation	Std. Error Mean
126	3.8122	.82642	.06820
126	2.9231	.79137	.07021

Table 5.
Psychological Emotions of Children with Technology Addictions According to Teachers' Views

	N	Mean	Std. Deviation	Std. Error Mean
Depressive emotions	111	3.4846	.44235	.02135
Positive emotions	111	3.7459	.58932	.01244
Physical well-being	111	3.1395	.55415	.08332
Social insecurity	111	2.6495	.38745	.04463

Table 6.
How Technology Affects Children's Mental Emotions According to Parents' Views

	N	Mean	Std. Deviation	Std. Error Mean
Depressive emotions	126	3.9267	.04462	.05453
Positive emotions	126	3.5302	.06945	.09223
Physical well-being	126	3.2349	.04523	.08359
Social insecurity	126	2.8458	.04624	.07454

According to the *t*-test, no significant difference was found between the opinions of the teachers and parents about the depressive emotions $t(236) = .238$, $p < .724$; positive emotions $t(236) = 1.145$, $p < .031$; physical well-being $t(236) = .631$, $p < .434$; and insecurity $t(236) = 1.247$, $p < .250$. The high scores of depressive and positive emotions in children can be interpreted as the ease of transition to different moods. This situation draws attention as a subject that needs further research.

Conclusion And Discussion

Within the scope of the research, the psychological factors affecting the motivation process of children's technology addictions toward socialization were determined. The research findings differ on some issues from the previous research results stated in the literature of this study. The goal of the research is to provide theoretical contributions and practical implications for the development of new perspectives on the consequences of technology addiction. This data can offer guidance for studies on children with technology addiction.

During the pandemic phase, children can feel more secure and comfortable, especially with digital tools, and think they have improved their social relations. In addition, children can experience emotional changes in digital environments, so parents can believe that their children can get away from social anxiety. The use of digital technologies can provide psychological relief, and thus, children can eliminate their negative emotions. Digital tools, it is aimed at establishing social relations simultaneously. Thus, social connections can be established in different environments. Despite similar positive outcomes, it is widely held that digital technologies have a negative impact on relationships with the social environment. It is difficult to determine the consequences of addiction through the analysis of psychological factors. Digital technology addiction has the potential to negatively affect children's lives, social experiences, lack of physical activity, and real-world relationships. These can cause psychiatric and psychosocial problems.

The focus has been on the damaging effects of using digital technology. On the other hand, there are potential benefits to the usage of digital technologies. Social communication needs can be met, new friendships can be made, friendships can be developed, and one can feel a part of a group. Children need to get away from daily troubles and difficulties and relax. They may think that they are experiencing positive emotions.

Compton-Lilly (2006, p. 57) defines digital identity as "how we see ourselves and represent our knowledge, experiences, and social connections." "Digital identity" refers to how a person perceives himself and how others perceive that person in digital environments. According to the research findings, it was concluded that the social aspects of the children were problematic. Children can create a digital identity in digital environments to overcome the dissatisfaction they sense in the real world. They may feel that they are meeting their social and personal needs through digital experiences. Children must understand the permanence of their digital actions and manage their digital identities accordingly.

Spending time alone with digital tools can create feelings of loneliness. However, digital tools can also create a sense of connectedness to the social environment to overcome loneliness. People who have difficulty communicating with their social environment during the pandemic can see digital environments as an alternative area. In addition, it has become easier to interact with video and audio communication technologies. However, it should not be forgotten that children are isolated from society in the face of technological devices.

It has been concluded that children at risk of addiction have lower interpersonal trust and social self-efficacy than their peers. It has been found that there is a greater risk of technology addiction, which can cause health problems. Therefore, according to the opinions of teachers and parents, it was concluded that anxiety, stress, depression, and unhappiness were significantly correlated with digital technology addiction.

As a result of technology addiction, problems may occur in parent–child relationships. A sense of avoidance of responsibility may occur in children, and emotional instability may be experienced. Technology addiction negatively affects school success and the parent-child relationship. Although technology addiction reduces academic success, it can be said that children do not accept or are not aware of this failure. Meeting the psychological needs of children, developing their personality, improving family relationships, and applying psychological therapy methods can be preventive factors against technology addiction.

Another negative result of the research findings is that children spend more time using digital technologies compared to the sum of their other activities at home. Children should be made aware of the additional roles of digital technologies. The reason is, according to research findings, children see digital technologies only as a means of entertainment. It can be said that this situation is related to the emotions felt during the epidemic (sadness, fear, anger, and anxiety) and social psychology. This issue can affect children psychologically and sociologically negatively. Therefore, it is critical to differentiate between emotional and cognitive perceptions of how the pandemic period may affect children.

With the measures taken, it is necessary to share information on how to overcome the physical activity deficiencies of children during the pandemic period, practices for family therapy methods, counseling on how to meet their psychosocial needs, and how to protect and develop their personality structures.

Although the pandemic state has affected billions of people, the research was conducted in a single country and on a small sample group. Therefore, cultural factors may have affected research findings. In addition, it can be said that the number of samples is limited to those needed to generalize the results of the research. Technology addicts should not be seen as a single type. Future research should analyze attitudes including personality traits, psychosocial and environmental factors, family dynamics, and social preferences should be examined. This research did not investigate how and why digital addiction occurs and its relationship with cultural and social backgrounds. Therefore, there is a need for long-term research on a larger sample and different target groups. Moreover, using a scale to determine children's motivation to use digital technologies addressing this issue through focus group discussions can yield beneficial results.

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