

PARENTS' ATTITUDES TOWARDS THE SEXUAL EDUCATION OF THEIR CHILDREN

ATITUDES DOS PAIS RELATIVAMENTE À EDUCAÇÃO SEXUAL DOS SEUS FILHOS

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ABSTRACT

Such studies are to be conducted in countries such as Turkey that do not have a warm attitude towards sexual education. It will be adequate to reveal how attitudes towards sexual education are affected and to take appropriate measures accordingly. In this context, this situation was examined using the mixed methods research method. There are significant differences between parents' attitudes towards sexual education according to the parent's and children's education levels. When the views of the parents are examined, it is also seen that there are differences. It is seen that the majority of parents expect their children to ask questions about sexual education. In addition, it is seen that parents mainly think that sexual education should be started in the family. To prevent sexual abuse, it is thought that parents should be informed about the sexual education of children.

Keywords: Sexual education. Parents' attitudes. Sexual development. Sexual abuse.

RESUMO

Estes estudos devem ser efectuados em países como a Turquia, que não têm uma atitude positiva em relação à educação sexual. Será adequado revelar como as atitudes em relação à educação sexual são afectadas e tomar as medidas adequadas em conformidade. Neste contexto, esta situação foi examinada utilizando o método de investigação de métodos mistos. Existem diferenças significativas entre as atitudes dos pais em relação à educação sexual, consoante o nível de escolaridade dos pais e dos filhos. Quando se examinam os pontos de vista dos pais, também se verifica que existem diferenças. Verifica-se que a maioria dos pais espera que os seus filhos façam perguntas sobre educação sexual. Além disso, verifica-se que os pais pensam principalmente que a educação sexual deve ser iniciada na família. Para prevenir o abuso sexual, pensa-se que os pais devem ser informados sobre a educação sexual dos filhos.

Palavras-chave: Educação sexual. Atitudes dos pais. Desenvolvimento sexual. Abuso sexual.

Introduction

The discussion on what, how, when, to whom and by whom sexual education should be provided better still continue (Pop & Rusu, 2015). In sexual education towards children, the definition of sexuality education should be done first, and the objectives of the education should be determined accordingly (Çalışandemir et al., 2010). Since parents are the first educators of children, they can be defined as a source that provides direct information on sexual education. Therefore, parents play a crucial role in the development of children's attitudes towards sexuality (Ceylan et al., 2020). It is known that giving sexual education through parents is very important for individuals to adapt to society, gain their gender and identity, and experience sexuality correctly and appropriately (Swango-Wilson, 2011; Yildiz & Cavkaytar, 2020). Although parents tend to give sexual education from adolescence, studies have shown that sexual education begins before birth (Bayhan & Artan, 2009; Pinar et al., 2009).

Although sexual development and education is a biological structure, attitudes and education towards this are considered as taboo by parents in many countries (Tuğut & Gölbaşı, 2019). There are various approaches of parents or governments about providing sexual education to children. The most common mistakes among these approaches are not providing sexual education or providing it in an incorrect way (Altıntaş & Yıldız Bıçakçı, 2017). Studies show that there is no consensus on healthy sexual development and education (Chrisman & Couchenour, 2002; McKee et al., 2010). Healthy sexual development is only possible with effective sexual education that can be provided by parents. Lack of sexual education can lead to the development of inappropriate behaviors in children, cause problems such as social exclusion and sexual abuse, as well (Yildiz & Cavkaytar, 2020).

Lehan Mackin et al. (2016) stated in their study that parents need resources for sexual education. Before giving sexual education to parents, it is necessary to learn what they know about sexual education, their ideas and tendencies. In addition, it is necessary to prepare programs keeping in mind that sexual abuse in

children can occur at all ages, and demographic characteristics such as socioeconomic status and ethnicity are very important in sexual education programs (Walsh et al., 2015). However, few studies can be found on the subject when the relevant literature is reviewed. When some studies on parents are examined, it is seen that Eliküçük and Sönmez (2011), examining the opinions of parents with children between the ages of 0-6 in their study, reported that parents did not receive education about sexual education. In their study, İşler and Gürşimşek (2018) found that some parents thought that providing sexual education to children at an early age may increase the child's sexual crime tendency in the future, but the majority of parents who participated in the same study thought that sexual education is necessary for children. In their study with parents, Jin et al. (2019) found that parents' applied training on preventing sexual abuse directly affects their children's ability to protect themselves from sexual abuse.

This study sets out to question the perspectives of parents with children in primary and secondary schools on sexual education, both quantitatively and qualitatively. Through such studies to be conducted in countries such as Turkey that do not have a warm attitude towards sexual education, it will be effective to reveal how attitudes towards sexual education are affected and to take appropriate measures accordingly. In this context, the problem sentences of the research are (a) Do parents' attitudes towards sexual education change according to their educational status and children's education levels? (b) What are the parents' views on their children's sexual education?

Methods

Settings and Participants

While calculating the sample in the quantitative part of the study, the G*Power software was used. The sample size was calculated as 306, with 95% effect, type 1 error level of 5% and medium effect size. Considering that there would be missing data and extreme values in the study, data were collected by targeting 340

people. With the elimination of extreme values and missing data, the sample consisted of 307 parents whose children were educated in primary or secondary school in the academic year of 2021. While collecting data from the sample, the sample was reached by using the purposeful sampling method.

When the demographic characteristics of the parents participating in the study were examined, it is seen that the average age of the parents is 36 and the average age of the children is 9. 72.6% of the participants are mothers. 28% of them have an income of minimum wage or below. The residence they live in were found to be cities with 34.9% in general.

Research Design

This study was planned as an explanatory sequential design from mixed methods research. In the explanatory design, quantitative data is collected first and the important dimensions are revealed, and then the qualitative data are planned and implemented. In other words, it is aimed to analyze the quantitatively collected data and to explain it with qualitative data (Creswell & Plano Clark, 2018). The quantitative part of this research is a descriptive study conducted to examine the relationship between two or more variables and to obtain clues about cause and effect (Büyüköztürk et al., 2017). Considering that survey research represents the population, it provides a numerical definition of the tendencies, attitudes and views of the population through the applications made on the sample (Creswell, 2013).

The second part of the study, the qualitative part, was conducted with a case study. Creswell (2013) defined qualitative research studies as a method that works by analyzing non-numerical data by gathering a wide field of study under one subject. The data collection process in qualitative data was carried out through in-depth, open-ended interviews (Patton, 2014). Content analysis was used in the analysis of the data. The qualitative content analysis aims to systematically convert large volumes of text into a highly organized and concise summary of important results (Erlingsson & Brysiewicz, 2017).

Credibility and Consistency

In order for the researches to be accepted, it is expected to be at a minimum level of validity and reliability. Determining the validity and reliability of the design, data collection tool and analysis in which the research is planned has a decisive role in the acceptance and credibility of the study. Although there are various methods for validity and reliability in quantitative studies, it is not possible to find a definite value for qualitative studies (Shenton, 2004). Expressing the processes in detail in qualitative research methods increases the study's credibility. Therefore, in this study, the data collection and analysis processes are described in detail.

Various methods are used to increase the credibility and consistency of the study. Şimşek and Yıldırım (2011) stated that in qualitatively planned research studies, the results obtained may be different due to the different views and perceptions of the researchers towards the phenomenon. In this context, while coding the themes, two authors independently categorized and coded the transcripts of an interview. After coding, two researchers developed a new coding framework by discussing the code booklets they developed in a meeting. In this way, it is aimed to ensure compatibility between coders. In addition, to ensure consistency, the study's findings were directly supported by the opinions of the participants, and the findings were presented by ensuring consistency with the coding. Finally, as Creswell (2002) stated, the findings were interpreted in terms of related situations, and internal and external heterogeneity criteria were taken into account in order to ensure the internal consistency of the themes.

Data Collection and Analysis

In the quantitative part of the study, the "Attitude Scale Towards Sexual Education" developed by Ceylan et al. (2020) was used to determine parents' attitudes towards sexual education for their children. The scale consists of 39 items and includes four factors. The internal consistency coefficients of the sub-dimensions ranged from .85 to .93, and the total scale internal consistency was found to be .94. The answers collected were analyzed using the IBM SPSS Statistics

v25. During quantitative data collection, data were collected online via Google Forms.

For the qualitative part of the study, a semi-structured interview protocol was first developed by the researchers. The developed protocol was sent to 5 different field experts and their opinions were evaluated. The developed protocol was tested as a pilot study on two parents, and the protocol was given its final form. Pilot application and expert opinion were deemed appropriate to ensure the validity, which shows that the data obtained reflects the reality, and the consistency of the results and the reliability, which indicates that the data fit for purpose, was obtained. The face-to-face, telephone or online interviews were recorded by two child development field experts. Participant's consent was taken before audio recording. The interviews lasted between 20-30 minutes on average. The audio recordings from the interviews were transcribed and gathered up as a single text.

Following the steps stated by Şimşek and Yıldırım (2011) for qualitative studies, the data were coded, themes were obtained, the codes of the data were arranged according to the themes, and the findings were interpreted. Considering the relevant steps, the interview recordings were first transcribed. In order to create the coding booklet, two researchers separately coded a randomly selected interview. After reaching a consensus on the coding, both researchers completed all the remaining coding working together.

While coding the themes, a researcher categorized and coded the transcripts of the interview, and then two researchers discussed the codes and developed an appropriate coding framework and interpreted them within the obtained themes. It was categorized through the MAXQDA qualitative data software within the framework of the developed coding. The study was carried out using the steps of Standards for Reporting Qualitative Research (O'Brien et al., 2014).

Analysis of Quantitative Data

In order to analyze the quantitative data, measures of central dispersion and normality distributions of the answers received from the parents were examined.

Çokluk et al. (2018) stated that the Kolmogorov-Smirnov test should be performed if the sample size is more than 50 in normality tests. Skewness-Kurtosis coefficients, QQ Plot and Histogram graphs were also examined during the examination of the normality distribution. As a result of the examinations, it was seen that the data were not normally distributed. Therefore, the Mann Whitney U test for two independent variables and Kruskal Wallis Test for three or more independent variables were performed.

In Table 1, the Kruskal Wallis test, which was used to determine the difference between the mean scores of the attitudes towards sexual education according to the educational status of the parents participating in the study, is indicated.

Table 1 – Difference Between the Mean Scores of the Attitudes Towards Sexual Education According to the Educational Status of the Parents

Sub-Dimensions	Educational Status	n	Mean Rank	df	X ²	p	Difference
Professional Support and Respect for Awareness	Elementary	80	144.09	4	3.447	.486	
	Middle Sch.	34	146.74				
	High Sch.	69	151.50				
	Bachelor	105	166.37				
	Postgraduate	19	149.45				
Role of the Parent	Elementary	80	141.87	4	6.337	.175	
	Middle Sch.	34	135.04				
	High Sch.	69	151.84				
	Bachelor	105	168.09				
	Postgraduate	19	168.97				
Believing its Necessity	Elementary	80	141.43	4	11.007	.026*	D>A, B C>B
	Middle Sch.	34	120.57				
	High Sch.	69	158.64				
	Bachelor	105	171.44				
	Postgraduate	19	153.53				
Avoiding	Elementary	80	136.44	4	11.736	.019*	D>A, C
	Middle Sch.	34	154.79				
	High Sch.	69	145.65				
	Bachelor	105	176.58				
	Postgraduate	19	132.08				
Total Scale	Elementary	80	137.68	4	13.432	.009*	D>A, B, C
	Middle Sch.	34	140.49				
	High Sch.	69	145.98				
	Bachelor	105	179.37				
	Postgraduate	19	135.84				

* $p < 0.05$ A= Elementary B= Middle School C= High School D= Bachelor E=Postgraduate

According to Table 1, it was concluded that there was a significant difference in Believing its Necessity, Avoiding and Total dimensions ($p < 0.05$). According to the results of the Mann Whitney U Test, which was conducted to determine the difference between the two averages, there is a difference between those who have a bachelor's degree and parents who are primary and secondary school graduates, and between those who are graduated from high school and parents who are secondary school graduates in the sub-dimension of Believing its Necessity, there is

a significant difference between those who have a bachelor's degree and those who are primary and high school graduates in the Avoiding sub-dimension, and between those who have a bachelor's degree and parents who are primary, secondary and high school graduates in the Total sub-dimension. Accordingly, it can be said that parents who have a bachelor's degree have a more positive approach towards sexual education.

In Table 2, the Mann Whitney U test, which was used to determine the difference between the mean scores of mothers and fathers in their attitudes towards sexual education according to the level of children's education, is presented.

Table 2 – Parents' Attitudes Towards Sexual Education According to the Level of Children's Education Level

Sub-Dimension	Children's Education Level	N	Mean Rank	Sum of Ranks	U	z	p
Professional Support and Respect for Awareness	Primary School	194	158.12	30675.00	10162.00	-1.077	.281
	Middle School	113	146.93	16603.00			
Role of the Parent	Primary School	194	162.11	31449.00	9388.00	-2.108	.035*
	Middle School	113	140.08	15829.00			
Believing its Necessity	Primary School	194	162.27	31480.50	9356.50	-2.173	.030*
	Middle School	113	139.80	15797.50			
Avoiding	Primary School	194	159.79	30999.00	9838.00	-1.500	.134
	Middle School	113	144.06	16279.00			
Total Scale	Primary School	194	162.54	31532.50	9304.50	-2.209	.027*
	Middle School	113	139.34	15745.50			

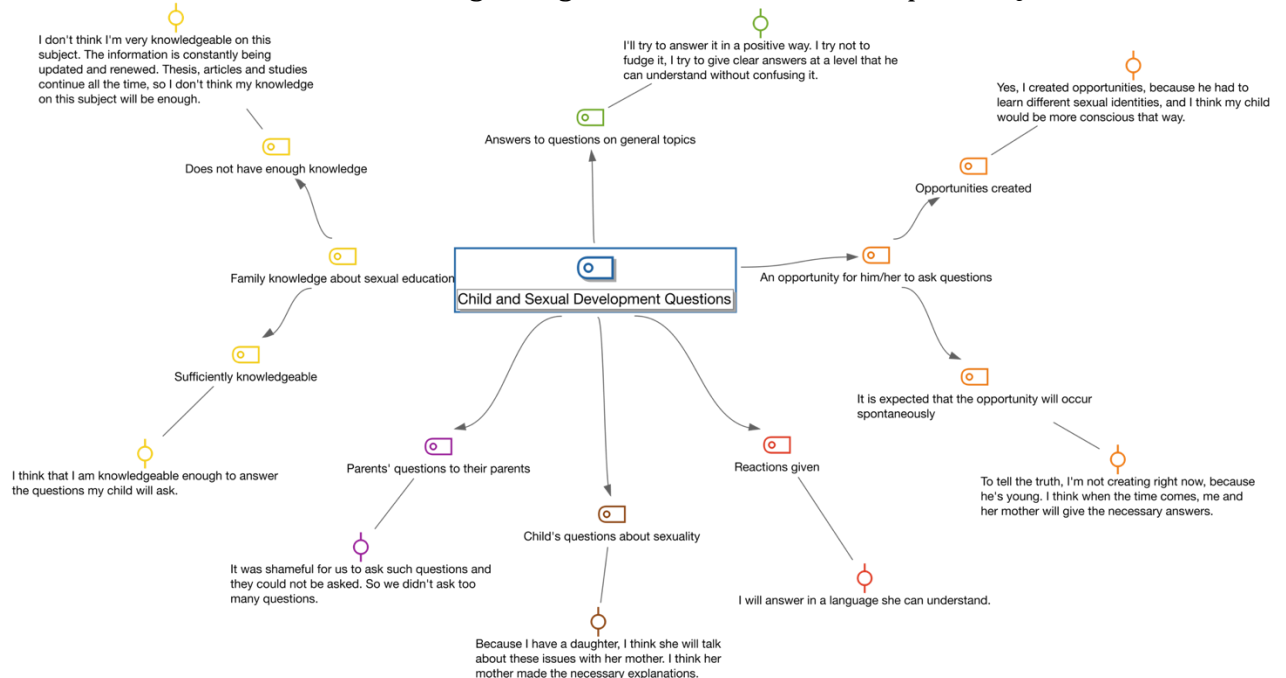
In Table 2, it was determined that there was a difference in the attitudes of mothers and fathers towards sexual education of their children ($p > 0.05$) as a result of the Mann Whitney U test performed to determine whether the attitudes of mothers and fathers towards sexual education differed significantly. When the difference is examined, it can be said that parents who have children in the primary school develop a more positive attitude towards sexual education at a significantly higher level than parents who have children in secondary school.

Analysis of Quantitative Data

In the study, eight parents who wanted to participate in the study were determined among the participants to examine the quantitative data more deeply through interviews. Two different models emerged in line with the analysis of the answers received from the participants.

The themes and sub-themes for the questions asked in Model 1 about child and sexual development are presented below.

Model 1 – Parental Behaviors Regarding Child and Sexual Development Question



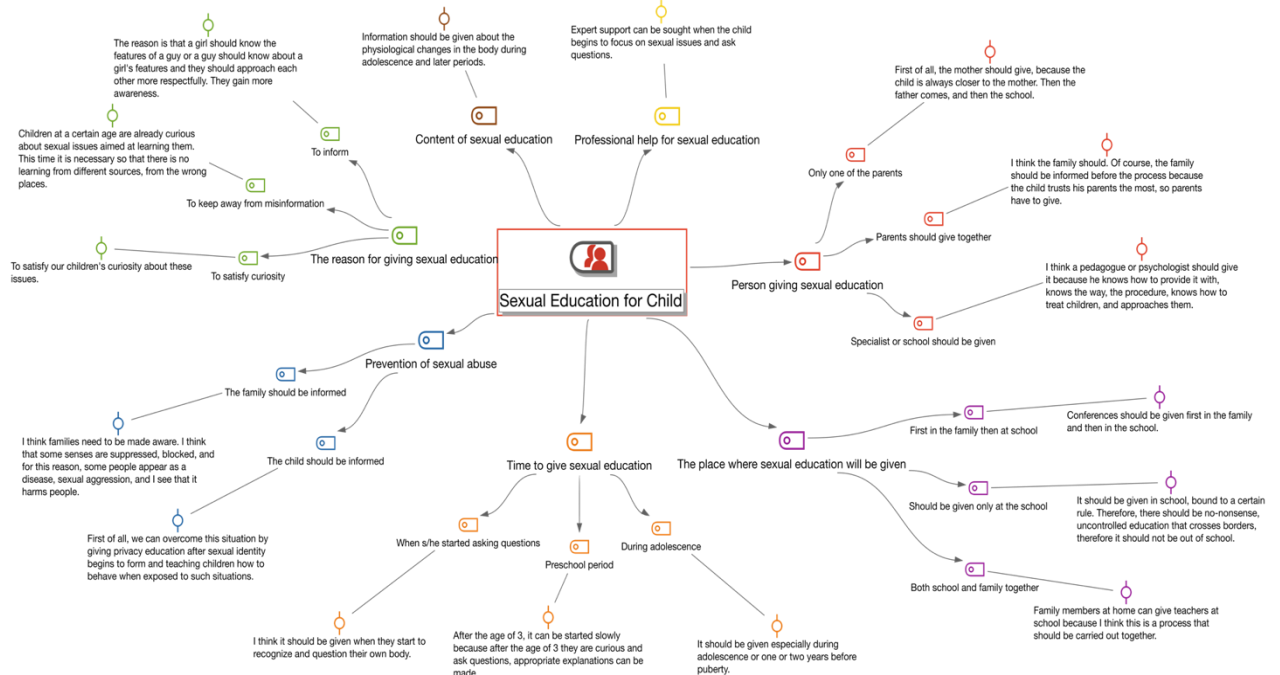
When the answers given by the parents to the questions asked by the children in daily life were examined, most of them stated that they tried to give answers to their children as descriptive as possible. One of the parents said, *"I try to respond in a positive way, I try not to overlook it, I try to give loud and clear answers at a level that he can understand, of course, without confusing him."* Another parent said, *"If it is something I know, I respond in an appropriate way to the age period and developmental areas."* Children's questions are an important key to their learning and development (Frazier et al., 2009; Yu et al., 2019). However, pioneering research on children's cognitive development has argued that children do not ask questions with a real understanding of causality until they reach the age of 7-8 (Piaget, 1972). It is seen that the questions asked by the children are only aimed at learning new information. Thus, it can be thought that the questions asked about sexual development and education do not contain causality, and they only ask for the purpose of knowledge acquisition. Parents also accept children's asking questions about sexuality as routine questions. For example, one of the parents said, *"My daughter once asked a question about menstrual (menopausal) periods. She wondered if it was true because she heard it from someone a few years older than her."* Another parent said, *"She asked because she was curious and began to notice her own body."* Some of the reactions of the parents to the questions are; *"If I know the question s/he is asking, I will answer it in a way s/he can understand. Even if I don't know, I say that I will investigate and definitely get back to him/her."* and *"Together with my wife, we tried to answer her question clearly so as not to confuse her."* When the answers are examined, it is seen that the parents consciously try to answer the questions that their children ask about sexual development. Informing parents about sexual development will help minimize risk factors that may occur in children (Shoveller et al., 2004). Although there are parents who respond consciously, there are also parents who do not have enough information about sexual development. In such a case one of the parents said, *"I cannot say that I am fully informed. But I know that I am at a level to start that initial education in the child. But then I think that*

experts should be involved in the business” and thinks that experts should be included in the sexual education.

Although we are of the opinion that parents are starting to become aware of this issue, it is still considered that opportunities are not created for their children to ask questions about sexual development. It can be said that parents tend to expect their children to ask these questions spontaneously. To illustrate this, only one of the parents said, “Yes, I created opportunities, because I think my child would have to learn about different sexual identities, I think that way, my child would be more conscious.” Another parent in creating opportunities said, “Because I am a veterinarian, I often teach children about the human body. I try to answer their questions in line with this information.” However, all of the other parents replied that they do not create opportunities. El-Shaieb and Wurtele (2009) stated that parents do not make any statements until their children are 5-7 years old.

The themes and sub-themes for the questions asked in Model 2 about child and sexual development are presented below.

Model 2 – Family Views on Providing Sexual Development Education for Children



When the views of parents on the sexual development of children are examined, it is thought that the content of the education should be aimed at getting to know their own body and learning body characteristics. One of the parents said, *“He should be aware of himself at first. With the realization of himself, he begins to ask questions as he understands the difference between the male and female gender. I think it should be given from this period onwards”*. It is important for children to know their bodies, as there are social problems, unplanned pregnancies and sexually transmitted diseases, and the threat of sexual abuse for children (Ozgun & Capri, 2021), which have been of great concern lately. Parents interpret the sexual education aims in different ways. Many parents think that getting information about the child’s body will create awareness. One of the parents stated that *“I think that children who receive gender education know their own bodies better, so they can better find a solution for their feelings and thoughts or how they can produce solutions when faced with peer bullying.”* It is known that parents also need support in providing sexual education to their children. Ogunjimi et al. (2017) found that family education programs for sexual education are one of the most important programs that can effectively reduce and prevent the risk of sexual abuse of children. It is also thought that another purpose of sexual education to be given to children should be to prevent sexual abuse. In this context, there are parents who think that both the family and the child should be informed. One of the parents said that the family should be informed about this issue, *“I think parents should be made aware. I think that some emotions are suppressed, blocked, and therefore, it turns out to be sexual aggression in some people, and I see that it harms people.”* Another parent stated that children should also be informed about this issue saying *“Maybe we can overcome this issue by teaching children how to behave when exposed to such situations by giving privacy training after sexual identity begins to form.”* It is known that it is possible to prevent sexual abuse with education to be given to both parents and children (McKibbin & Humphreys, 2020; Rudolph et al., 2017). Before the education to be given to parents or children, it is necessary to determine which subjects they lack and to make training plans accordingly.

It is seen that parents have various opinions about giving sexual education to children. While some parents think that sexual education should be given to children by same-sex parent in the family, some parents think that both the mother and the father should be involved in the process. In this direction, one of the parents stated, *"First of all, the mother should give the education since children are always closer to the mother,"* while another parent said, *"It doesn't matter if it is a girl or a boy. I think it should start with the family first. I think that parents should give this education to their children by communicating or organizing together."* Parents' conversations with their children about sexual education may also vary according to the culture of the country. Bui (2020), in his study examining the sexual education given in Vietnam, stated that since mothers establish a closer relationship with their children, mothers talk more about this issue than fathers. Similarly, Diiorio et al. (1999), in their study with African-American adolescents, found that adolescents talk more about sexuality with their mothers than their friends and fathers. There is also the idea that sexual education should be given by a specialist. Accordingly, one of the parents said, *"I think a pedagogue or psychologist should give it. In other words, because s/he knows how it is given, the way, the procedure, how to treat children and how to approach them"*. It is seen that parents have various opinions about giving sexual education to children. One of the parents said that sexual education should only be given at school, *"It should be given at school, it should be tied to a certain rule. Therefore, it should not be absurd, uncontrolled education that crosses borders; therefore, it should not be out of school. There is no harm in giving it to them with their peers at school, together with their fellows."* Another parent said that sexual education should start in the family first and then continue at school, *"I think it should be given at home first because everyone knows their own child better. ...she should be supported at school according to the developmental period and age range only after a basic information given at home."* One of the parents who think that it should be given both at school and in the family said, *"Family members at home and teachers at school can give it. Because I think that this is a process that should be carried out together"* and stated that the school and the family should give it

together. Fields and Payne (2016) state that schools largely serve as institutions for the normalization of sexuality issues. In preschool sexuality education, school is the second most important information provider and guide for children followed by the family. In addition, it can be said that the school has an informative and awareness-raising role for parents. In addition, Weaver et al. (2001) stated that for sexual education, parents should be educated first and then it should be given together with the school. According to this, it can be said that sexual education should not be given only in the family or only at school, it is more appropriate to give it together in coordination.

Parents only want to get expert opinions when they think they are in a difficult situation. Accordingly, one of the parents expressed when he wanted to get expert support; *"I think that I should seek expert support. I would consider getting support from psychologists or pedagogues related to this issue if there is an issue that I need to consult."* Cacciatore et al. (2019) emphasized that knowledge about sexuality increases with age, but children know much less about adult sexuality, abuse prevention and pregnancy and gender differences during the preschool years. Thence, it can be said that expert support and family education programs are important in the education to be given to children.

There are also various opinions about the time of giving sexual education. Some parents think that sexual education should start from the preschool period while others think that it should be during adolescence or after the child starts asking questions. Accordingly, while one of the parents expressed that it should be started in the preschool period saying, *"I think the children should receive the education after they are 4-5 years old. Questions about sexuality start especially during these periods"*, another parent stated that *"Whenever s/he starts asking questions about these issues, sexual education should start at that time"*. Another parent stated that sexual education should be given during adolescence by saying, *"It should be given especially during adolescence or one or two years before puberty begins."* Tenri Awaru (2020) and Ceylan et al. (2020) stated in their studies that sexual education should start as early as possible.

Discussion and Conclusion

In Table 1, the attitudes of parents towards sexual education according to their educational status are examined. It is seen that there is an increase in the positive attitude towards sexual education as the family education level increases. Toor (2012) also found in their study that as the educational status of the parents' increases, the attitudes towards sexual education also increase. It is also known that parents' education level affects child sexual abuse (Russell et al., 2020). Therefore, it can be said that considering parents' educational status will positively affect the functioning of education when sexual education will be given to them.

In Table 2, parents' attitudes towards sexual education were examined according to the children's education levels. Accordingly, it is concluded that parents with younger children are more conscious about this issue. In other words, it can be interpreted that those parents who have children in primary school are more sympathetic to sexual education than those who have children in secondary school. Accordingly, it can be said that parents think differently about the content of sexual education in primary and secondary school. As it can be thought that parents consider the subjects that will be given in primary school as less dangerous subjects, but the subjects in secondary school can be considered as subjects that are more involved in sexuality, such as sexual intercourse and menstruation for girls. When the content of the education in the experimental study of Öztürk and Siyez (2015) with secondary school students is examined, it is seen that there is more in-depth information than the education to be given to primary school children. Similarly, in the compilation study of Değer and Balcı (2018), it is seen that sexual education given in adolescence is a deeper subject. In this direction, it can be said that parents should be more informed since the content of education includes more biological things while giving sexual education to secondary school children. In addition, since adolescence begins, there may be communication concerns between the adolescent and the parents.

When Model 1 is examined, it is seen that the majority of parents expect their children to ask questions about sexual education. In the answers given to the questions, parents approach these in various ways. While some of the parents consider themselves sufficient for the answers they give to their children's questions about sexual education, some do not. Ceylan and Çetin (2015) and Yagan Guder and Alabay (2018) stated that parents feel themselves inadequate in terms of providing sexual education. In addition, parents stated that while answering their children's questions about sexual development and education, they respond using a language that their children can understand. McKay (2000) also stated that the discourse in sexual education to be given to children should be appropriate for the child.

When Model 2 is examined from the qualitative data obtained, it is seeing that parents mainly think that sexual education should be started in the family. It is known that in order for children to be given sexual education, it should first start in the family and then continue at the school (Weaver et al., 2001). Therefore, it is thought that sexual education should be started by giving it to parents first since it can be thought that by informing the family about what kind of education should be given to their child, it is possible to prevent the child from being misinformed about sexual education.

When the support of quantitative data with qualitative data is examined, it is seen that the education received by the parents is also reflected in their qualitative views. It was determined that parents with higher education levels also have positive opinions on sexual education. Similarly, when an evaluation is made on the educational status of children, parents generally want their children to receive sexual education at a younger age. Among the reasons of this are noticing sexual abuse or talking more comfortably about sexual education at a young age. Another reason for the higher sexual education attitude at young ages is that parents talk about such issues more comfortably with their young children. The qualitative explanation of the data obtained quantitatively explains the significant differences.

As a result of the findings of the current research, the following suggestions can be given to parents and researchers in the related field;

- Child development specialists, educators and other professionals working in the relevant field should define sexual education to parents, determine the scope of sexual education to be given, and provide training that will strengthen child-family communication,
- Parent education programs on sexual education should be prepared,
- Sample activities that will teach sexual education that parents can do with their children should be prepared,
- It is necessary to plan seminars on sexual education by child development professionals working in schools and hospitals,
- Sex education topics should be placed in school curricula starting from preschool.

Limitations

Although the study provided important insights, it should be noted that it has some limitations. The participants in the study mainly consist of parents with a traditional approach. The study is limited to the questions in the semi-structured interview protocol and the scale applied. In addition, the inability to collect data face-to-face due to the COVID-19 is another limitation for parents to express themselves. The reason that the qualitative data of the study is not generalizable is because it was created by only two researchers during the analysis of the data, which is another limitation of the current study.

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