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Abstract

The digital world, emerging in the age of technology, presents both positive and negative aspects for every user. However, it is widely recognized that child users represent the most vulnerable group due to their ongoing cognitive and psychological development. This underscores the significance of parents acquiring digital parenting skills. This qualitative study assesses the perspectives of parents and teachers regarding digital parenting skills. Through semi-structured interview forms prepared by the researcher, interviews were conducted with 25 parents and 25 teachers whose children attend primary or secondary schools affiliated with the Ministry of National Education in the Central district of Bartın province. The data collected were analyzed using the content analysis method. The majority of both parents and teachers defined digital parenting as safeguarding children from the potential risks of the digital world. Protective measures included examples such as children not possessing their personal digital devices, imposing time limitations, parental monitoring of online activities, and open conversations with children about potential dangers. Fewer respondents acknowledged the digital world's capacity to enhance experiences and diversify learning. It was evident that parents and teachers had limited knowledge of digital parenting skills, with a notable emphasis on potential risks. The majority recognized their need for training and educational resources to enhance their capabilities. This study underscores the need for tailored training and media support designed to address adult learning needs, enabling them to serve as role models, navigate digital technologies effectively, establish connections with children, and facilitate effective communication.

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Research Article**Evaluation of Parents' and Teachers' Views on Digital Parenting Skills***Çiğdem GEDİK¹  Gülsün ŞAHAN² **Abstract**

The digital world, emerging in the age of technology, presents both positive and negative aspects for every user. However, it is widely recognized that child users represent the most vulnerable group due to their ongoing cognitive and psychological development. This underscores the significance of parents acquiring digital parenting skills. This qualitative study assesses the perspectives of parents and teachers regarding digital parenting skills. Through semi-structured interview forms prepared by the researcher, interviews were conducted with 25 parents and 25 teachers whose children attend primary or secondary schools affiliated with the Ministry of National Education in the Central district of Bartın province. The data collected were analyzed using the content analysis method. The majority of both parents and teachers defined digital parenting as safeguarding children from the potential risks of the digital world. Protective measures included examples such as children not possessing their personal digital devices, imposing time limitations, parental monitoring of online activities, and open conversations with children about potential dangers. Fewer respondents acknowledged the digital world's capacity to enhance experiences and diversify learning. It was evident that parents and teachers had limited knowledge of digital parenting skills, with a notable emphasis on potential risks. The majority recognized their need for training and educational resources to enhance their capabilities. This study underscores the need for tailored training and media support designed to address adult learning needs, enabling them to serve as role models, navigate digital technologies effectively, establish connections with children, and facilitate effective communication.

Keywords: Digital parenting, lifelong learning, adult education

1. INTRODUCTION

With the rapid digitalization of our age, the internet is seen as among the indispensables of the individual's daily life. 59% of the world's population is an active internet user and uses the internet for an average of 7 hours a day. According to the same report, 77.7% of Turkey's population is active internet users, the average daily usage time is 7 hours and 57 minutes, and the number of active internet users has increased by 3.7 million compared to 2020, (Kemp, 2021). In addition to making it cheaper and easier for users to communicate with each other, the use of the internet has become widespread in education, business life, shopping, entertainment, gaming, and health services (Güler, et al., 2016). Due to the wide range of uses, internet usage rates are expected to increase in Turkey and worldwide every year. Kaşıkçı et al. (2014) According to the findings obtained within the scope of the European Online Children Project in Turkey, the rate of children between the ages of 7-10 is 45.9%, and the rate of children between 11-14 is 21.2%. Since internet use is increasing rapidly, it is believed that the rate of starting to use the internet at a young age will increase in 2021. According to the latest TÜİK (2021) data the rate of internet use of children between the ages of 6-15 in Turkey has increased by 31.9% in the last 8 years and reached 82.7%. This increase is thought to be due to children not going to school during the Covid-19 pandemic and have received distance education supported by

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technology and internet. Participation in online lessons ranks first in the purposes of children's internet use. However, it is observed that there is also an increase in the use of social media, playing digital games, and the use of digital technologies for information, communication and entertainment purposes in children. It is seen that these situations make children active users of the digital world.

The children's age is the most important factor in the conflicts between children and their parents regarding the purposes and frequency of using digital technologies. Conflicts are low in young age groups, and their behavior to follow the rules is high. As the child grows older, it becomes difficult to provide control and guidance as a parent (Livingstone et al., 2018). Based on this situation, it can be said that it is important to create a sense of trust and communication in families with solid foundations from a young age and to raise awareness in the face of the digital world from a young age.

Technology is a main factor that triggers social change (Akbaş & Dursun, 2020). According to Muslu and Bolişik (2009), technological advances are a sign of social development. However, in addition to facilitating the life of the individual, it also contains serious dangers due to misuse and abuse. Especially the fact that child users are unsupervised online makes them more open to risks. In their study, Kaşıkçı et al. (2024) listed the main risks faced by children as addiction due to excessive internet use, encountering sexually themed content, being cyberbullied, receiving and sending sexually explicit messages, and meeting new people. In addition, risks such as incorrect or misuse or abuse of private information arising from ignorance about social media accounts may occur. In today's conditions, staying away from the internet and information technologies is impossible. It is also not right to prevent children from using information technologies in order to cope with risks (Canbek & Sağıroğlu, 2007). Prohibiting technology is not only a long-lasting solution for children, but also preventing them from recognizing the risks (Goodwin, 2018). In addition, according to Mertala (2017), depriving children of digital opportunities reveals the educational inequality between them and their peers who use digital education resources efficiently. For these reasons, it is very important to learn to cope instead of avoiding risks. With digitalization, concepts such as digital native, digital immigrant, digital literate, digital parent have emerged. Digital literacy can be expressed as developing skills to use digital tools and equipment in accordance with its purpose. Ng (2012) defines the word indigenous as the place or environment where a person is born. According to Prensky (2001) individuals born into the digital world can be defined as digital natives since the times when personal computers increased and the internet was used for personal purposes in the 1990s. Generations born in previous years are considered as digital immigrants. In this context, we can accept today's child internet users as digital natives and the vast majority of parents as digital immigrants. Ng (2012) states that digital natives easily accept technological developments but need control and awareness about digital literacy skills. Studies show that the role of parents is important in guidance and supervision (Babaoğlu et al., 2018; Erden & Uslupehlivan, 2021; Kaya et al., 2018; Yurdakul et al., 2013).

This rapid development in information and communication technologies also affects traditional parental roles. In addition to traditional parent roles, having digital literacy is also very important in terms of raising conscious children in a safe environment. In this context, parents should now adopt the role of digital parent. Digital parenting requires being aware of the possibilities and risks of the digital world. In the virtual environment, it is seen that digital parents have important duties in solving the risks faced by children and guiding them. However, according to studies, parents do not have enough information to protect their children from risks. However, studies with parents show that parents are not aware that they do not have sufficient knowledge and skills (Kaşıkçı et al., 2014; Konaş, 2021). Studies in the literature show that parents consider themselves competent in internet use and safety (Acar, 2015).

Research on the digital competence of parents in our country draws attention to the importance of the role of digital parenting (Yurdakul et al., 2013). At the same time, it is thought that parents who are accepted as digital immigrants are lagging behind the digital natives in terms of keeping up with

technological developments and easily accepting them, and they need to improve themselves and be educated. According to Goodwin (2018) it is a huge mistake to throw our children into a digital river and wait for them to swim on their own. Even if the children of the modern age can use every new technology skillfully, they need guidance to use it most safely and beneficially for themselves. On the other hand, parents need to constantly update their knowledge on how to keep their children safe, adapt to the digital world and teach their rules to guide them. This situation requires acting with the philosophy of lifelong learning.

Lifelong learning can be seen as both an opportunity and a necessity, especially for adult individuals who are out of school age and have entered into responsibilities such as profession, family, social environment, and parenting. It is thought that adults who need to learn the role of digital parents need lifelong learning. When the studies and training in Turkey are examined, it is possible to access various adult education programs, website content, video contents, workshops, and printed or digital books. Although various and rich content has been accessed on digital parenting, scientific studies conducted in recent years show that the digital parenting skills of families have not become widespread.

When the studies are examined, studies have been found on scale studies on parents' digital parenting roles (Durak, 2019; Manap, 2020; Yaman, 2018), quantitative studies on the effect levels of various factors affecting digital parenting skills such as age, parental role, economic status, education level, number of children, and gender of the child (Arslan, 2022; Coşkunalp, 2022; Türkel, 2021; Vural Şenel, 2020), and measuring the effect of specified educational activities on digital parenting skills (Clarkson & Zierl, 2018; Şahin-Konaş, 2021; Pekiş, 2022). No qualitative research includes the opinions of parents and their teachers, who play an important role in their children's education, on digital parenting. In the context of "What are the opinions of parents and teachers about digital parenting skills?" it is believed that making a qualitative evaluation based on the question will enable parents to obtain in-depth information on the concept and skills of digital parenting. It is thought that this study will contribute to the literature.

The general purpose of this study is to evaluate the views of parents and teachers with children in primary and secondary schools on "Digital Parenting Skills". For this purpose, answers to the following questions will be sought:

- a) What are the parents' views on digital parenting?
- b) What are teachers' views on digital parenting?
- c) According to teachers, what are the digital parenting skills of parents?

2. METHOD

2.1. Research Model

In this research, phenomenology pattern, one of the qualitative research methods, was used. Qualitative research method is defined as collecting information about the thoughts and behaviors of individuals through techniques such as observation and face-to-face interviews (Yıldırım & Şimşek, 2004). The research design is designed as a case study so that the data of an existing situation in the real environment can be examined and defined in depth. Creswell (2007) describes the case study as being able to examine a situation in detail and collect in-depth information with data collection methods such as observation, interview, and face-to-face communication.

2.2. Study Group

The study group was conducted in schools affiliated to the Ministry of National Education in the Central district of Bartın province in the Western Black Sea Region in Turkey, with parents whose children attended primary or secondary school in the first semester of the 2022-2023 academic year and volunteered to participate in the study. In the study, the opinions of a total of 50 people, 25 parents selected by purposive sampling and 25 teachers selected by criterion sampling, are included.

Participants who volunteered from their parents were selected by purposeful sampling method. Purposeful sampling is the selection of participants who are thought to have sufficient knowledge about the subject (who can use a smartphone, tablet, computer at a basic level) and whose opinions are thought to be useful in exploring the cases (Yıldırım & Şimşek, 2018). The demographic information table of the participants consisting of parents is given in Table 1.

Table 1. Demographic information of parents

Code	Parentig Role	Education Level	Occupation	Age Range	Number of Children	Years of Internet Usage	Daily Internet Usage Time	Income Status
1	other	PhD	Academician	5-45	1	16 years +	5-7 hours	20,000 +
2	ather	Bachelor's	Inspector	5-35	1	16 years +	1-3 hours	20,000 +
3	other	High School	Housewife	5-45	1	6-10 years	1-3 hours	20,000 +
4	ather	Bachelor's	Officer	5-35	1	16 years +	1-3 hours	10,000 - 14,999 TL
5	other	Master's	Biologist	5-45	1	16 years +	3-5 hours	0 - 5,999 TL
6	other	Bachelor's	Teacher	5-35	1	6 years +	3-5 hours	6,000 - 9,999 TL
7	ather	Bachelor's	Teacher	5-55	2	16 years +	1-3 hours	10,000 - 14,999 TL
8	other	Bachelor's	Nurse	5-35	2	6-10 years	1-3 hours	15,000 - 19,999 TL
9	other	High School	Housewife	5-35	2	0-5 years	1 hour	6,000 - 9,999 TL
10	ather	High School	Security Guard	5-35	3	11-15 years	3-5 hours	6,000 - 9,999 TL
11	ather	Bachelor's	Officer	5-55	-	6-10 years	1-3 hours	10,000 - 14,999 TL
12	ather	Master's	School Principal	5-45	1	11-15 years	more than 7 hours	15,000 - 19,999 TL
13	other	Bachelor's	Accountant	5-45	1	16 years +	3-5 hours	20,000 +
14	other	Master's	Officer	5-35	2	6-10 years	1-3 hours	6,000 - 9,999 TL
15	ather	Bachelor's	Lawyer	5-45	3	16 years +	3-5 hours	15,000 - 19,999 TL
16	other	Bachelor's	Housewife	5-45	2	11-15 years	3-5 hours	15,000 - 19,999 TL
17	ather	High School	Servant	5-55	3	6-10 years	1 hour	6,000 - 9,999 TL
18	other	Bachelor's	Teacher	5-45	3	16 years +	1 hour	10,000 - 14,999 TL
19	other	Associate Degree	Photographer	5-45	1	16 years +	1-3 hours	0 - 5,999 TL
20	ather	Associate Degree	Pharm. Tech.	5-45	1	16 years +	3-5 hours	6,000 - 9,999 TL
21	other	High School	Worker	5-35	2	6-10 years	5-7 hours	10,000 - 14,999 TL
22	ather	High School	Worker	5-45	2	11-15 years	1-3 hours	10,000 - 14,999 TL
23	other	High School	Housewife	5-55	3	6-10 years	1-3 hours	6,000 - 9,999 TL
24	ather	Associate Degree	Worker	5-35	2	6-10 years	1-3 hours	6,000 - 9,999 TL
25	ather	PhD	Academician	5-45	2	11-15 years	1-3 hours	15,000 - 19,999 TL

According to Table 1, when the parenting roles of the participants are examined, it is seen that 13 they are mothers and 12 fathers. Participants have 4 secondary school, 3 high school, 3 associate degrees, 10 bachelor's degree, 3 master's degree and 2 doctorate degree. When examined in terms of their professions, there are 2 academicians, 1 lawyers, 1 biologists, 1 pharmacy technicians, 4 housewives, 1 photographers, 1 security guards, 1 nurses, 1 servants, 3 workers, 3 civil servants, 1 accountants, 1 inspectors, 1 school principals and 3 teachers. When examined according to age ranges, there are 9 participants between the ages of 25-35, 12 between the ages of 35-45, and 4 between the ages of 45-55. According to the number of children in the family, there are 10 participants with 1 child, 10 with 2 children and 5 with 3 children, 1 of the participants have been using the internet for 0-

5 years, 8 for 6-10 years, 5 for 11-15 years, and 11 for 16 years or more. When the monthly income status is examined, there are participants in the range of 0-5.999 liras 2, 6.000-9.999 liras 8, 10.000-14.999 liras 6, 15.000-19.999 liras 5 and 20.000 and above liras 4).

Criterion sampling method was used to select the study group among the teachers. The fact that the participants meet certain criteria set out before is defined as the criterion sampling method (Baltacı, 2018). The researcher determined criteria that are important for the research. These criteria are that the children of the selected parents have entered any of the class teacher courses for primary school and branch courses for secondary school. The demographic information table of the participants consisting of teachers is given in Table 2.

Table 2. Demographic information of teachers

Code	Level	Branch
T1	Primary	Class
T2	Primary	Class
T3	Middle	Visual Arts
T4	Primary	Class
T5	Middle	Music
T6	Primary	Class
T7	Primary	Class
T8	Primary	Class
T9	Middle	Visual Arts
T10	Primary	Class
T11	Middle	Information Technology
T12	Middle	Information Technology
T13	Primary	Class
T14	Middle	Mathematics
T15	Primary	Class
T16	Primary	Class
T17	Middle	Religious and Moral Education
T18	Middle	Social Studies
T19	Middle	Turkish
T20	Middle	Mathematics
T21	Middle	Social Studies
T22	Middle	Information Technology
T23	Primary	Class
T24	Middle	Religious and Moral Education
T25	Primary	Class

When Table 2 is examined, it is seen that the participating teachers are 12 primary school teachers and 13 secondary school teachers according to their levels. The distribution of secondary school teacher participants according to their branches is as follows; 3 Information Technologies, 2 Religious Culture and Moral Knowledge, 2 Visual Arts, 2 Mathematics, 1 Music, 2 Social Studies and 1 Turkish.

2.3. Data Collection Tools

Research data were collected through semi-structured interview forms used in qualitative research methods. The researcher prepared two different interview forms for the participants, consisting of parents and the participants consisting of teachers. In order to increase internal validity and check its methodological and technical suitability, four expert opinions were consulted, one in the field of measurement and evaluation, one in the field of lifelong learning and adult education, and two in the educational sciences. In addition, a pilot interview was conducted with a parent and a teacher. Following the opinions and interviews, the questions were turned into separate question items in order to obtain parents' views on digital parenting skills in more detail. Questions that may lead to short answers such as yes and no were arranged and finalized so that the participant could put forward his/her ideas. The semi-structured interview form created for the participants consisting of parents consists of two parts. In the first part, there are questions about the role of parents, education level,

occupation, age, number of children in the family, how many years they have been using the internet, daily internet usage time and economic level. The second part asks questions about the participants' views on digital parenting and determining their digital parenting skills.

- 1- What are parents' views on digital parenting?
- 2- What are parents' views on the risks of digital technologies and the internet for children?
- 3- What are parents' views on the negative situations their children take as examples in using digital technologies and the internet?
- 4- What are parents' views on ethical behavior on the internet?
- 5- What are the digital technologies that parents provide to their children and the precautions they take to make the internet environment safe?
- 6- What are parents' views on how their children follow digital technologies and internet usage habits?

The semi-structured interview form created for the participants consisting of teachers also consists of two parts. In the first part, the level and branch of the teacher were asked. In the second part, teachers' views on digital parenting and their views on the digital parenting skills of parents compared to teachers were asked.

- 1- What are teachers' views on the concept of digital parenting?
- 2- What are teachers' views on digital parenting skills?
- 3- What are the opinions of teachers regarding the development of parents' guidance to their children in the correct use of digital technologies and the internet?

2.4. Data Collection Process

Interviews with the designated parents were conducted using the face-to-face interview technique. During the interview the interviews were recorded with the participants' permission and transcribed by the researcher. The interviews lasted an average of 12 minutes. Interviews with the designated teachers were conducted using the face-to-face interview technique. During the interview, the interviews were recorded with the participants' permission and transcribed by the researcher. The interviews lasted an average of 10 minutes. A focus group interview was held with 4 volunteer participants on the questions in the evaluation forum, and then it was written down by the researcher using an audio recording. For both groups, audio recordings were listened to and the researcher transcribed the raw forms of the interviews in the word editing program (Microsoft Office Word). Its accuracy was checked by repeatedly listening. Then, the interview questions were written in the tabulation program; the parent participants were listed as V1, V2, and V3, and the teacher participants were listed as S1, S2, and S3, and the answers they gave were transferred to two separate tables.

2.5. Data Analysis

Qualitative data obtained through face-to-face interviews and textual edits made by the researcher were analyzed using the content analysis method. Baltacı (2019) defines content analysis as the effort to transform the data obtained from the research problem into systematic structures and to reveal the relationships between them. The main goal here is to reveal the concepts at the root of the data and the significant relationship between them (Yıldırım & Şimşek, 2018).

The data collected in the content analysis method are analyzed in four stages. The first stage is coding the data obtained by qualitative methods such as hand observation, interview, and examination of documents by the researcher. The researcher subtly divides the data into meaningful sections. The chapters correspond to a frequently repeated word or phrase in the data, and the researcher codes these. In the second stage, the researcher combines the codes according to their differences and similar characteristics and creates the themes. It is essential for the researcher to ensure that the themes they create can effectively elucidate the research data meaningfully. In the third stage, the researcher systematizes his/her themes and goes to coding and editing themes when necessary. At this stage, preliminary findings are revealed using scientific language and arranged in a way the reader can

understand. In the fourth and last stage, the researcher interprets the findings by establishing a cause-effect relationship between the findings and including his/her own opinions and experiences (Baltacı, 2018).

In this study, the recorded data, converted into text before the analysis process, were transferred to the table editing program. Then, the researcher determined and coded the common points of the answers given by the participants to the questions. The coded data are themed within the framework of their relationships regarding their similarities and differences. The codes and themes obtained were organized by returning to the data frequently in the process. While editing the themes, expert evaluation was applied, and a comparison was made. Finally, the findings obtained were tabulated, explanations about the tables were arranged, and the findings section of the study was formed. After each finding, direct quotations were included in order to convey the experiences and opinions of the participants as they are. Coding was used to keep the identity information of the participants consulted in the study confidential. In order to convey the effect of the results obtained on the research's importance, the researcher's experience and inferences are also included for each finding. For the reliability of the research, each stage of the process is explained in detail in the study. In order to increase the researcher's mastery of the process, various scientific studies on qualitative research methods and books on scientific research were examined. For validity, the transcribed records of the interviews were delivered to the participants, the direct statements of the participants were included in the findings, and an expert evaluated the edited codes and themes. In order to ensure the compliance of the research with the ethical principles; permission documents were obtained from the necessary institutions and organizations, and a participant consent certificate was obtained from the participants who voluntarily participated in the study, and the participant's code was used in the directly conveyed opinions, and the expressions were tried to be conveyed exactly by adhering to the subject framework as much as possible. Both the raw versions of the interview texts and the final versions that emerged with the editing of the researcher were sent to the participants by e-mail or message, and their approvals were obtained.

3. FINDINGS

3.1. Findings Regarding Parents' Views on Digital Parenting

In the interviews, 9 participants said they had never encountered the concept of digital parenting, and 16 participants said they had heard it before. Twenty people answered this question. The participants' opinions on digital parenting are presented in Table 3.

Table 3. Parents' views on digital parenting

Opinions	Contacts	n
Controlling your child in the digital world	V1, V7, V8, V12, V16, V17, V18, V21, V25	9
Taking protective measures for your child in the digital world	V1, V6, V9, V13, V14, V18, V19, V25	8
Guide your child in the digital world	V1, V2, V6, V12, V18, V20, V22, V25	8
Knowing the disadvantages of the advantage	V1, V2, V15, V18, V22, V24, V25	7
Using digital technologies	V1, V2, V10, V18, V25	5
Adapting to the developmental characteristics of the child		3

As stated in Table 3, parents' views on digital parenting were analyzed in 6 codes. Controlling your child in the digital world (9) is the most frequently recurring code. Then, the codes of taking protective measures for the child in the digital world (8), guiding the child in the digital world (8), knowing the disadvantages (7), using digital technologies (5) and making it suitable for the developmental characteristics of the child (3) were expressed. A participant's view on controlling their child in the digital world is as follows;

"It is to guide and follow children's internet use" (V12). A parent regarding taking protective measures for their child in the digital world;

“Digital parenting is about ensuring that our child uses the internet safely, taking measures to provide safe access to the data they want to access” (V6). He says. An opinion about guiding your child in the digital world is as follows;

“To teach my child to learn useful information and to do research on the net”(V22). Regarding knowing the advantages and disadvantages, a parent should also;

"It is our duty to provide our children with the positive functional effects provided by the internet, to know the possible negativities and to protect our children" (V15). According to an opinion on using digital technologies;

"To learn to use technological tools and to use the internet correctly in order to protect my child from harmful content on the internet" (V2). A parent about adapting his/her child to his/her developmental characteristics;

"Digital parenting is to use the advantages of digital technologies in accordance with the age and development level of the child, to provide him/her with that opportunity, and at the same time to create a barrier against the damages that may come with these technologies" (V1), he explained. When the participants' opinions are evaluated in general, it is seen that most parents have heard the concept of digital parenting before. Although he had never heard of it, some participants had an opinion. This situation can be associated with the universally widespread use of digital technology and the internet. It is seen that the answers given are concentrated in the codes of controlling your child in the digital world and protecting him/her from risks. It can be thought that parents exhibit a protective attitude due to the excessive physical and mental damage they cause. However, few participants pay attention to adapting their children to their developmental characteristics and focus on the advantages of the digital world. It is thought that this situation may be related to the parents' low awareness of the digital world and the high risk of being negatively affected, especially in young age groups. When the answers given by the parents are examined according to their demographic characteristics, the factors of age and education level attract attention. Participants in the 45-55 age group had difficulty expressing their opinions compared to other participants, and it was seen that their opinions focused only on controlling their children in the digital world. In the examinations made in the education levels criterion, it was observed that as the education level increased, the ideas on the concept of digital parenting enriched in general.

3.2. Findings Regarding Parents' Own Digital Parenting Skills

Findings regarding parents' views on digital technologies and the risks of the internet for children are presented in Table 4.

Table 4. Findings of parents' views on digital technologies and the risks of the internet for children

Opinions	Contacts	
Dependency	V2, V5, V6, V7, V8, V9, V11, V13, V15, V16, V17, V18, V19, V21, V23, V24, V25	17
Harmful – Incorrect Contents	V1, V2, V3, V5, V6, V8, V15, V20, V21, V22, V23, V24	12
Psychological Damages	V1, V4, V6, V7, V8, V12, V13, V14, V16, V18, V19, V25	12
Ingredients Not Suitable for Developmental Properties	V1, V3, V4, V5, V10, V14, V15, V20, V22	9
Cyberbullying – Negative Interaction	V1, V7, V9, V10, V12, V16, V20, V21	8
Bodily Harm	V6, V7, V8, V13, V14, V15, V25	7
Decrease in Course Success	V2, V17, V21, V22	4
Fraud	V10, V24	2

When Table 4 is examined, the codes of addiction (17), harmful false content (12), mental harms (12), content that is not suitable for developmental characteristics (9), cyberbullying-negative interaction (8), bodily harms (7), decrease in course success (4) and fraud (2) were analyzed in the opinions of the parents about the risks of digital technologies and the internet for the child. One participant's view on addiction is as follows;

"I think it's addictive. It doesn't matter how many hours you play if you don't take it away" (V9). A participant's opinion on harmful-inaccurate contents is as follows;

"The internet is full of people who do not comply with our culture and customs, which will adversely affect the development of my child. There are YouTubers, there are too many harmful things on TikTok or Youtube. He envies them. It affects his clothes, his clothes, his speech badly " (V22). A participant's opinion on mental harm is as follows;

"They may get too caught up in games or social media in particular. In these environments, they may be exposed to cyberbullying, pedophilia. Because of social media, it was filled with children who did not like themselves. He/she may be afraid, stressed, lonely" (V7). A participant's opinion on the contents that do not comply with the development characteristics is as follows;

"They come across things on websites that aren't age-appropriate" (V10). A participant's view on cyberbullying-negative interaction is as follows;

"Although you try to protect your child, parents who do not show this care in the interaction environment expose children. My child Mona does not know games like Among Us, but she hears them at school. There were times when he heard these things from his friends and was afraid, unable to sleep" (V1). A participant's opinion on bodily harm is as follows;

"Physically, there may be pain in the neck and eyes, diseases. I think these will negatively affect body development" (V14). A parent regarding the decrease in course success;

"The fact that he plays a lot affects his lessons. Either homework is not done or do your homework and then play does not emulate homework" (V17). A participant's opinion on fraud is as follows;

"Malicious people who are friendly can be both scammers and malicious. it is easier to deceive children through rewards and get private information from them"(V10). When the participants' opinions are evaluated in general, parents think that digital technologies and the internet have various risks for children. It is understood that when children spend a lot of time with digital technologies and the internet, this gradually turns into an addiction and scares parents. In addition, even if their children want to use the internet in a time-controlled manner, they may encounter inaccurate and harmful content that is not suitable for their developmental characteristics or may be adversely affected by cyberbullying or their peers. Parents think that when all these come together, physical and psychological damage may occur in their children. It is understood that parents should be informed about safe internet packages. In order to combat addiction, parents can be reliable, controlled and open to communication in their relationships with their children. In addition to trying to create and protect a safe space for their children, parents should also ensure that they are informed about the dangers that may occur to the child. Thus, it is thought that the effects of risks such as cyberbullying, negative interaction, and fraud can be reduced.

3.3. Findings Regarding the Opinions of Parents Regarding the Negative Situations that Parents Take as Examples in Digital Technologies and Internet Use of their Children

The findings regarding the parents' views on the negative situations that parents take as an example in their children's use of digital technologies and the internet are presented in Table 5.

Table 5. Findings regarding parents' views on adverse situations in which parents take as examples in digital technologies and internet use of their children

Opinions	Contacts	n
Spending a lot of time online	V1, V2, V4, V11, V15, V19, V22, V25	8
Being constantly on the phone	V9, V11, V14, V19, V21	5
Using social media	V2, V4, V16, V19	4
Playing games	V5, V24	2
Being in constant communication	V10	1

When Table 5 is examined, the codes of spending a lot of time on the internet (8), being constantly on the phone (5), using social media (4), playing games (2) and being in constant communication (1) were analyzed in the opinions of parents regarding the negative situations that their children's parents take as an example in digital technologies and internet use. In addition, there are (9) participants who think that they do not constitute a negative example. Regarding spending a lot of time on the Internet, one participant's opinion is as follows;

"When I take it in my hand in the evening, it comes to me. He says he'll take a look at it. Either I quit, or he's watching a video with me" (V11). A participant's opinion on being constantly on the phone is as follows;

"When I spend too much time on the phone, I observe that it stays on the screen for a long time" (V15). A participant's opinion on using social media is as follows;

"My child has a song group page and says I don't share my own photo. He kills time there whenever he gets the chance. I can't be angry either because I spend time on social media and my child is doing his/her lessons" (V4). A participant's opinion on gaming is as follows;

"I don't, but I think my child likes to play games because his father loves playing games a lot" (V5). One participant's opinion regarding being constantly in communication is as follows;

"I don't make too many phone calls. He also makes video calls a lot of sending messages from Whatsapp" (V10). When the answers given by the participants were evaluated in general, spending a lot of time on the internet was seen as the most frequent code. Based on the participants' opinions, it is thought that other examples of negative situations are based on digital technologies and spending more time on the internet, especially when in the same environment with children. Contrary to the answers, some participants think there is no negative example. Considering the opinions and attitudes of the participants who think so, it is thought that some parents are sensitive about digital technology and internet use and avoid environments where they will set a negative example for their children. However, in general, it is thought that children's compliance with the rules set by the age group and the lack of their own digital tools do not create an environment of conflict within the family.

3.4. Findings Regarding Parents' Views on Ethical Behaviors on the Internet

Findings regarding parents' views on ethical behaviors on the internet are presented in Table 6.

Table 6. Parents' views on ethical behaviors on the internet

Opinions	Contacts	
Respect for personal rights	V1, V3, V5, V6, V7, V8, V9, V10, V12, V13, V14, V15, V16, V18, V19, V20, V23	7
Compliance with social ethics	V2, V3, V4, V6, V7, V8, V10, V11, V12, V16, V20, V22, V24, V25	4
Not sharing false information	V1, V5, V7, V14, V15, V16, V17, V21, V23, V25	0
Not doing illegal things	V9, V15, V16, V19, V20	
Avoiding discriminatory discourses	V1, V25	
Non-sharing of private information	V13, V15	

When Table 6 is examined, the codes of respect for personal rights (16), compliance with social moral rules (14), not sharing false information (10), not doing illegal things (5), avoiding discrimination discourses (2) and not sharing private information (2) were analyzed in the views of parents on ethical behaviors on the internet. Two participants' views on respect for personal rights are as follows;

“Not allowing cyberbullying in the games they play online” (V1).

“When people comment on each other's posts or something, they should be kind, polite, decent, decent, like in real life. They should not make fun of anyone's image or what they write” (V3). A participant's view on compliance with social moral rules is as follows;

“They should share content that is in line with our social morals. Pages and content that are not in line with our moral values are available to everyone. I think this also needs to be supervised more strictly” (V14). A participant's view on not sharing false information is as follows;

“Getting the news right, not fooling people” (V17). Regarding not doing illegal things, two participants' views are as follows;

“Although respect for personal rights comes first when it comes to ethical behaviors, it is also important to avoid illegal behaviors and not to share information that is not sure of its accuracy. the concept of illegal also includes someone else's word, content, digital product, and software produced. there is a tendency towards piracy due to charging, and it should be known that this is not ethical” (V15).

“Not copying someone's photo without asking them” (V16). A participant's view on avoiding discrimination discourses is as follows;

“The absence of content used by words that discriminate against people” (V25). A participant's opinion on not sharing private information is as follows;

“It is necessary to avoid sharing private information such as identity number, home address or someone else's address, phone number” (V13). When the participants' opinions are evaluated in general, it is thought that parents have rights in internet environments and believe that moral values should be adhered to while leaving a digital mark. Opinions such as confidentiality of private information, not using illegal means, avoiding discourses such as discrimination and racism were mostly expressed by mothers. Mothers are thought to be more sensitive about following their children. In general, it is thought that the participants may have little knowledge about internet ethics.

3.5. Findings Regarding the Opinions on the Digital Technologies Provided by Parents to Their Children and the Measures Taken to Secure the Internet Environment

Findings regarding the digital technologies provided by parents to their children and their views on the measures taken to secure the internet environment are presented in Table 7.

Table 7. Findings regarding the opinions on the digital technologies provided by parents to their children and the measures taken to secure the internet environment

Opinions	Contacts	n
Putting a time restriction	V1, V2, V3, V4, V5, V6, V7, V8, V9, V10, V11, V12, V13, V14, V15, V16, V17, V18, V19, V20, V21, V22, V23, V24, V25	25
Lack of a personal digital tool	V1, V3, V4, V5, V6, V7, V8, V9, V11, V12, V13, V14, V16, V17, V18, V19, V20, V21, V23, V24, V25	21
Checking digital traces	V1, V2, V5, V6, V7, V8, V12, V14, V16, V18, V19, V23, V25	13
Using protective-blocking programs	V1, V2, V4, V5, V6, V8, V12, V16, V18, V20, V25	11
Providing an environment of mutual trust	V1, V3, V5, V8, V15, V16, V19, V20, V25	9
Prohibit	V9, V10, V17, V22	4

When Table 7 is examined, the opinions of parents about the digital technologies they provide to their children and the measures they take to secure the internet environment are analyzed as follows; time restriction (25), lack of a personal digital tool (21), checking digital traces (13), using protective-blocking programs (11), providing an environment of mutual trust (9) and prohibiting (4). A participant's view on setting a time restriction is as follows;

"He uses my old phone when he goes online or plays games, but of course I take it from him when his time is up" (V23). Another participant's opinion on the lack of a personal digital tool is as follows;

"Since he uses my phone, it is easy to follow. I look at what you're watching, what you're playing" (V14). According to an opinion on controlling digital traces;

"Do not follow the videos you watch and the games you play"(V12) . A participant's view on using protective-inhibitory programs is as follows;

"I use protective, blocking programs. Thus, no advertisement is displayed while playing games. In the videos, if we encounter a problem, we block the channel on Youtube Kids"(V2). An opinion on providing an environment of mutual trust is as follows;

"I talk to him about troublesome issues that may or may not happen. Let him know the good and the bad, anything can happen to him, share it with me all the time, we are with you"(V15). A parent about banning;

"I prohibit games or videos that are not suitable for him. He knows he can play with the phone when he follows the rules"(V9), she said. When the opinions of the participants are evaluated in general, it is seen that all parents take measures by imposing time restrictions on their children. It is thought that the fact that the vast majority of children do not have their own digital tools makes it easier to control the time and follow their digital tracks. Based on the opinions, it can be said that the vast majority of parents who strive to provide an environment of mutual trust choose to trust their children by using protective-blocker programs and following their digital traces. It can be thought that parents who prohibit apply stricter and clearer rules instead of long communication channels.

3.6. Findings Regarding the Views of Parents on How Their Children Follow Digital Technologies and Internet Use Habits

Findings on how parents follow their children's digital technologies and internet usage habits are presented in Table 8.

Table 8. Findings regarding parents' views on how their children follow digital technologies and internet use habits

Opinions	Contacts	n
Setting time limits	V1, V2, V3, V4, V5, V6, V7, V8, V9, V10, V11, V12, V13, V14, V15, V16, V17, V18, V19, V20, V21, V22, V23, V24, V25	25
Lack of personal digital tool	V1, V3, V4, V5, V6, V7, V8, V9, V11, V12, V13, V14, V16, V17, V18, V19, V20, V21, V23, V24, V25	21
Checking digital traces	V1, V2, V5, V6, V7, V8, V12, V14, V15, V16, V18, V19, V23, V25	14
Observation - communication	V1, V3, V7, V9, V10, V11, V13, V14, V18, V20, V21, V23, V24, V25	14
Accompanying	V4, V10, V17	3

When Table 8 is examined, the views of parents on how their children follow digital technologies and internet use habits are analyzed as (25) by determining the duration, (21) by not having a personal digital tool, (14) by checking their digital traces, (14) by observing-communicating and accompanying (3) codes. A participant's view on setting a time restriction is as follows;

"There is 1 hour a day. If it is expired or if it has a lesson, it cannot take the phone" (V9). An opinion on the lack of a personal digital tool is as follows;

"He doesn't have his own phone or tablet. He takes my phone in the evenings when he needs it. Or there is a laptop at home, there are games he plays from there, EBA is looking at his homework from the computer or something. Since the vehicles do not belong to him, my wife and I can easily follow him" (V18). A parent in relation to checking their digital trail;

"I'm already with you after school, I'm not working. She is looking at the phone next to me, even if she is in her room, I turn up the volume of the phone. I don't really understand, but she has an older sister at

home. I'm telling him, look what he's playing, follow him. My daughter dried up You tube Kids and stuff. He's following" (V23). Observation – in relation to communicating r;

"I look at what he's looking at when he's playing games or watching videos. I'm asking questions about the things he's dealing with" (V11). A teacher's view on escorting is as follows;

"I warn the lady that I am working. I say stand next to him when he has a computer lesson. Or whatever he's playing, whatever he's watching, I want you to hear his voice" (V17). When the answers given by the teachers were evaluated in general, it was seen that all parents made a time determination. The vast majority of children do not have their own digital tools, and this is thought to facilitate the follow-up of parents. In the opinions, it was observed that the education level of parents who stated that they followed their children's digital traces was generally higher than the education level of parents who stated that they followed their children through observation. Based on this, it is believed that the increase in the level of education has a positive effect on digital literacy skills. It was observed that all of the participants who stated that their children were accompanied in the use of digital technologies were working fathers. The fathers stated that they were not accompanied by themselves, but by the people at home with the child. In general, it is believed that it will be beneficial for parents to improve their digital literacy skills in the follow-up of their children.

3.7. Findings Regarding Teachers' Views on Digital Parenting

In the interviews, various questions were asked in order to obtain findings about teachers' views on digital parenting. They were evaluated for their answers to these questions.

Table 9. Teachers' opinions on the concept of digital parenting

Opinions	Contacts	n
Controlling your child in the digital world	T1, T2, T4, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T18, T19, T20, T21, T22, T24, T25	21
Taking protective measures for your child in the digital world	T1, T2, T3, T4, T6, T8, T10, T12, T13, T16, T17, T18, T20, T22, T23, T25	16
Guide your child in the digital world	T3, T4, T5, T6, T10, T11, T12, T13, T14, T17, T18, T20, T21, T22, T23, T24	16
Knowing the disadvantages of the advantage	T3, T4, T6, T10, T11, T12, T13, T14, T18, T19, T22, T24	12
Using digital technologies	T1, T3, T4, T10, T11, T12, T13, T18, T19, T21, T22	11
Adapting to his/her child's developmental characteristics	T4, T12, T13, T18, T19, T22, T23	7

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Teachers' opinions on digital parenting have been analyzed in 6 topic, as stated in Table 9. "Controlling their child in the digital world (21)" is the most frequently mentioned topic. This is followed by "Taking protective measures for their child in the digital world (16)," "Guiding their child in the digital world (16)," "Knowing the advantages and disadvantages (12)," "Using digital technologies (11)," and "Adapting to their child's developmental characteristics (7). Regarding the opinion related to Controlling their child in the digital world, one view is that:

"Having the skills to follow how the parent spends time with their children using the internet and what they do"(T15), is important. Regarding taking protective measures for your child in the digital world;

"Protecting children from their dangers to ensure they benefit positively from the internet" (T20). A teacher's opinion about guiding her child in the digital world is as follows;

"Guiding their children correctly in the use of digital technology and the internet by parents" (T11). A person to know the disadvantages of the advantage;

"While using tools such as smartphones and tablets or surfing the internet, parents should have the knowledge to protect their children and know the benefits and harms of the digital world at a level that can guide them" (T22) . A teacher's opinion on using digital technologies is as follows;

"Parents need to use technology actively to try to find out what their child is interested in and what they are doing. That means digital parenting" (T19). A teacher in relation to adapting his/her child to his/her developmental characteristics;

"It is the parenting task that is aware of the digital opportunities that can be offered for the needs of the child (age-appropriate educational video, etc.) and presents the opportunities in accordance with the child" (T13). When the answers given by the participants were evaluated in general, it was seen that all teachers had knowledge about the concept of digital parenting. The focus in the answers given is mostly on controlling your child in the digital world. It can be said that teachers expect parents to protect their children against the dangers of the digital world and to take the necessary measures. However, it has been observed that teachers, like parents, mention the benefits of the digital world less. In this context, it is believed that increasing teachers' knowledge of digital technologies and the use of the internet for useful purposes will prevent the digital world from being seen only as a threat.

3.8. Findings Regarding Teachers' Views on Digital Parenting Skills

Teachers' opinions on digital parenting skills are presented in Table 10.

Table 10. Findings regarding teachers' views on digital parenting skills

Opinions	Contacts	n
To control in the digital world	T1, T2, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T18, T19, T20, T21, T22, T24, T25	22
Being in communication - Guiding in the digital world	T1, T2, T3, T4, T5, T6, T7, T10, T11, T12, T13, T14, T17, T18, T20, T22, T23, T24, T25	19
Taking protective measures for your child in the digital world	T1, T2, T3, T4, T6, T7, T8, T10, T11, T12, T13, T16, T17, T18, T20, T21, T22, T23	18
Knowing the disadvantages of advantages	T1, T3, T4, T6, T10, T11, T12, T13, T14, T15, T17, T18, T19, T21, T22, T23, T24	17
Using digital technologies	T1, T2, T3, T4, T6, T7, T10, T11, T12, T13, T18, T19, T22, T24	14
Adapting to the developmental characteristics of the child	T4, T8, T11, T12, T13, T18, T19, T22, T23	9
Complying with internet ethical values	T11, T12, T17, T22	4

As stated in Table 10, teachers' views on digital parenting skills were analyzed in 7 codes. Ensuring control in the digital world (22) is the most frequently repeated code. Then, it was analyzed with the codes of being in communication - being able to guide your child in the digital world (19), taking protective measures in the digital world (18), knowing the disadvantages (17), using digital technologies (14), adapting to the developmental characteristics of your child (9) and complying with internet ethical values (4). An opinion on maintaining control in the digital world is as follows;

"Keeping control by monitoring your child's internet usage. In other words, it may be to determine the duration, to follow the phone he/she will use, to look at the sites he/she enters, to follow the games he/she plays or the videos he/she has watched" (S24). A teacher about taking protective measures for her child in the digital world;

"Being a good media literate and recognizing the negative aspects and thus providing a safe internet environment to the child" (T6). He says. An opinion on knowing the disadvantages of the advantage is as follows;

"Parents should know internet ethics. He/she should tell his/her child that he/she should be respectful and tolerant when using the internet, that it is a crime to reproduce or steal pirated publications, and that he/she should set an example in this regard" (T22). When the answers given by the teachers are evaluated in general, it is seen that providing control in the digital world comes first. Teachers stated that parents should monitor and control their children's internet usage times, which sites they

visit and what they do on the internet, and the people they communicate with. The vast majority of classroom teachers express the answers to ensuring control in the digital world, protecting the child and guiding the child. The fact that children are much younger at the primary school level and need more family control is considered to be the reason for this situation. In addition, it was observed that the majority of the participants who expressed their opinions about complying with the ethical values of the internet were teachers in the Information Technologies branch. It is believed that this may be due to their professional knowledge. Compliance with ethical and moral values in internet use is thought to be as important as other digital parenting skills. For this reason, it is believed that teachers from all branches should recognize digital parenting skills. Thus, they are expected to develop professionally and guide their parents.

3.9. According to Teachers, Findings Regarding Parents' Development of Guidance for Their Children in the Proper Use of Digital Technologies and the Internet

According to the teachers' opinions, the findings regarding the development of guidance provided by parents to their children in the correct use of digital technologies and the internet are presented in Table 11.

Table 11. Findings regarding parents' development of guidance for their children in the proper use of digital technologies and the internet according to teachers' opinions

Opinions	Contacts	n
He/she should receive training	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18, T19, T20, T21, T22, T23, T24, T25	25
He/she should communicate well with his/her child	T5, T7, T18, T19, T24, T25	6

When the teacher suggestions in Table 11 on improving the guidance of parents to their children on the correct use of digital technologies and the internet were examined, it was observed that all participants should receive training to continue to improve themselves, regardless of the parents' qualifications. There are (6) participants who said that this should be dealt with for the parent to communicate well with their child. Some of the participant opinions stating that parents should receive training in order to continue to improve themselves regardless of their qualifications are as follows;

“Regardless of the educational status of the parents, they should develop and educate themselves for both themselves and their children. Participation in seminars and courses on this subject should be ensured, and even parenting courses can be opened and made compulsory. As a policy, the state should work more effectively on this issue. There are trainings, but most of the society is unaware of this. Families are not aware of the shortcomings in themselves” (S3).

“Adult education should be planned. If it is like a course or optional, I am sure that the relevant parents will join it again. Pill information on the importance of digital parenting can be given through television, attention can be drawn and then they can be subjected to compulsory education. And my wish is that no teacher would give it to me. My branch is Information Technologies, but as I told the children, I cannot tell the parents. Their responsibilities, professions, and expectations from life are different. I believe there is a need for real experts” (T22). The opinions of the two participants who stated that parents should have good communication with their children are as follows;

“They should keep their communication with their children strong so that the child can share the negativities he/she experiences in using the internet or technology with his/her family. Let the parent act as an example so that the child is aware that it is wrong to bully or fraud. Focus on the beneficial aspects. The family needs to find effective ways to realize this. If you ask me, the most effective weapon of our society is television. He should be given the task of the right training tool” (T19). When the answers given by the participants are evaluated in general, it is noteworthy that parents should be caring and communicative parents

towards their children. All teachers believe that every parent, regardless of education level, should continue improving themselves in digital parenting. Thereupon, it was observed that the suggestions they made were based on the provision of training that was suitable for adult education methods and techniques, based on practice and case studies, experts in the field could give that and that could be compulsory. In addition, it is believed that digital parenting awareness in parents can be increased by increasing media support in many views.

4. DISCUSSION and CONCLUSION

In this study, the opinions of parents and teachers with children in primary and secondary schools on "Digital Parenting Skills" were evaluated. When the results obtained are evaluated in general, it is understood that parents have a protective and controlling attitude towards the risks of the digital world in the use of digital technology and internet. According to the study of [Manap \(2020\)](#), the sub-dimension of protecting the child from risks has a high rate in the answers given by the parents. It was seen that [Türkel \(2021\)](#) reached a similar conclusion in his study. [Bostancı and Çakır \(2022\)](#) concluded in their study that parents' digital parenting awareness levels were above average, yet they argued that parents should continue to improve themselves. The results support this research. In a study that does not support this study, [Güven \(2018\)](#) concluded that parents are inadequate in digital parenting awareness. As parents' awareness increases, their children's digital skills will be positively affected ([Kaya et al., 2018](#)). It is believed that parents' recognition of the possibilities and risks of the digital world will facilitate their roles. Although they have certain qualifications in this process, it is important that they are open to digital development and related to their child's development.

In this study, it was concluded that parents' high level of education had a positive effect on digital parenting skills. In similar studies, [Yaman \(2018\)](#) concluded that as parents' education level increases, their perceptions of digital parenting self-efficacy increase, and [Kopuz et al. \(2022\)](#) concluded that young parents' digital parenting attitudes are high. In his study, [Durak \(2019\)](#) concluded that digital parenting awareness is a significant difference between the education level of parents; while parents at primary school education level have the lowest score, parents at secondary school education level have higher scores than those at high school, associate degree, undergraduate and graduate level. However, [Manap \(2020\)](#), [Arslan \(2022\)](#) concluded in their study that parental education level did not affect digital parenting awareness. According to the research of [Coşkunalp \(2022\)](#), the educational status of the parents does not affect their digital parenting self-efficacy scores. In this study, it was concluded that the parents' education level had a positive effect on digital parenting skills. Both of the results that it affects or does not affect are included in the literature. It is believed that having different research results is related to the positive effect of parents being conscious parents about their children and raising children on digital parenting awareness rather than their education levels.

This study determined that mothers behave more consciously than fathers in terms of being role models for their children within the scope of digital parenting skills. It is known that role models of parents positively and negatively affect children's use of digital technology ([Konok et al., 2020](#)). [Manap \(2020\)](#) also concluded in his research that the level of being a negative model of fathers is higher than that of mothers. Similarly, the study of [Şahin-Konaş \(2021\)](#) concluded that the mothers' digital parenting attitude scores were higher than fathers. Some studies concluded that digital parenting self-efficacy does not change according to the gender of the parent ([Coşkunalp, 2022](#)). In the study of [Bostancı and Çakır \(2022\)](#), it was concluded that the level of mothers being negative models in early childhood was higher than fathers, and the researcher shows that the reason for this may be that mothers spend more time with their children and use digital tools to distract their children in this process.

The study concluded that parents can improve their digital parenting skills with training in accordance with adult teaching-learning methods and techniques. Pekyürek (2022) and Şahin-Konaş (2021) also concluded that various educational contents on digital parenting for parents positively affect learning. Especially in digital technologies, it is important for them to realize their own skills and deficiencies and apply to education at the points they need in terms of development (Erden & Uslupehlivan, 2021). According to this research, although families consider themselves competent in protection and taking precautions, they have superficial knowledge about advantages and opportunities. It is believed that they need to get information to improve themselves first in order to be able to promote opportunities as much as they are protective. Clarkson and Zierl's (2018) study, which started with the idea that the negative effects of the digital world are focused on and digital parenting skills are incomplete, and informs parents about the positive use of digital technology and the internet with e-mails, supports this conclusion that digital parenting skills have also improved in terms of advantages. However, Livingstone et al. (2018) concluded that parents feel inadequate in the face of the risks their children may face in the digital world. In this study, it was observed that there were participants who thought that the measures to be taken when their children grew up and their own protection skills might be insufficient.

It has been understood that increasing parents' digital parenting awareness will increase children's use of digital technologies and the advantages of the internet. Kopuz et al. (2022) also state that parents should have sufficient digital parenting skills in the face of advantages and risks in order to support their children's cognitive and behavioral development. Parents should be the first guide for children to develop their skills related to their digital literacy, and for this reason, parents should educate and develop themselves (Acar, 2015). A child's connection to the digital world is the responsibility of their parents. Parents should not prohibit or release but act consciously (Erden & Uslupehlivan, 2021). The study concluded that good relationships within the family would be more successful in digital parenting skills of parents who are sufficiently interested in their children. This situation coincides with Kay's (2022) conclusion that healthy communication between parents and children will protect the child from the risks of digital technology and the internet.

According to the results obtained from the teachers' views on digital parenting, it was seen that it is important to maintain control in the digital world, that parents think that they should control their children's internet usage times, what they do on the internet, and the people they communicate with, and that they should protect their children and guide their children. It was concluded that teachers had knowledge about the concept of digital parenting. It was concluded that it is important for teachers to control children to protect them from the dangers of the digital world and that parents expect them to take the necessary measures. In a study supporting this result, Karaboğa (2019) stated that it is important for children to gain digital media literacy awareness by teachers at school and parents at home. Teachers, like parents, refer less to the benefits of the digital world. Teachers think that they need their parents to develop their guidance. While some of the parents provide a safe and controlled internet environment, some cannot control it. Teachers think that parents should continue to improve themselves in the context of the digital world and be role models for their children, and their differences in digital parenting should be increased with media support, public service announcements, and free training. According to teachers, the increase in education level positively affects digital parenting skills. In the study of Acar (2015), the digital literacy skills of parents also increase as their education levels increase. However, although they know the details, such as high education level, using digital tools or disadvantages, suitability of the content for the child, he/she thinks that the parents who can fulfill the role of digital parents are interested parents. For these reasons, it was stated that trainings should be provided for family communication and digital parenting skills. It is noteworthy that the economic situation does not affect digital parenting skills. However, since the low economic situation will reduce digital opportunities, there are two different ideas: children will be

protected from risks, and as the economic situation increases, the family experiences will increase with digital opportunities. Considering the two groups' views together, it can be said that it will be the most important variable for parents to be conscious parents who can take care of their children adequately. All teachers believe that every parent, regardless of education level, should continue improving themselves in digital parenting. In a study supporting this result, [Kopuz et al. \(2022\)](#) emphasize that parents should receive training in order to protect their children from risks and at the same time to be a guide in beneficial uses. According to a study supporting this result, it is a necessity for parents to receive training on digital media literacy in order to be a successful role model for their children from an early age. Among the suggestions, there should be trainings that are suitable for adult education methods and techniques, based on practice and case studies, that will be given by experts in the field, that can be made compulsory, and that digital parenting awareness can be increased in parents with media support. Teachers are aware of the education, practices and resources on digital parenting. However, the teacher's branch is effective in this regard. It is believed that teachers who are interested in family and student guidance have a better command of the subject. Teachers need to receive training in digital parenting skills and adult education skills, both for personal development and to benefit their students.

Recommendations for Implementation

Training can be provided to parents and teachers in the field of digital technologies.

Information Technology classes in schools can be open to the public in the evening or on holidays. Studies on digital parenting skills can be planned for parents of children of all age groups.

Research can be planned to include children's opinions on digital parenting skills.

Experimental studies can be planned to thoroughly identify the problems that arise during the digital parenting role responsibilities of parents. Age, education level, economic status, etc., which are thought to affect digital parenting skills. Effect levels can be examined by increasing variables such as.

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Ethics Committee Decision

This research was carried out with the permission of Bartın University Publication Ethics Board with the decision numbered 2022-SBB-0440

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