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Makale Başlığı/Article Title

Dijital Ebeveynlik Farkındalığının Çocukların Duygu Düzenleme Becerileri Üzerindeki Etkisi**

The Effect of Digital Parenting Awareness on Children's Emotion Regulation Skills

ÖZ

Bu araştırmanın amacı dijital ebeveynlik farkındalığının çocukların duygu düzenleme becerileri üzerindeki etkisini incelemektedir. Araştırma ilişkisel tarama modeli ile tasarlanmıştır. Çalışma grubunu ilkokul çağında çocuğa sahip ebeveynler oluşturmaktadır. Çalışma grubu 203 ebeveynden oluşmaktadır. Ebeveynlerin yüzde 66'sının (n:134) kadın, yüzde 34'ünün (n:69) erkek olduğu saptanmıştır. Yaş ortalamalarının 38.37±7.11 olduğu tespit edilmiştir. Araştırmanın verilerini toplamak amacıyla araştırmacı tarafından tasarlanan *"Kişisel Bilgi Formu", "Dijital Ebeveynlik Farkındalığı Ölçeği"* ve *"Çocuklarda Duygu Düzenleme Ölçeği Yetişkin Formu"* kullanılmıştır. Verilerin analizinde SPSS programı aracılığı ile tanımlayıcı ve frekans analizleri, korelasyon ve regresyon analizleri kullanılmıştır. Elde edilen bulgulara göre; dijital ebeveynlik farkındalığı boyutları olan olumsuz model olma, ihmal etme, verimli kullanma ve risklerden koruma ile duygu düzenleme becerileri alt boyutları olan duygu yoğunluğu ve duygu düzenleme düzeyleri arasında anlamlı ilişkiler vardır. Regresyon analizi sonuçlarına göre; dijital ebeveynlik farkındalığı boyutlarının çocukların duygu düzenleme becerileri boyutlarını yordadığı saptanmıştır. Sonuç olarak; ebeveynlerin olumsuz model olma ve ihmal etme düzeyi yükseldikçe çocukların ağırlıklı olarak duygu yoğunluğu yönünden olumsuz etkilendiği; ebeveynlerin verimli kullanma ve risklerden koruma düzeyi düştükçe çocukların ağırlıklı olarak duygu düzenleme boyutunda olumsuz etkilendiği söylenebilir. Elde edilen bulgular tartışılarak araştırma sonuçlarına bağlı önerilerde bulunulmuştur.

Anahtar Kelimeler: Ebeveynlik, Dijital Ebeveynlik, Duygu, Duygu Düzenleme

ABSTRACT

This study investigates the effect of digital parenting awareness on children's emotion regulation skills. The research was designed with a relational screening model. The study group consists of 203 parents with elementary school-age children. Of the participants, 66% (n:134) were female, and 34% (n:69) were male. The mean age was 38.37±7.11. Data were collected through the *"Personal Information Form,"* developed by the researcher, *"Digital Parenting Awareness Scale,"* and *"Scale of Emotion Regulation in Children-Adult Form,"*. Descriptive statistics, correlation, and regression analyses were conducted on SPSS to analyze the data. The findings suggested significant associations between dimensions of digital parenting awareness (negative modeling, digital neglect, efficient use, and protecting from risks) and emotion intensity and regulation. Regression analysis showed that digital parenting awareness predicted children's emotion regulation skills. The increase in negative modeling and neglect and the decrease in efficient use and protection had a negative effect on children's emotional intensity. The findings were discussed based on the previous literature, and some suggestions were made.

Anahtar Kelimeler: Parenting, Digital Parenting, Emotion, Emotion Regulation

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INTRODUCTION

In contemporary society, individuals' lives are increasingly digitalized, with smartphones, tablets, computers, and other electronic devices emerging as significant components of daily routines. Digital tools have exerted profound effects on individuals, particularly children, influencing them cognitively, emotionally, and psychosocially, thereby contributing to a rise in psychological issues and the emergence of novel challenges (Park & Lee, 2017). Digitization has transformed how children learn, communicate, and entertain themselves, creating a new reality for parents. The research underscores the substantial challenges that families and children face in response to the issues arising from digitization (Livingstone & Blum-Ross, 2020). The concept of digital parenting has emerged in response to the impact of digitization on various dimensions of children's social, emotional, psychological, cognitive, and physical development, aiming to equip parents with the necessary attributes to serve as practical guides in their children's digital world and instill appropriate patterns of technological use (Yay, 2019). Recognizing that healthy progress in any developmental domain of children is challenging without parental support and guidance, and considering that parents bear significant responsibility for children's development across multiple domains, it is emphasized that issues related to children should not be investigated independently of parental influence (Austin & Sciarra, 2015; Rode, 2009). Given parents' roles and responsibilities regarding their children, it can be argued that children should not autonomously decide on the purposes, durations, and forms of their digital device usage while spending time with such tools (Selwyn & Odabaşı, 2017). However, it is also asserted that technological advancements may weaken parental competencies and subsequently diminish the extent to which children seek support from their parents (Livingstone & Byrne, 2018). Contemporary interactions between parents, children, and digital technologies continue to pose a complex domain with intricate reflections on parent-child relationships (Wahyuni et al., 2023). Despite a recent increase in parent-focused studies (Navarro et al., 2023; Öztürk & Şahin Sarıtaş, 2023; Shutzman & Gershy, 2023), it is believed that there is insufficient research considering adults' interactions with technology in light of parental responsibilities and their developmental, emotional, and behavioral effects on children.

Digital parenting is approached in terms of competence (Yaman, 2018), awareness (Manap, 2020), and attitude (İnan-Kaya et al., 2018). In addition, digital parenting is also a concept used for web-based parenting applications and programs (Clarkson & Zierl, 2018). Manap & Durmuş (2021) defined digital parenting awareness as follows: It is the parenting role of parents who are aware of the risks and opportunities of digital technologies for children, knows the problematic use of children, can control their children in the digital world, and can be positive role models. Manap & Durmuş (2021) elaborated on the dimensions of digital parenting awareness as efficient use, protection from risks, positive modeling, digital neglect, and openness to innovations. The dimension of efficient use involves parents' using digital tools in a way that contributes to the development of children; protection from risks involves parents protecting their children from the harms of digitalization; positive modeling involves parents exhibiting behaviors that will serve as positive models for their children when using digital tools; digital neglect involves parents being aware of the usage times and purposes of their children when using digital tools; and openness to innovations involves parents adapting to innovations by following current developments and technological advancements. The literature indicates that parental awareness of digital parenting is low (Manap, 2020). For example, in a study where parents participated in qualitative interviews, some parents did not see watching YouTube and TikTok videos as a problem as long as their

children did not encounter explicit images or use vulgar words from the videos in their daily lives (Ayar et al., 2023). According to this research, parents may overlook the fact that, even if children do not apply the content they learn from these applications instantly, the images they encounter can affect emotional or behavioral problems such as fear, anxiety, stress, and sleeplessness. The literature shows that when digital parenting awareness is low, children's emotions, thoughts, and behaviors are negatively affected. In a study conducted in Türkiye, a significant and positive relationship was found between parents' levels of negative role modeling and digital neglect and children's internet addiction (Manap & Durmuş, 2021). Kay (2022) showed that digital parenting awareness positively affects social competence and negatively affects digital gaming addiction in children. In another study, a positive relationship was found between parents' levels of negative role modeling and digital neglect and children's digital gaming addiction. In contrast, a negative relationship was found between protecting from risks and efficient use levels and children's digital gaming addiction (Gül & Özgür, 2023). These studies provide strong evidence that there is a relationship between digital parenting awareness and behavioral problems such as screen addiction in children. Thus, it is deemed essential to address not only behavioral problems such as screen addiction arising from parent-centered digital technology use but also emotional problems in children.

Emotions are considered a precursor to understanding human behavior and fall within the scope of various disciplines (Oatley, 2000; Frijda, 2013). Thus, emotions constitute a vast research area (Robbins & Judge, 2012). Crafting a standard definition for emotion, delineated in various ways by different authors, is quite challenging. Initially, emotions were conceptualized as having two dimensions: positive and negative impressions aroused in the internal world of individuals by specific objects, events, or individuals (Watson et al., 1988). Subsequently, emotions began to be analyzed through different dimensions (Eysenck, 2004). Positive emotions enhance individuals' thoughts and actions, whereas negative emotions constrain them (Dilekçi, 2023). Nevertheless, emotions play a crucial role in experiences and are often emphasized as psychological, particularly given their tight connection with cognitive processes (Lazarus, 1991).

The regulation of emotions, encompassing the process of regulating individuals' internal emotional experiences or responses to emotional stimuli in the external world (Thompson, 1994), indicates its association with psychological methods. The conceptual and theoretical framework of emotion regulation represents a fundamental aspect of human experience concerning how individuals perceive, express, and manage their emotions (Gross, 1998). Two widely used strategies in emotion regulation are reappraisal and suppression. Reappraisal occurs in the early stages of the emotional response process and involves perceiving a situation differently to reduce its emotional impact. In contrast, suppression occurs at a later stage and consists of the inhibition of outwardly expressed emotions (Gross, 2002). Reappraisal is generally associated with positive emotional, social, and well-being outcomes, whereas suppression is linked to negative emotional, social, cognitive, and well-being consequences (John & Eng, 2014).

The lack of emotion regulation skills is known to trigger depression and behavioral problems in children (Beevers & Mayer, 2004; Zhang et al., 2019). Individuals proficient in effective emotion regulation strategies (Watson & Sinha, 2008) are better equipped to cope with psychological distress, such as stress (Ursu & Măirean, 2022). Difficulties in emotion regulation, on the other hand, are associated with anxiety (Aldao, 2024), depression (Rutherford & Joormann, 2024), and other mental health issues (Villanueva et al., 2024; Roos & Kober, 2024; Teixeira et al., 2022). Consequently, it can be asserted that there is a significant relationship between emotion regulation

skills and mental health. It is well-established that the emotion regulation challenges experienced by individuals during childhood have long-term effects on socio-emotional functionality and psychological well-being (Schore, 2015). Determining the impact of new responsibilities arising from technology-related aspects, such as digital parenting, on children's emotion regulation skills will shed light on intervention studies to enhance emotion regulation skills.

The increasing use of technology by children has led to new research areas examining adult perspectives on children and technology (Zabatiero et al., 2018). Thus, there is a need for studies related to digital parenting awareness. The literature indicates a significant gap in research regarding the impact of digital parenting awareness on children. More research is needed in this area. The fourth principle among the 13 principles emerging within the scope of the *"Digitalization Principles"* supported by the European Union Commission and the EU Employment and Social Innovation Program (Coface, 2018) is *"Digital Parenting,"* emphasizing the necessity for further research in this domain. A bibliometric study on digital parenting in 2023 highlighted that although it is a relatively new concept, with the first study published in 2015, research activities have decreased in recent years. The study also suggested a greater focus on family and pediatric research (Tiryaki, 2023). There needs to be more national or international studies on the impact of digital parenting awareness on children's emotion regulation skills. It is known that the problematic use of digital tools directly associated with digital parenting awareness is linked to various behavioral issues. It is also acknowledged that parental behavioral problems are related to children's problems. Based on these, this study assumes that digital parenting awareness is associated with children's emotion regulation skills. Considering the emotional and behavioral effects of digitization on children, revealing the impact of digital parenting awareness on children's emotion regulation skills will contribute to studies addressing parents' responsibilities in the digitization process. This study investigates the effect of digital parenting awareness on children's emotion regulation skills. To this end, the study sought answers to the following questions:

Q1: *Is digital parenting awareness significantly associated with children's emotion regulation skills?*

Q2: *Does parents' negative modeling significantly predict children's emotion regulation skills?*

Q3: *Does parental neglect significantly predict children's emotion regulation skills?*

Q4: *Does parents' efficient use significantly predict children's emotion regulation skills?*

Q5: *Does parental protection from risks significantly predict children's emotion regulation skills?*

1. Method

1.1. Research Design

The current study investigates the association between the digital parenting awareness of parents with elementary school-aged children and their children's emotion regulation skills. It is designed to examine the effect of the independent variable on the dependent variable. To this end, a correlational survey model is deemed appropriate for the study (Büyüköztürk, 2023).

1.2. Study Group

Data were collected online through a random sampling method, and the data collection took place between September and October 2023. A total of 203 parents participated in the study (Mothers: n=134, 66%; Fathers: n=69, 34%). Of the participating parents, 11.3% (n=23) had an elementary school, 10.3% (n=21) middle school, 25.6% (n=52) high school, 41.4% (n=84) undergraduate, and 11.3% (n=23) postgraduate degrees. On the other hand, 65% (n=132) of the parents had only

one child, 29.1% (n=59) had two children, and 5.9% (n=12) had three children in elementary school. The participants' mean age was 38.37±7.11, and the mean duration of marriage was 14.45±6.16.

1.3. Data Collection Tools

In the study, the researcher utilized the *"Personal Information Form,"* the *"Digital Parenting Awareness Scale"* (Manap & Durmuş, 2020), and the *"Emotion Regulation Scale for Children - Adult Form"* (Harmancı & Aytar, 2023).

Personal Information Form: Designed by the researcher to determine participants' demographic characteristics, the personal information form included gender, age, education level, the number of elementary school-aged children in the family, and the duration of marriage.

Digital Parenting Awareness Scale (DPAS): Developed by Manap & Durmuş (2020), this scale consists of 16 items loading on four factors: (a) Protecting from Risks (PR, four items), (b) Efficient Use (EU, four items), (c) Negative Modeling (NM, four items), and (d) Digital Neglect (DN, four items). It is a 5-point Likert-type scale with response options as 1=Never, 2=Rarely, 3=Sometimes, 4=Often, and 5=Always. The factors of DPAS are evaluated independently, and a total score is not calculated. Scores for factors range from 4 to 20. Higher scores in PR and EU indicate higher digital parenting awareness, while higher scores in NM and DN suggest lower digital parenting awareness (Manap & Durmuş, 2020). The fit indices (RMR=.056, GFI=.948, AGFI=.928, CFI=.976, NFI= .910, RMSEA=.033, x^2/df=1.320, p=.019) were satisfactory. As for reliability, Cronbach's Alpha internal consistency coefficients were α=.799 for NM, α=.785 for DN, α=.717 for EU, and .634 for PR. The test-retest analysis indicated a significant association between the two forms, single $\bar{x}$=32.04±4.48 and even-numbered item $\bar{x}$=29.71±5.17 forms *(n:461, p=.000, r= .694).* The Cronbach's alpha coefficients in this study were α=.616 for NM, α=.775 for DN, α=.772 for EU, and α=.677 for PR.

Emotion Regulation Scale for Children Adult Form: Developed by Rydell, Berlin, and Bohlin (2003), the scale is designed to measure the intensity of emotions and emotion regulation skills in children. It was adapted into Turkish by Harmancı & Aytar (2023). The scale consists of 40 items, with two sub-scales, each having four factors. The sub-scales are emotion intensity and emotion regulation skills, with four factors for each: anger, fear, excitement-enthusiasm, and sadness. Each factor includes ten items, four measuring emotion intensity and six emotion regulation. It is a five-point Likert-type scale, and response options range from 1 (does not apply at all) to 5 (applies very well to my/this child). The child's parents, caregivers, or teachers can respond to the scale. The fit indices (NNFI=.910, CFI=.920, SRMR=.098, RMSEA=.089, χ^2/df=4.157, p=.019) were satisfactory. Higher scores indicate high emotion intensity and strong emotion regulation skills. For the Turkish version of the scale, the McDonald reliability coefficients for emotion intensity were as follows: .82 for anger, .83 for fear, .80 for excitement-enthusiasm, and .67 for sadness. The Turkish version's Cronbach's Alpha coefficients for emotion regulation skills were α=.80 for anger, α=.80 for fear, α=.81 for excitement-enthusiasm, and α=.81 for sadness. In the current study, Cronbach's Alpha coefficients were as follows: for emotion intensity, α=.79 for anger, α=.84 for fear, α=.78 for excitement, and α=.73 for sadness. On the other hand, they were as follows for emotion regulation skills: α=.66 for anger, α=.71 for fear, α=.61 for excitement, and α=.65 for sadness.

1.4. Data Collection

Ethical Approval for this study was obtained from the Ethics Committee of Batman University (Decision No: 2023/05-17, dated September 19, 2023). The data were collected online between September 25 and October 30, 2023. The forms containing the scales were administered to parents through Google Forms.

1.5. Data Analysis

Data analysis was conducted through SPSS 22. Initially, normality tests were run, and Cronbach's Alpha coefficients of the scales were calculated. The findings suggested that Skewness's and Kurtosis's coefficients ranged between -.897 and 1.094. Frequencies (f) and percentages (%) were calculated to reveal participants' demographics. Participants' perceptions of variables were determined through means, and standard deviations were calculated. Lastly, correlation and regression analyses were run to investigate the associations between variables.

2. Findings

Correlation analysis was conducted to ascertain the significance of associations between variables initially. Table 1 presents the correlation coefficients, means, and standard deviations.

	x̄	ss	1	2	3	4
Digital Parenting Awareness						
1. NM	8.59	2.55				
2. DN	9.32	3.14				
3. EU	16.3	3.04				
4. PR	14.26	3.90				
Emotion Regulation for Children						
Emotion Intensity (EI)	47.6	11.63	.152*	.327**	-.007	-.135
EI Anger	10.49	3.86	.220**	.314**	-.083	-.205**
EI Fear	11.35	4.15	.096	.185**	-.127	-.226**
EI Excitement	14.8	3.34	.037	.306**	.199**	.104
EI Sadness	10.97	3.60	.111	.221**	.029	-.053
Emotion Regulation (ER)	87.12	13.50	-.163*	-.091	.318**	.266**
ER Anger	22.17	4.08	-.125	-.144*	.263**	.268**
ER Fear	21.31	4.23	-.175*	-.099	.363**	.343**
ER Excitement	21.91	3.63	-.119	-.027	.239**	.139*
ER Sadness	21.74	3.71	-.137	-.036	.220**	.145*

Table-1. Correlations among variables

*p< .05. **p< .000, EI=Emotion intensity, ER=Emotion Regulation, NM: Negative Modeling, DN:Digital Neglect, EU: Efficient Use, PR: Protecting from Risks

First, as Table 1 shows, negative modeling had a statistically significant positive association with emotion intensity *(r =.152, p<.05)* and a negative association with emotion regulation *(r=-.163, p<.05).* More specifically, it had a statistically significant positive association with EI Anger

(r=.220, p<.001) and negative association with ER Fear *(r =-.175, p<.05).* On the other hand, the associations between negative modeling and other factors of EI and ER were not statistically significant. Secondly, digital neglect had a statistically significant positive association with emotion intensity *(r=.327, p<.001).* As for the factors, it was associated with anger *(r=.314, p<.001),* fear *(r=.185, p<.001),* excitement *(r=.306, p<.001),* and sadness *(r=.221, p<.001).* Additionally, there was not a statistically significant association between neglect and emotion regulation. However, there was a low-level statistically significant negative association between neglect and ER sadness *(r=-.144, p<.05).* Thirdly, among the factors of emotion intensity, only efficient use had a statistically significant association with EI excitement-enthusiasm *(r=-.199, p<.05).* On the other hand, efficient use was significantly associated with factors of emotion regulation skills *(r=.318, p<.001).* There were statistically significant associations between efficient use and ER anger *(r=.263, p< .001),* ER Fear *(r=.363, p<.001),* ER excitement-enthusiasm *(r=.239, p<.001),* and ER sadness *(r=.220, p<.001).* Lastly, the associations between protecting from risks and children's emotion regulation skills were investigated. The findings suggested statistically significant associations between protecting from risks and emotion intensity and emotion regulation skills. Protecting from risks was positively associated with emotion regulation and negatively associated with emotion intensity. While protecting from risks was not significantly associated with emotion intensity, it was significantly associated with EI anger *(r=.205, p<.001)* and EI fear *(r=-.226, p<.001).* Additionally, it was positively associated with emotion regulation skills, including ER anger *(r=.268, p< .001),* ER fear *(r=.343, p<.001),* ER excitement-enthusiasm *(r=.139, p<.05),* and ER sadness *(r=.145, p<.05).* Drawing on these findings it was concluded that there was a statistically significant relationship between digital parenting awareness and emotion regulation skills. Thus, further investigation was conducted to reveal the effect of parents' digital parenting awareness on children's emotional regulation skills. To this end, linear regression analysis was run, and the findings are presented in Table 2, Table 3, Table 4, and Table 5.

Dependent Variables	Independent Variable	*β*	*Std. Er.*	*Stand. β*	*t*	R^2	*F*	*p*
Emotion Intensity (EI)	Constant	41.656	2.84		14.666			
	NM	.692	.317	.152	2.184	.023*	4.768	.03
EI Anger	Constant	7.633	.931		8.197			
	NM	.333	.104	.22	3.203	.049*	10.262	.002
EI Fear	Constant	10.013	1.02		9.815			
	NM	.156	.114	.096	1.367	.009	1.868	.173
EI Excitement	Constant	14.377	.824		17.438			
	NM	.048	.092	.037	.52	.001	.271	.603
EI Sadness	Constant	9.633	.885		10.887			
	NM	.156	.099	.111	1.577	.012	2.487	.116
Emotion Regulation (ER)	Constant	94.501	3.292		28.706			
	NM	-.859	.368	-.163	-2.338	.026*	5.466	.02
ER Anger	Constant	23.885	1		23.885			

	NM	-.2	.112	-.125	-1.792	.016	3.211	.075
ER Fear	Constant	23.8	1.03		23.104			
	NM	-.291	.115	-.175	-2.526	.031*	6.383	.012
ER Excitement	Constant	23.366	.891		26.222			
	NM	-.169	.099	-.119	-1.702	.014*	2.898	.09
ER Sadness	Constant	23.45	.909		25.791			
	NM	-.199	.102	-.137	-1.963	.019	3.854	.051

Table-2. The effect of negative modeling on children's emotional regulation skills.

*p< .05, **p< .001, NM:Negative Modeling

As shown in Table 2, the findings suggested that negative modeling positively predicted children's emotion intensity *(R^2=.023) (β=.692, t=2.184, F=4.768, p<.05)*. However, considering the factors, only EI anger was significantly predicted by negative modeling *(R^2=.049)*. As for the effect of negative modeling on emotion regulation, the findings indicated that it significantly predicted emotion regulation skills *(β=-.859, t=-2.338, F=5.466, p<.05)*, which was a negative effect *R^2=.026 (p<.05)*. Additionally, NM fear *(R^2=.031, p<.05)* and NM excitement *(R^2=.014, p<.05)* also negatively predicted emotion regulation. Drawing on these findings, it can be concluded that a higher level of parental negative modeling means higher emotional intensity and lower emotion regulation skills.

Dependent Variables	Independent Variable	*β*	*Std. Er.*	*Stand. β*	*t*	R^2	*F*	*p*
Emotion Intensity (EI)	Constant	36.35	2.42		15.01			
	DN	1.207	.246	.327	4.9	.107**	24.03	.000
EI Anger	Constant	6.899	.808		8.54			
	DN	.386	.082	.314	4.694	.099**	22.032	.000
EI Fear	Constant	9.074	.898		10.107			
	DN	.244	.091	.185	2.675	.034*	7.157	.008
EI Excitement	Constant	11.763	.7		16.802			
	DN	.325	.071	.306	4.561	.094**	20.799	.000
EI Sadness	Constant	8.619	.774		11.135			
	DN	.252	.079	.221	3.206	.049*	10.28	.002
Emotion Regulation (ER)	Constant	90.779	2.962		30.651			
	DN	-.392	.301	-.091	-1.303	.003	1.697	.194
ER Anger	Constant	23.904	.889		26.884			
	DN	-.186	.09	-.144	-2.06	.021*	4.245	.041
ER Fear	Constant	22.542	.928		24.287			
	DN	-.133	.094	-.099	-1.406	.01	1.978	.161
ER Excitement	Constant	22.202	.8		27.762			
	DN	-.031	.081	-.027	-.383	.001	.147	.702

ER Sadness	Constant	22.132	.818		27.065			
	DN	-.042	.083	-.036	-.507	.001	.257	.613

Table-3. The effect of digital neglect on children's emotion regulation skills

*p< .05, **p< .001, DN:Digital Neglect

As shown in Table 3, digital neglect positively predicted children's emotion intensity (R^2=.107) *(β=1.207, t=4.9, F=24.03, p<.001),* and also it significantly predicted all emotion intensity factors *(Anger: R^2=.099, p<.001; Fear: R^2=.034, p<.05; Excitement: R^2=.094, p<.001; Sadness: R^2=.049, p<.05)*. On the other hand, digital neglect did not have a significant effect on emotion regulation skills *(β=-.392, t=-1.303, F=1.697, p>.05).* As for the factors, digital neglect significantly predicted ER Anger (R^2=.021, p< .05). Based on these findings, we can conclude that as the parental digital neglect increases, children's emotion intensity increase. Additionally, digital neglect significantly affects emotion regulation only in terms of anger.

Dependent Variables	Independent Variable	*β*	*Std. Er.*	*Stand. β*	*t*	*R^2*	*F*	*p*
Emotion Intensity (EI)	Constant	48.035	4.472		10.741			
	EU	-.027	.270	-.007	-.099	.000	.01	.922
EI Anger	Constant	12.213	1.481		8.249			
	EU	-.106	.089	-.083	-1.182	.007	1.397	.239
EI Fear	Constant	14.182	1.582		8.965			
	EU	-.174	.095	-.127	-1.821	.016	3.316	.07
EI Excitement	Constant	11.226	1.258		8.922			
	EU	.219	.076	.199	2.88	.04	8.292	.004
EI Sadness	Constant	10.413	1.385		7.519			
	EU	.034	.084	.029	.409	.001	.167	.683
Emotion Regulation (ER)	Constant	64.118	4.923		13.024			
	EU	1.411	.297	.318	4.753	.101**	22.592	.000
ER Anger	Constant	16.415	1.513		10.847			
	EU	.353	.091	.263	3.867	.069**	14.95	.000
ER Fear	Constant	13.076	1.518		8.617			
	EU	.505	.092	.363	5.516	.131**	30.422	.000
ER Excitement	Constant	17.262	1.356		12.728			
	EU	.285	.082	.239	3.487	.057**	12.158	.001
ER Sadness	Constant	17.365	1.394		12.46			
	EU	.268	.084	.22	3.193	.048*	10.193	.002

Table 4 The effect of efficient use on children's emotion regulation skills

*p< .05, **p< .001,EU:Efficient Use

Table 4 presents the findings regarding the effect of efficient use on children's emotion regulation skills. The findings suggested that parents' efficient use did not significantly affect children's

emotion intensity *(β=-.027, t=-.099, F=.01, p>.05).* However, it has a significant effect on emotion regulation skills *(R^2=.101, β=1.411, t=4.753, F=22.592, p<.001).* All factors of emotion regulation are significantly predicted by efficient use *(Anger: R^2=.069, p<.001; Fear: R^2=.131, p<.05; Excitement: R^2=.057, p<.001; Sadness: R^2=.048, p<.05).* Drawing on these findings, it can be concluded that while parents' efficient use of digital devices does not affect children's emotion intensity, it affects emotion regulation skills.

Dependent Variables	Independent Variable	*β*	*Std. Er.*	*Stand. β*	*t*	R^2	*F*	*p*
Emotion Intensity (EI)	Constant	53.344	3.075		17.346			
	PR	-.403	.208	-.135	-1.936	.018	3.748	.054
EI Anger	Constant	13.391	1.009		13.27			
	PR	-.203	.068	-.205	-2.977	.042*	8.863	.003
EI Fear	Constant	14.773	1.078		13.7			
	PR	-.24	.073	-.226	-3.291	.051**	10.829	.001
EI Excitement	Constant	13.519	.886		15.255			
	PR	.089	.06	.104	1.485	.011	2.204	.139
EI Sadness	Constant	11.662	.96		12.146			
	PR	-.048	.065	-.053	-.747	.003	.558	.456
Emotion Regulation (ER)	Constant	74.032	3.474		21.309			
	PR	.918	.235	.266	3.906	.071**	15.26	.000
ER Anger	Constant	18.182	1.049		17.334			
	PR	.279	.071	.268	3.939	.072**	15.516	.000
ER Fear	Constant	16.011	1.062		15.08			
	PR	.371	.072	.343	5.169	.117**	26.717	.000
ER Excitement	Constant	20.066	.96		20.905			
	PR	.129	.065	.139	1.993	.019*	3.972	.048
ER Sadness	Constant	19.773	.981		20.157			
	PR	.138	.066	.145	2.078	.021*	4.318	.039

Tablo-5. The effect of protecting from risks on children's emotion regulation skills

*p< .05, **p< .001, PR:Protecting from risks

Finally, Table 5 shows findings regarding the effect of parents' protecting children against risks associated with using digital devices on emotion regulation skills. The findings indicated that it did not significantly affect emotion intensity in children *(β=-.403, t=-1.936, F=3.748, p>.05).* However, EI anger (R^2=.042, p<.05) and EI fear (R^2=.051, p<.001) are significantly predicted by parental protection. As for the children's emotion regulation skills, protection against risks significantly predicted them (R^2=.071, β=.918, t=3.906, F=15.26, p<.001). Protecting against risks significantly predicted all factors of emotion regulation (Anger: R^2=.072, p<.001; Fear: R^2=.117, p<.001; Excitement: R^2=.019, p<.05; Sadness: R^2=.021, p<.05). Drawing on these findings, it can be argued that higher levels of parental protection from risks mean lower level of emotion intensity in terms of anger and fear and higher level of emotion regulation skills in terms of anger, fear, excitement, and sadness among children.

3. Discussion

This study investigated digital parenting awareness of their children's emotion regulation skills. To this end, it sought answers to five questions, and findings suggested statistically significant associations between variables.

The first research question was regarding the association between digital parenting awareness and children's emotion regulation skills. The findings indicated that parents' negative modeling and digital neglect were positively associated with emotion intensity and negatively associated with emotion regulation skills. On the other hand, parents' efficient use and protecting from risks were negatively associated with emotion intensity and positively associated with emotion regulation skills. Previous literature suggests that a lower level of digital parenting awareness adversely affects children's emotions, thoughts, and behaviors. In a recent study, Kay (2022) found positive associations between digital parenting awareness, parent-child relationships, and children's social competence. It is also known that the parent-child relationship is associated with children's emotional problems (Kırman & Doğan, 2017). Additionally, digital parenting awareness is related to the healthy functioning of family roles (Manap & Durmuş, 2021). Digital parenting awareness can be regarded as a newly emerging family role. The association between digital parenting awareness and children's emotion regulation skills can be attributed to its direct or indirect relationships with children's emotions, thoughts, and behaviors.

The second research question was regarding the effect of negative modeling on children's emotion regulation skills. The findings indicate that parents' negative modeling significantly affects children's emotion intensity. However, only the anger factor of emotion intensity is significantly predicted by negative modeling. Additionally, negative modeling has a significant effect on children's emotion regulation. There is a negative association between the variables. Negative modeling is negatively associated with fear and excitement factors of emotion regulation. It can be said that as the level of negative modeling by parents increases, children's emotion intensity increases, and emotion regulation decreases. Previous literature explained how parents' digital device use, such as smartphones, affects parent-child relationships through technoference (Mcdaniel, 2020). A parent may abruptly interrupt or terminate interaction with their child on receiving a call or message. This interruption in parent-child interaction is called technoference (Stocdkale, 2018). Research on technoference suggests it has adverse psychological effects on children (Mcdaniel & Radesky, 2018a).

A sample behavior of negative modeling is as follows: *"I focus on my phone instead of communicating with my child."* Based on this sample item, it can be argued that negative modeling has behaviors similar to technoference. Previous research suggests that parents' use of digital devices causing interruptions in their interactions with their children has psychological and emotional effects on children (Mcdaniel & Radesky, 2018b). Another study showed that approximately half of the parents disrupted daily parent-child activities with two or more devices (Mcdaniel & Radesky, 2018a). Based on these, we can conclude that the present study's findings are consistent with previous literature. The increased anger intensity and decreased emotion regulation skills due to negative modeling may stem from children feeling obstructed by their parents when they need to communicate with them. Parents are the most influential role models for children. The relationship between children experiencing anger intensity and low skills in regulating fear emotions due to the negative or inconsistent behaviors of parents may be linked to how children perceive the negative or inconsistent behaviors of their parents.

The third research question was whether or not parental digital neglect predicted children's emotion regulation skills. The findings revealed that parental digital neglect predicted children's emotion intensity. As for the factors, it also significantly affected all the emotion intensity factors. On the other hand, the effect of digital neglect on children's emotion regulation skills was not statistically significant, but it was on anger. Drawing on these, we can conclude that higher levels of parental digital neglect result in higher emotional intensity in children and less emotional regulation in terms of anger. When the child is neglected behaviorally or emotionally, the child's emotional intensity and emotion regulation skills are affected negatively (Berzensky, 2019). Another study also shows that the mothers' and fathers' neglectful behaviors are associated with children's emotion regulation skills (Karaduman, 2021). It is known that parents use digital tools in situations such as letting their children watch cartoons to feed them or giving tablets or phones as a reward for completing tasks (Karateke, 2020). While this may enhance parental skills in raising children in some respects, it may also create a predisposition to addiction. A sample behavior of parental digital neglect is calming the child through a phone/tablet when they are fussy, and another one is allowing the child to spend time on the phone/tablet while the parent is busy (Manap & Durmuş, 2020). Directing the child to a phone or tablet when the child needs the parent's attention can also influence the meanings the child assigns to digital tools. In developing emotion regulation skills, children may replace digital tools with their parents (Karateke, 2020). Learning to meet their needs through digital tools instead of their parents while developing emotion regulation skills can create emotional confusion in children. Additionally, the parent's absence at times of need can instill a sense of worthlessness in the child. The impact of digital parenting awareness on the neglect dimension can thus be explained by its influence on children's emotion regulation skills.

The fourth research question was whether or not the efficient use of digital tools significantly predicted children's emotion regulation skills. The results showed that it had no significant effect on emotion intensity, while it did on emotion regulation skills (anger, fear, excitement, and sadness). Efficient use included behaviors such as *"I explain the benefits, harms, noteworthy issues of the Internet to my child"* and *"I investigate the effects of digital tools (Smartphone, Tablet, TV, etc.) on my child."* As can be understood from these sample behaviors, being unaware of digital tools' positive and negative effects may determine whether a parent can provide conscious mediation while their child uses digital tools. If parents do not have the necessary skills to use digital tools efficiently, they may develop strict or inconsistent behaviors toward their children's use of them. Livingstone and Bryne (2018) state that the continuous change of technological innovations shakes the confidence and competence of parents in their children's internet use. Another study reveals that although restrictive attitudes reduce risks, they also neglect opportunities (Livingstone et al., 2017). Previous literature indicates that utilizing technology efficiently contributes to child-rearing. The virtual world allows parents to enhance parenting tasks such as using educational resources, creativity, participating in society as citizens or politically, developing digital literacy, career development, and accessing health-related advice (Hasebrink et al., 2009). The failure to capitalize on the opportunities offered by digital tools may be a significant reason for parents to fall behind in parenting developments in the modern age. Thus, parents who cannot use technology efficiently may not contribute sufficiently to their children's emotion regulation skills.

The last research question was whether or not parental protection from risks predicted emotion regulation skills. The results showed that it did not significantly predict children's emotion

intensity. However, parental protection from risks significantly predicted anger and fear factors of emotion intensity. On the other hand, protection from risks also significantly predicted children's emotion regulation skills, and the effect was significant for all the factors. These findings show that when parents protect their children from the risks of digital environments, it reduces the intensity of anger and fear in children and positively contributes to emotion regulation skills regarding anger, fear, excitement, and sadness. Virtual environments particularly harbor numerous risks for children and young people. There is considerable research on the risks and harms associated with them. With the advent of digitization, concepts such as internet addiction (Young, 1998) and cyberbullying (Kowalski, 2018) have come to the forefront, increasing psychological distress such as obesity, insomnia, social withdrawal, difficulties in interpersonal relationships, depression, anxiety, stress, and anger control problems (Evli et al., 2023; Koca & Tunca, 2020; Castells, 2013; Zorbaz, 2013; Suhail & Bargees. 2006; Christakis et al., 2004). When parents cannot protect their children from the risks of digitization, they likely encounter these risks earlier. Thus, as suggested by previous literature, lower levels of protection from risks result in less emotion regulation skills in children.

4. Conclusion

The current study concludes significant associations between digital parenting awareness and children's emotion regulation skills. As parental negative modeling increases, children's emotion regulation skills decrease. Similarly, digital neglect by parents has a significant effect on emotion regulation. However, parents' efficient use positively contributes to children's emotion regulation skills. Another noteworthy conclusion is that if parents do not pay enough attention to protecting their children from risks, children's emotion regulation skills are adversely affected. In conclusion, it can be said that as the levels of negative modeling and neglect by parents increase, children are predominantly negatively affected in terms of emotional intensity. As the levels of efficient use and protection from risks by parents decrease, children are predominantly negatively affected by emotion regulation.

5. Limitations

This study has some limitations. Firstly, the study sample consisted only of parents with elementary school children. Secondly, the parents' perceptions are limited to the items on the scales used as data collection tools. Lastly, this study is cross-sectional, which does not provide us with casual relationships.

6. Recommendations

This section includes some recommendations for practitioners and researchers. Digital parenting awareness is not often addressed in parent training and family counseling programs. Thus, recommendations for practitioners include organizing *"digital parenting awareness training"* at schools, considering the emotional consequences of digital parenting awareness on children. Children and adolescents identify with their parents, adopt the established values and norms at home, and try to imitate parental behaviors (Livingstone & Byrne, 2018). Awareness brochures and public service announcements emphasizing the significance of being a role model to children can be prepared by reminding parents that they are significant figures in being a model for children. During seminars on child neglect, it can be added that leaving children alone with digital tools is also a form of neglect. Roles such as digital literacy and citizenship can be strengthened to enhance efficient use and protection from risk skills. Preventive measures can be taken against

factors leading to low emotion regulation skills by examining parent attitudes and intra-family relationships through periodic research by school guidance services. As for researchers, they should investigate other variables besides digital parenting awareness as predictors of emotion regulation skills. The mediator and moderator variables in the association between digital parenting awareness and emotion regulation skills can be investigated through structural equation modeling. Further research can include parents with children aged 0-6 in their sample. Additionally, the effect of parents' digital parenting awareness on emotion regulation can be analyzed by adding factors such as age, gender, education level, socio-economic level, etc., as control variables in hierarchical regression analysis. A mixed method or qualitative studies can be designed by evaluating the perspectives and observations of middle and high school students on digital parenting awareness.

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Conflict declaration

The author of the article declares that he has no relationship with any person or financial institution that may be a party to this study, and therefore there is no conflict of interest.

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