

Yazar(lar) / Author(s)

Nermin Bilici 
Fatih Sultan Mehmet Vakıf University,
Preschool Education, İstanbul-Türkiye
e-posta: nerminbilici@gmail.com
(*Sorumlu Yazar/Corresponding author)

Duygu Yalman Polatlar 
Fatih Sultan Mehmet Foundation University,
Preschool Education, İstanbul-Türkiye
e-posta: duyguyalman@gmail.com

Makale Bilgileri/Article Information

Tür-Type: Araştırma makalesi-Research article
Geliş tarihi-Date of submission: 19.05.2025
Kabul tarihi-Date of acceptance: 21.07.2025
Yayın tarihi-Date of publication: 30.09.2025

Hakemlik-Review

Çift Taraflı Kör Dış Hakemlik
Double-Blind External Peer Review

Etik beyan/Ethics statement

Yazar(lar), çalışmanın hazırlanma sürecinde etik ilkelere uyduklarını beyan etmiştir.
The author(s) declared that they complied with ethical principles during the preparation of the study.

Benzerlik taraması- Plagiarism checks



Çıkar çatışması-Conflict of interest

Çıkar çatışması beyan edilmemiştir
No conflict of interest declared

Finansman-Grant Support

Fon, hibe veya destek alınmamıştır
No funding or support was received

Lisans- License



From Book to Instagram, Who is Raising Children? Family in the Digital World^a

Abstract

The role of media in shaping parenting practices has become increasingly important in contemporary society. Parents' decisions about raising children are shaped by a flood of information from various media sources. The rise of social media, in particular, has introduced new opportunities and challenges for parents by creating an alternative public sphere with interactive features. Among social platforms, Instagram stands out as a preferred source of information for digital parenting. This article examines how parents' sources of information on child-rearing have changed over time, with special attention to Generation Y (Millennials). A phenomenological study, the work draws on data collected through digital ethnography and interviews. The findings show that, while books continue to be regarded as a scientific and trustworthy source within traditional media, parents today may prefer social media for ease of access to information, real-time interactions, visual content, participation in parenting communities, and a sense of belonging and trust. At the same time, social media content is found to create insecurity in parents due to information overload, potential privacy violations, and feelings of inadequacy driven by influencers and peer pressure. This article aims to contribute to the literature by better understanding the dynamics between parents and media in the context of child-rearing.

Keywords: Instagram, Social Media, Digital Parenting, Child Rearing, Information Sources, Digital Ethnography.

Kitap'tan Instagram'a Çocukları Kim Yetiştiriyor? Dijital Dünyada Aile

Öz

Medyanın ebeveynlik uygulamalarını şekillendirmedeki rolü çağdaş toplumda giderek daha önemli hale gelmiştir. Ebeveynlerin çocuk yetiştirme kararları çeşitli medya kaynaklarından gelen bir bilgi seliyle şekillenmektedir. Özellikle sosyal medyanın yükselişi, etkileşimli özelliklere sahip alternatif bir kamusal alan yaratarak ebeveynler için yeni fırsatlar ve zorluklar ortaya çıkarmıştır. Sosyal platformlar arasında Instagram, dijital ebeveynlik için tercih edilen bir bilgi kaynağı olarak öne çıkmaktadır. Bu makale, ebeveynlerin çocuk yetiştirme konusundaki bilgi kaynaklarının zaman içinde nasıl değiştiğini, özellikle Y Kuşağı'na (Millenyumlar) özel bir dikkat göstererek incelemektedir. Fenomenolojik bir çalışma olan araştırma, dijital etnografya ve görüşmeler yoluyla toplanan verilerden yararlanmaktadır. Bulgular, kitapların geleneksel medyada bilimsel ve güvenilir bir kaynak olarak görülmeye devam etmesine rağmen, günümüzde ebeveynlerin bilgiye kolay erişim, gerçek zamanlı etkileşim, görsel içerik, ebeveyn topluluklarına katılım ve aidiyet ve güven duygusu nedeniyle sosyal medyayı tercih edebileceğini göstermektedir. Aynı zamanda, sosyal medya içeriğinin, aşırı bilgi yükü, potansiyel gizlilik ihlalleri ve fenomenler ve akran baskısı tarafından yönlendirilen yetersizlik duyguları nedeniyle ebeveynlerde güvensizlik yarattığı bulunmuştur. Bu makale, çocuk yetiştirme bağlamında ebeveynler ve medya arasındaki dinamikleri daha iyi anlayarak literatüre katkıda bulunmayı amaçlamaktadır.

Anahtar Kelimeler: Instagram, Sosyal Medya, Dijital Ebeveynlik, Çocuk Yetiştirme, Bilgi Kaynakları, Dijital Etnografi.

Yazar Katkı Oranları/ Author Contributions

Çalışmanın Tasarımı/Conceiving the Study	Yazar-1 (%75) - Yazar-2 (%25)
Veri Toplama/Data Collection	Yazar-1 (%75) - Yazar-2 (%25)
Veri Analizi/Data Analysis	Yazar-1 (%75) - Yazar-2 (%25)
Makale Yazımı/ Article Writing	Yazar-1 (%75) - Yazar-2 (%25)
Gönderim ve Revizyon/Submission and Revision	Yazar-1 (%75) - Yazar-2 (%25)

Atıf- Citation (APA)

Bilici, N., & Yalman Polatlar, D. (2025). From Book to Instagram, Who is Raising Children? Family in the Digital World. *İctimaiyat*, (Aile), pp. 54-74. DOI: <https://doi.org/10.33709/ictimaiyat.1702220>

^a This article is derived from a doctoral dissertation (in preparation) titled "Parents and Media: The Transformations of Sources of Information on Child Rearing.

1. Introduction

The role of media in shaping parenting practices in contemporary society is becoming increasingly important. Today, parents' decisions about raising children are shaped by the bombardment of information coming through various media forms. New media has created its own alternative public sphere with its interactive features. This necessitates new studies in the field of digital ethnography. New or social media brings with it many opportunities and challenges for parents. Social media, especially Instagram, is used as a digital parenting tool today and stands out as the source of change and transformation in the field of parenting.

In this study different theoretical perspectives are integrated to generate the most illuminating framework for the analysis of the subject. There are four theoretical foundations guiding the analysis of how digital media has transformed parenting information sources. These are phenomenology, media ecology, sociocultural theory, and generational theory. The aim is to understand both parents' lived experiences and structural shifts across time and platforms. These frameworks are essential for illustrating and positioning the perspectives of Generations X, Y, and Z in a rapidly evolving media landscape.

Phenomenology: Phenomenology, as theorized by Edmund Husserl, allows the researcher to uncover how digital parenting practices are subjectively interpreted and socially constructed. The focus is not on objective media effects, but on how parents make sense of parenting information and advice, negotiate credibility, and integrate online information into daily life. This design is suitable for examining the reflective, emotional, and contextual processes that define modern parenting.

Media Ecology: Media ecology provides a framework for understanding how different media formats shape information and communication environments. In the context of parenting, media ecology emphasizes how platforms like Instagram, YouTube, or parenting apps alter what is perceived as "trusted advice" or "good parenting." Influencers culture, algorithmic visibility, and multimodal content are key concepts. Drawing on Marshall McLuhan's (1964) proposition that "media is the message," this study examines how formats (short videos, blogs, Instagram posts, Reels, memes) influence parental trust and behavior change through digital ethnographic observations.

Sociocultural Theory: Lev Vygotsky's sociocultural theory emphasizes that knowledge is constructed within social contexts through mediated individuals and tools. Today, parents interact with digital media not in isolation but within culturally situated communities (e.g., mom groups, forums, WhatsApp chats). Therefore, parenting is co-constructed through online interactions and normative comparisons. Media content becomes a mediating tool, it shapes not only what is learned but also how parenting is perceived.

Generational Theory: Theorized by William Strauss and Neil Howe, generational theory is used to understand how parents from Generations X, Y, and Z differ in their media habits, epistemological preferences, and parenting expectations. Generation X parents may gravitate toward authoritative sources and express greater digital skepticism. While Generation Y (Millennials) often balance peer-generated advice with expert recommendations, Generation Z tends to rely more on algorithmic platforms and the reliability of influencers. These distinctions are critical for understanding why certain parenting advice is trusted, ignored, or criticized.

Each theoretical theme contributes to a layered analysis: Phenomenology offers a method for capturing lived, subjective parental narratives. Media ecology frames the technological landscape within which these narratives emerge. Sociocultural theory situates parenting within culturally embedded, interactive online environments. Generational theory contextualizes how time-bound identity shapes media use and interpretation. Together, these theories provide a deeper understanding of how parents find, interpret, and respond to parenting information in today's media-connected, generationally layered digital ecosystem.

Throughout this study, several key concepts such as “digital parenting”, “alternative public sphere” and “information pollution” are employed and each will be defined as needed.

It will help if we begin this inquiry by highlighting some key broader factors that shape the current reality we try to explore in this study.

Historical Transformation: Unlike the ways in which information is acquired in traditional societies, the ways in which information is acquired have changed with the emergence of modern media. The question of where parents obtain information about raising children requires understanding the historical development of these sources.

Globalization: Parenting information is no longer local as a result of globalization of knowledge and exposure. The effects of globalization on parenting practices are considered.

Media Pervasiveness: The rise of various media forms such as social media, parenting blogs, television, and online forums and their roles in disseminating information about raising children will be considered.

Diversifying Media Environment: The rise of new media has created a more diverse and complex media environment. Parents now have a wider spectrum of information sources than ever before on raising children.

Parent Use of Media (Digital Parenting): Parents use media for a variety of purposes, including seeking information, advice, and support on raising children. The nature of the information or experience shared varies depending on the nature of the media environment in which it is shared.

Problem of the Reliability of Parenting Information: Information about raising children in the media varies greatly in terms of reliability. How do parents judge the credibility of parenting information available to them?

Modern Media (Traditional and New Media): Traditional media refers to pre-internet media. These include a wide variety of formats: television, radio, magazines, newspapers, books... While books are pre-modern media, newspapers, radio, and television are examples of modern media. New media refers to interactive media. This includes the internet and today's social media. Social media can be called the postmodern media. Modern media as a whole includes a wide variety of technologies and platforms: Website, social media, mobile app, etc.

Information Acquisition Format: In the past, people used to rely directly on people for child rearing. With social media, media-based learning from people has become the new source.

Having noted those aspects of the new media landscape as it relates to parenting, the real turning point is arguably the transition from traditional media to social media. As discussed in the media generations table below (Figure 1), there is a change in the nature of authority in

terms of media sources. The spectrum of information sources has changed. In the past, there was family, then the environment, then traditional media, TV, now there are social media influencers, experts, gurus. In the past, the authority of the source of information was vertical (TV, books, the state, etc.), but now it has taken a horizontal form. While the vertical is hierarchical, the horizontal is more preferential.

Media Type	Newspaper, TV, Book	Multi-channel, highly diverse media	Age of social media
Chronological Period	1965-1980	1981-1996	1997-2012
Generation	X	Y	Z
Source	Vertical ↓	Vertical ↓ ↓ ↓	Horizontal ↔
Characteristic Features	Information source is one-way, coming from authority, shaped by experts.	Information source is still one-way. Diversity in types of authority and diversity in expert (channels).	Interaction, Horizontal sources, Communities based on areas of interest, Selection of experts, Opportunity/freedom to ask questions, Ability to share
Time/Era	Modern		Postmodern

Figure 1: Media Generations Table

The table maps out the important transitions in the media landscape as it relates to the generations. This study pursues the following questions:

- What are parents' sources of information about raising children, and how have these sources of information changed over time?
- What role do traditional and social media play in parents' sources of information about raising children? What are the advantages and disadvantages of the two forms of media?
- How much do parents trust media sources of information about raising children?

In order to address these and related questions, we will first review the literature on the subject and identify key themes standing out in that literature.

2. Literature Review

The Changing Dynamics in Modern Parenting: The Role of Social Media

Modern parenting has become more complex and stressful than previous generations with changing social, technological and cultural values (Beyens et al., 2022). Today's parents find raising children to become healthy and resilient adults more complex and stressful than previous generations. Auxier et al. (2020) study confirms this difficulty: Two-thirds of parents in

the United States say that parenting is more difficult today than it was 20 years ago, and many of them cite technologies such as social media or smartphones as the reason for this.

Rapidly developing technology in the digital age has restructured the ways of accessing information and changed family dynamics. It also shapes the sources of information and subsequent child-rearing practices. Traditional sources of information are increasingly being replaced by social media, and "parenting" has begun to appear as a new field in new media. Lee et al. (2023) states that the concept of "parenting" has become a specific language and field of expertise, and that raising children is presented as skills that need to be learned and perfected. Accordingly, parenting is seen as a professional field supported by handbooks, guides, courses and expert advice. Similarly, Sadıkoğlu (2020) states that raising happy and healthy children has become a public issue, and that appropriate child rearing should be encouraged by experts and society at large. Sadıkoğlu (2020, p.12) also notes that today motherhood is a child-centered, expert-guided, risk-conscious, and highly materially and morally responsible job.

Digital Parenting and the Digitization of Information Sources

Digital parenting is an emerging concept and needs to be examined in more depth (Yaman et al., 2024). Digital Parenting refers to the practice of using digital technologies, especially social media, to seek, share, and negotiate parenting information and emotional support. According to some research, digital media is critical for parents as a source of information and emotional support in parenting practices (Reich et al., 2025; Lupton et al., 2016). This is reflected in the decline of traditional norms in the last few generations of parents.

The quality of parenting is increasingly becoming dependent on the media. Regarding the impact of technology and media on society and the family, Yalman Polatlar et al. (2022), in their thematic analysis of Postman's two books titled *Amusing Ourselves to Death* and *The Disappearance of Childhood*, emphasize the impact of technology on education and family. Other scholars (Hussain et al., 2023; Sherif et al., 2023; Novianti et al., 2023; Kurt 2023; Lupton et al., 2016; Plantin & Daneback 2009) highlight in their research that digitalization, along with developing technology, has made a greater difference in the lives of individuals and shape parenting practices in the 21st century.

With the widespread use of the internet, modern parents access websites, online discussion forums, and blogs for social connection, advice, information, and support. When using social media platforms as part of parenting practices, these technologies are used to provide parents with various forms of online information and support, sharing experiences with each other, learning new skills, encouraging each other, or providing support in terms of seeking professional help. According to Reich et al., (2025) and Jia (2024), social media platforms can also be seen as a source of interaction in the relationship between parents and children within the family. Dethloff et al., (2023) says that one of the most used platforms for family communication is Instagram. According to the "Digital 2024 Turkey" report prepared by We Are Social (2024) group the most used social media platform is Instagram (91.8% of internet users between the ages of 16-64). Mertens et al., (2024) note that more research is needed on new platforms such as Instagram and TikTok, which are becoming increasingly popular among young parents and have not been sufficiently studied.

Various social media tools, especially Instagram, provide parents with access to digital resources as a new form of communication which takes us to the concept of digital parenting. It is clear that social media dramatically shapes the sources of parenting knowledge.

Globalization in Parenting: Privacy and Anxiety

According to Ergül and Adıgüzel (2024), in today's digital societies where social media surrounds individual life, the impact of media can be better appreciated when McLuhan's "Media is the message" thesis (i.e. the idea that the medium determines the message) is considered in depth. The impact of social media as a medium should be understood as a much more comprehensive question. As Kurt (2023) states, parenting and society have undergone significant changes due to the effects of technology. It has evolved significantly in the 21st century compared. The advantages of parenting in this century include greater access to information, resources, and support networks. Garon (2022) states that technology has transformed the way people work, shop, meet, and communicate, so it is not surprising that technology is also changing the environment in which people raise and educate their children. The new technology gives rise to an alternative public sphere. Alternative public sphere refers to the digital environment (e.g., Instagram) that functions as an interactive arena where private parenting decisions are made visible, judged, and guided through peer and expert input.

Similarly, Lupton et al. (2016) argue that women and men find digital media valuable for connecting, seeking advice, and engaging with the world outside of parenting as a way to alleviate feelings of isolation, boredom, loneliness, anxiety, or uncertainty about caring for and protecting their children.

The results of Bäckström et al. (2022) study show how different digital resources in our digitalized society represent access to information and opportunities for expanded social connections for prospective parents. Access to such information can improve prospective parents' ability to understand and adapt to parenthood, as well as improve prospective parents' health and well-being, which can facilitate the parenting transition.

Motherhood, in particular, is changing and transforming in terms of both identity and practical applications in the digital age. Sadıkoğlu (2020) notes that motherhood is idealized and transformed into an identity through digital channels and social media platforms as part of an idealized image-making. Mothers feel obliged to shape themselves according to these norms.

Sadıkoğlu and Erdoğan Coşkun (2024) state that the emergence of 'new parenting experts' goes hand in hand with the increased use of digital channels by professionals with different approaches to child development, and that this has led to the spread of conflicting expert advice on motherhood.

Digital parenting can become more complex for families with different cultural backgrounds such as the immigrant parents. Lan (2018) revealed that parents make extra efforts to adapt to both cultural norms and the portraits projected on digital platforms, and that they feel increased anxiety when raising their children in such conditions. This shows how digital technology, global mobility, and intercultural exchanges affect child-rearing norms. It particularly shows how parents adapt to Americanized parenting models that often include "modern" behavioral tools such as digital literacy, emotional communication, and time-out or screen time regulation.

Digitalization has brought privacy and security risks to the agenda. In their study, Alhammad et al. (2024) state that their participants expressed concerns about data security and privacy, especially regarding sensitive information.

Social media is not only a source of information but also a place for individuals and communities to compare and contrast themselves with others. Comparison sometimes leads to feelings of anxiety and inadequacy among parents, while at the same time giving birth to the "performative parenting" of the digital age. Kalamani (2025) discusses the ethical dimension of digital parenting by stating that while the sharing behavior conceptualized as "Sharenting", which can also harm the child, is consciously carried out by influencer parents, the pleasure and financial gain of being on social media causes sharing even if the parents know the problems the child may face.

Social Media Platforms and the Digital Future in Parenting

Dethloff et al. (2023), argue that digital transformation is a structural change that affects all areas of society. The digital transformation finds reflection in the ways people communicate, learn, work and live together. Again, according to Dethloff et al. (2023), digital media has not only changed family communication and the parent-child relationships. This has not been a sudden or unexpected development. Rather it is a continuous process of media adaptation, media use and the constant flow of new technology (p.38).

Parents often feel overwhelmed by technology. One can even speak of an information pollution, the overabundance of contradictory, unverified, or misleading parenting content that challenges trust and decision-making. According to Uhls (2017) when they compare themselves to their children, they feel like digital strangers, that children intuitively know how to use new technology, while adults are left behind and struggle to learn the new "language". The terms digital immigrants and digital natives refer to the differences in how each generation deals with technology. Parents' lack of use of technology creates a communication gap between parents and children. For example, parents feel inadequate in guiding their children to use technology consciously, effectively and safely, which in turn makes them anxious (Yaman et al., 2024).

Studies such as Livingstone and Sefton-Green (2016) show that parents spend more time looking after their children than in previous decades. This goes hand in hand with increased parental supervision and control. Beyens et al. (2024) emphasize that parenting, which is a fundamental part of raising children in the digital age, must now include digital awareness and strategy by balancing control, trust and communication in the context of children's increasing digital autonomy.

3. Methods

3.1. Phenomenology

In this qualitative study, the phenomenological research design was used. Qualitative research can provide in-depth information about people's experiences, thoughts, and feelings. Qualitative research methods can be used to explore new and current issues. The main purpose of phenomenological approach is to reduce individual experiences related to a phenomenon to a universal explanation (Creswell, 2013). The phenomenological research design focuses on phenomena that we are aware of but have an in-depth and detailed

understanding. Phenomenological insights can appear in the world in various forms such as events, experiences, perceptions, orientations, concepts, and situations. We may encounter these phenomena in various daily forms. However, this familiarity does not mean that we fully understand the phenomena. Phenomenology provides a suitable research ground for studies that aim to investigate phenomena that are not completely foreign to us and whose full meaning we cannot fully grasp (Yıldırım & Şimşek, 2021).

In the context of parents and media, an attempt was made to gain an in-depth understanding of parents' experiences with respect to traditional and new media sources.

3.2. Study Group

The study group of this research was created using the purposive sampling method. Purposive sampling allows for in-depth study of situations that are thought to have rich information. In this sense, purposive sampling methods are useful in many cases in the discovery and explanation of facts and events (Yıldırım & Şimşek, 2021). The study group consists of 25 parents of Generation Y with children between the ages of 0-6. While the majority of participating parents were mothers (21), fathers (4) were also represented. Child rearing is culturally considered the mother's responsibility in Türkiye. In this regard, the findings are consistent with research conducted in other countries.

The parents who will participate in the research were asked to fill out a voluntary consent form and their approval was obtained. After the measurement tools were finalized by receiving expert opinions, approval was received from the university's ethics committee with Decision No. 2024-34/02 dated 04.04.20024. The research data were obtained with the tools specified below.

Generation Y (Millennial) was preferred due to its high fertility rate and rich data source potential. There is a consensus on when Generations X, Y and Z start and end, and the classification of Pew Research Center (2019), an institutional center with various related studies, was taken as reference. Accordingly, Generation X refers to 1965-1980, Generation Y (Millennial), 1981-1996, Generation Z 1997-2012. Participants were selected in a way that would provide diversity from different perspectives and segments of society in terms of educational level, socioeconomic status, number of children, and rich data saturation was attempted to be achieved.

3.3. Data Collection

3.3.1. Demographic Information Form

In Table 1 prepared by the researcher, the demographic information form includes the age, gender, education level, occupation of the parents in Generation Y, and the age of their children who are the subjects of the research.

The classification of Pew Research Center, an institutional center with various studies on which there is a consensus on when their generation starts and ends, was taken as a reference.

Table 1: Demographic Information of the Participants

No	Participant Pseudonyms	Gender	Age	Occupation	Education	Children	Children's Ages
1	Derya	Female	43	Housewife	Master's Degree	1	6 years old
2	Umut	Male	42	Engineer	Bachelor's Degree	2	1 year old 14 years old
3	Semra	Female	41	Housewife	Bachelor's Degree	1	4 years old
4	Selin	Female	40	Teacher (Housewife)	Bachelor's Degree	2	3.5 years old 6 years old
5	Hatice	Female	40	Nurse (Housewife)	Bachelor's Degree	3	1 year old 12 years old 16 years old
6	Mustafa	Male	39	Lecturer	Doctorate	1	3 years old 9 years old
7	Lale	Female	39	Teacher	Bachelor's Degree	1	6 years old
8	Merve	Female	39	Teacher	Bachelor's Degree	3	5 years old 11 years old 15 years old
9	Zeynep	Female	38	Teacher	Master's Degree	3	1 year old 3.5 years old 8 years old
10	Zerrin	Female	36	Housewife	High School	3	5 years old 7 years old 11 years old
11	Tuğba	Female	35	Housewife	High School	3	4 years old 7 years old 11 years old
12	Nesrin	Female	35	Coach	Associate Degree	2	6 years old 8 years old
13	Hale	Female	34	Academic	Master's Degree	1	2 years old
14	Ali	Male	34	Academic	Doctorate	2	2.5 years old 4.5 years old
15	Deniz	Female	34	Nurse	Bachelor's Degree	1	3 years old
16	Meltem	Female	32	Housewife	Associate Degree	2	3.5 years old 8 years old
17	Aylin	Female	32	Secretary	Bachelor's Degree	1	4.5 years old
18	Nur	Female	32	Lecturer	Doctorate	1	20 months old
19	Esin	Female	31	Accountant	Associate Degree	3	2 years old 4 years old 11 years old
20	Nuran	Female	31	Housewife	Associate Degree	2	4 years old 5 years old
21	Gülsüm	Female	30	Housewife	Bachelor's Degree	3	twins - 1 month old 4 years old
22	İbrahim	Male	29	Graphic Designer	Associate Degree	1	4 years old
23	Ekin	Female	29	Nurse	Associate Degree	2	6 months old 3 years old
24	Berra	Female	28	Technician	Associate Degree	1	3 years old
25	Ebru	Female	28	Advertiser	Associate Degree	1	2 years old

3.3.2. Interviews

The interviews conducted aimed to capture the responses of the individuals who experienced the phenomenon (Creswell, 2013). Pilot interviews were conducted with semi-structured interview questions prepared by the researcher by scanning the relevant literature for the interview technique and obtaining expert opinions and with the themes of *background and information sources, reliability of media sources, challenges and concerns, changing trends, and thoughts on the (future) impact of media*. For all interviews, interviews were provided with volunteer participants with a consent form that included the purpose of the research and the confidentiality of personal information. The interviews were recorded by voice recording.

3.3.3. Digital Ethnography

Digital ethnography, a branch of ethnography, is a method of “representing real-life cultures by combining the characteristic features of digital media with story elements”. For example, virtual worlds on digital platforms are an example of cultural realities that exist in the online space and are worthy of ethnographic understanding. Ethnographic research in the digital domain is a method aimed at developing an understanding of the meanings and how they are assigned to technology and the cultural experiences that enable and are activated by the digital environment (Kaur-Gill & Dutta, 2017). The researcher in this study, as a participant observer, opened an account on social media platforms, Instagram in particular, and conducted a content review on the subject from volunteer parent followers and public parenting accounts.

3.4. Data Analysis

In the data analysis conducted based on the data interpretation approach collected in the research, first the interviews were transcribed and then coded to perform thematic analysis. Categories were created from the resulting codes that were related to each other, and finally the main themes were created.

In digital ethnography, the digital content was observed and analyzed as ethnographic examples (especially Instagram Posts and Reels).

4. Findings

The findings presented here are based on the responses obtained from (1) the interviews and (2) the data collected via digital ethnography.

The findings address how parents experience shifts in their sources of information for child rearing. They face the new realities of digitalization process, access to information from hybrid sources, and the socio-cultural, ethical, and emotional/psychological dimensions of the relationship established with social media. Our findings support the findings of other studies in the literature (Sadıkoğlu, 2020; Auxier et al. 2020; Lupton et al., 2016; Platin & Daneback, 2009).

Here we present our key findings:

4.1. Background and Information Sources

When we look at the answers given by parents to the question of what sources they use to seek information about the health, education and general development of their children, we observe that they usually start with books and continue with social media. The primary sources of information parents use regarding raising children are traditional media sources, with books at the forefront. The idea that parents prefer or use books to get in-depth information, especially

books written by experts, provides scientifically based information, is dominant. Books are considered more reliable and are among the first sources of information they consult.

As emphasized in the literature (Sadıkoğlu, 2020; Auxier et al., 2020; Lupton et al., 2016) parenting is now shaped by traditional sources of information (books, family elders) as well as information obtained from social media and the digital sphere. The following findings support this hybrid approach and are consistent with the literature. We shall provide a couple of examples.

Participant Mustafa stated that they adopted a hybrid approach and tried to create a balance with reliable traditional sources and careful use of social media. Participant Mustafa's comparison of book and internet information and the search for a balance between the two overlaps with the 'intensive mothering' culture highlighted by Sadıkoğlu (2020) and the work of Lupton et al. (2016) explaining the reconstruction of parenting through media.

"I usually use books as a source of information, especially when it comes to a health-related situation, I definitely read books, books related to the field anyway... I definitely refer to books, I do these in the traditional sense, and I definitely use the internet, I examine, I match the information in the book with the information I can find on the internet, I try to establish a balance between the two..."

A second respondent (Participant Umut) said that:

"Without going too much into social media, I try to contribute to my children by developing myself in terms of what I need to do regarding the health of my children. There are books I read and the training I receive support this, of course I also use the internet."

Other parents, participants Derya, Ekin and Hatice, state that the shift from books to Instagram has increased.

"First of all, of course, my family elders, and then I get help from them, from Google to Instagram."

"First I used books during pregnancy, child development books, then the internet does the job. I use YouTube, Instagram"

"...I remember that when I had a smart phone, I started to learn and get information from other media. Frankly, my little boy still had books, but I mostly got information through doctors I follow (on social media), etc..."

Some parents, especially new mothers, find social media a great opportunity and possibility in terms of sharing experiences and find the expert pages on Instagram about child development, personal practical experiences on YouTube and especially the visual content and shares of experts and guides reliable and useful.

Some parents state that they use parenting tips and step-by-step guidance opportunities through visual content on pages such as YouTube and Instagram.

A young mother Ekin says:

"... I usually try to follow mothers who are raising children on Instagram, they would give me the necessary information... Books that are appropriate for the age of the children were very useful for me in terms of toilet training, for example, when I started, I had great difficulty in toilet training at first."

Similarly mother Tuğba notes:

“Mostly books, I also get support from my sisters because they are psychologists and I use Instagram, I follow the pedagogues whose books I read on Instagram. For example, ... posts on Instagram were very guiding because my little daughter could not speak, she started talking late, and then when we had the opportunity to meet him one by one, we got the same answer with his Instagram videos.”

Participant Tuğba also said that reliable sources overlap with each other both theoretically and practically.

4.2. Reliability of Media Sources

When we look at how much parents trust media sources in raising children and the situations that affect trust or distrust, it is understood that many parents have a cautious trust in social media sources and that selective trust is related to the source person (experts) and institutions (for example, official institutions that are considered objective and reliable) and depends on how scientific the information provided is. Negative, misleading and contradictory information and advice negatively affects trust by parents.

The issue of trust in the context of digital parenting has been discussed in the literature and it has been emphasized that trust in experts is a determinant in selective trust within information pollution (Reich et al., 2025; Sadıkoğlu and Erdoğan Coşkun, 2024).

While Lupton et al., (2016) state that digital media has become a source of support for parents, the literature also emphasizes that trust in social media sources depends on the corporate identity of the person or account (Sadıkoğlu & Erdoğan Coşkun, 2024).

This situation shows that traditional expert knowledge is still decisive in social media. The following findings confirm these.

A mother (Participant Hale) explains in detail the selective trust based on expert advice and the trust in peers and academics and the support she receives.

“So yes, of course I try to follow the pages by asking and following the recommendations, I have two friends, one of them is a research assistant and a preschool academic. They are interested in them, I try to be selective by following their recommendations...their recommendations give me strength, I trust them... I try to follow the pages they recommend, I did research on workshops, I recently researched workshops suitable for children on Instagram, I again went to the pages they recommended... and I got positive results. ...I recently did research on a workshop, I took my child there upon recommendation and I was very pleased... I will hopefully research the playgroup in the future and take him there.”

More parents (Participants Tuğba, Umut, Hatice) also expressed similar experiences in terms of selective trust:

“So I don't follow any of the social media users I don't know anyway, I act more according to the opinions of people I can meet one-on-one, or I follow the pages of people whose books I have read, so I haven't encountered such a negative situation, to be honest.”

I saw that there was a lot of manipulative information, I ruled this out once.

The parent's trust based on knowledge and expertise increases over time with content and interaction:

“Yes, I can't say I trust based on exactly this, but maybe based on my previous knowledge, yes... the person in front of you is an educator, a doctor, and you trust him with such a tone of voice that of course I am not open to all kinds of information, but there are two or three developmentalists and experts who give me confidence, I follow them with pleasure, maybe their knowledge also works for me, it really works, for example, I really liked Dr. ... during my pregnancy, I benefited from him a lot, even later I bought his book just to benefit from it, it is very clear...”

4.3. Challenges and Concerns

Regarding the questions of what are the difficulties encountered in the presence of abundance or lack of information on raising children, whether you have special concerns such as ethics and privacy regarding the media's impact on your decisions to raise children and what these are; abundance of information can create difficulty and information pollution in distinguishing true from false information.

Alhammad et al. (2024) and Sadıkoğlu (2020) highlight the ethical limits and privacy violations of digital parenting. The following findings include statements indicating these concerns.

Some parents like Participant Meltem criticize the unethical behaviors of some experts and doctors, emphasizes that ethics and privacy should be protected, albeit for different purposes:

“Of course, there is no ethical environment on social media, I think even doctors should never share photos of other people's children or rashes on their bodies without permission, I mean I am very careful about that, I have one or two social media pages of doctors who are sensitive about this, I follow, apart from that, as I said, the abundance of information and information pollution is too much on Google, when you search, everything comes across, everything is a little bit there, the person's mind also comes into play, it is up to their own will to make that distinction, to distinguish unnecessary information.”

Others (Participant Mustafa) warn that any unfiltered information can be confused with the information of experts and to be careful:

“Especially the well-known influencers that people are considered to be the authority on any subject, no matter what they say. If people receive the information they receive without filtering it and express definite information, wrong ideas also circulate, we can see this on the internet. Unfortunately, even in more controllable and censorable traditional media, such as televisions and books, we can come across inappropriate content and information about children. In fact, the ministry can ban and collect these as harmful publications and inappropriate content.”

As an experienced person in the field of ethics and cybersecurity due to the nature of his job as a parent (Participant Umut) emphasizes that children's digital privacy should be protected and that it is important for parents to be conscious and aware of this issue. He also shares his concerns about digital surveillance and data permanence:

“I am an engineer who makes crypto equipment for some data in accordance with the law on the protection of personal data, according to the job I do, these (children's photos) are very sensitive information, so we share our children's or our own photos, but we have recently removed them, of course, we need to be careful, although we try to prevent it, sometimes there can be perpetrators like this.”

It is understood that some parents are particularly concerned and careful about protecting children's privacy on social media.

4.4. Changing Trends (From Traditional to the Digital)

When the answers given to the question of how the types of media parents use to get information about raising children (such as from books to television and social media) have changed over time and how social media has affected your parenting experience and awareness are examined; while books were more common in the past, social media is used more today. The ease of access to digital resources and rapid sharing of information have accelerated the transformation from traditional media to social media.

Sadıkoğlu (2020) emphasizes that the good representations of motherhood roles on social media are idealized and this turns into social status. The following findings show the pressure and negative effects, on parents, of these ideal portraits.

Although social media has increased the sharing of information among parents and has provided awareness and helped them make more conscious decisions, some parents often mention that idealized content, comparing oneself with other parents often leads to anxiety, stress and feelings of inadequacy and negatively affects their self-evaluation:

Here are what (Participants Hale, Zerrin and Deniz, İbrahim) said on this question:

"I think while we do it consciously, it also makes parents very anxious, we get hung up on certain points on social media too much and feel very tense and we transfer this tension to the child... we see that the child eats this and that at every meal and when my child doesn't eat, I get anxious. This anxiety and stress also reflects negatively on the child, I think it negatively affects our parenting in this direction... the father's skills are transferred when the child says I did this and that, but when our child doesn't do it, we get upset, why didn't our child do it, when will he do it, did I fall behind, an immediate anxiety occurs, which stresses us... it also reflects negatively on the child, however, every child is special in their own way, their progress and development are different, but they inevitably affect us in this regard."

"Social media shows everything as if it is perfect, nothing is like that, everything seems very good, but since there is no such thing, if I were a more unconscious and ignorant person, I could be affected in this direction, but social media did not have that much of a binding effect on me."

"Of course, you are comparing something, I have never done that or I have never seen that, why have I never seen that and why have I never done that, sometimes I question, of course, whether I am good or bad, I mean it is not a very good thing, actually comparing also affects negatively..."

"Every person has a different way of applying things, everyone's lifestyle is different, and when you see it on social media, you feel incomplete because you can't do it this time."

As Lan (2018) emphasizes, digital parenting is not only an individual issue but also an intercultural issue. She states that parents are exposed to intercultural parenting models through social media and adapt these models. In the following finding, Participant Mustafa exemplifies the impact of global digital content on local practices regarding parenting. he believes that the impact of globalization is that parents from different countries also provide examples of games and activities for their children on social media and how this enriches their parenting.

"I haven't come across an example of a game that a parent plays with their child yet, maybe it contributed to me playing that game with my child, this may be the thing that transformed me the most, it may be related to the type of games and activities that parents do with their children, such as games and activities. Of course, this is not national, but international, I can say that I see and like the activities that parents do with their children, maybe even adapt them, change things in them and apply them with my own child, I can say that this is the only thing that social media has changed and transformed... As for traditional media, I am in a constant search, especially on books, because I read constantly..."

4.5. Thoughts on the (Future) Impact of Media

It is certain that the sources of child development advice has changed over time. In previous years, information was more limited and generally based on experiences, whereas today, expert opinions are more accessible and comprehensive with social media.

Participants express concerns about the long-term negative consequences of social media's impact on parenting. They are aware of the change in the source of information about raising children and express that they have increasing anxiety and mixed feelings about the digital future.

Participant Mustafa says:

"Of course, it is easy, we can access information quickly, but I think the concerns I mentioned earlier will probably increase and this will negatively affect parents and parents, and this will reflect negatively on the child... The future has already formed, probably 10 years later, we are seeing a similar situation as the current situation right now, parents are more frequently on social media, other suggestions, applications made by their fathers, child rearing styles, privacy awareness, when someone does something, they may prefer to do it somewhere, there is modeling."

Participant Meltem states that digitalization negatively affects some developmental and social skills in children.

"It is actually very difficult, we are a more traditional family, so I always care more about the old life... Children today cannot set up games, unfortunately they do not have the skills to set up games, I set up a game, they are interested in it for 3-5 minutes and then they just stare blankly, I mean, there used to be games, children today are completely digital, when you ask them, they can do everything on phones and tablets, but I think this is not an indicator of talent, skill or intelligence. Yes, my children are also interested in phones, tablets, televisions, playstations, game consoles, if I ask them, they open them and show them that they can do it, but I think this is definitely proof that I do not pay more attention."

Participant Zerrin states that children's unconscious use of social media negatively affects them.

"I am a little worried about this, children are especially fond of things like TikTok, I think the future is going badly on social media, I am also a social media follower, and at the same time, we are doing this on social media, yes, there may be some great things that will make a splash in this regard, but our children use social media a little unconsciously, it is going even worse due to the indifference and disinterest of parents, I am a little worried about this, I mean, I think children need to be given some education on this issue."

In terms of the future of information, with the rapid advancement of technology, artificial intelligence-supported applications and interactive platforms will make it easier for parents to

access information. Participant Umut draws attention to the importance of digital literacy in order to prevent parents and children from using the media unconsciously.

“... We should not be slaves to artificial intelligence, it is a very valuable technology, it is very important to use it appropriately, but we need to be a conscious society in order to be able to use it, digital literacy is very important, as a country, as a government, as a state, we need to research this thoroughly and filter it through trainings. In terms of the future of information, it is predicted that with the rapid advancement of technology, information on raising children will be digitalized and personalized information will be easier to access. Artificial intelligence-supported applications and interactive platforms will make it even easier for parents to access information.”

4.6. Digital Ethnography:

Digital Parenting and the Digital Public

New media has created its own alternative public sphere with its interactive feature. This necessitates new studies in the field of digital ethnography. There are many examples within the scope of digital ethnography. With everything being moved to the digital environment (virtual medium) in the context of digital parenting, expert psychologists are also taking their place. American Psychological Association (2022), in an article, “Supporting parents through Instagram,” psychologist Ann-Louise Lockhart examines how she has made an impact by offering research-based advice for parents on Instagram. Lockhart emphasizes that social media has become a source of information and support for parents. Psychologists say that by using social media platforms to provide the reliable information parents need, they are providing clarity amidst complex and contradictory information.

Below is a Reels comparing the changing sources of parenting information and their impact on parents from the 1980’s up to today (Generation Y and Z): “Parents in the 80’s” and “Parents now”.

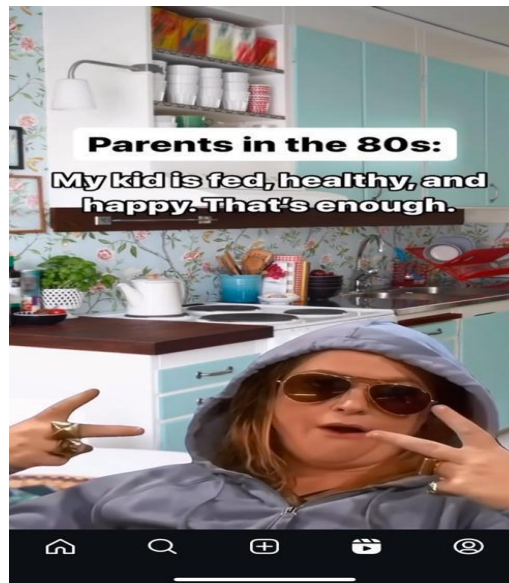


Image 1: Parents in the 80s

Parents. (n.d.). Instagram. Retrieved September 12, 2024, from (https://www.instagram.com/reel/C_0qMn7AQP4/?igsh=MThmZHV6OGY5bzdIYw==).



Image 2: Parents Now

Parents. (n.d.). Instagram. Retrieved September 12, 2024, from (https://www.instagram.com/reel/C_0qMn7AQP4/?igsh=MThmZHV6OGY5bzdlYw==).

One can see the following contexts-parameters with a comparative look at the changing time and generation gap through these Reels.

Parenting norms changed over time. Parenting and child rearing expectations underwent transformation due to changing information sources. While in the 1980s there was an emphasis on basic needs such as nutrition, health, happiness etc., in today's postmodern parenting these needs have become complicated by social expectations and peer pressures in the social media. As a result, while parenting is plain, simple, less open to social pressure and feel content in the first image, in the second image parents are overwhelmed, overly self-critical, self-blaming, comparing themselves with others and sensitive to external stimuli and social pressures. This negatively affects the physical and mental well-being of parents overall.

The excessive information caused by changing and multiple information sources over time turns parenting and therefore child rearing into a source of chaos, stress and anxiety due to unrealistic expectations.

When viewed in the context of media influence on parenting, while parents in the 1980s displayed a more relaxed attitude with sportswear and sunglasses, today's typical parent appears to be overwhelmed by hyper stimulation. Parenting today is criticized for its overly complex, unnecessarily insecure attitude.

The Instagram Reels comparing parenting in the 1980s vs. today is a cultural text that embodies the shift from contentment and simplicity to overstimulation and anxiety. Through a semiotic lens. The 1980s image features relaxed parents with minimal external stimuli while the second

(contemporary) image shows anxious, gadget-dependent parents surrounded by alerts, advice, and contradictions.

Signifiers such as color saturation, pace, facial expressions, and on-screen text construct a narrative that critiques modern parenting as hyper-vigilant and neurotic. This aligns with Beyens et al.'s (2022) findings on parental well-being in digital environments.

The new media environment has created a space for representation and discussion by bringing a special experience such as parenting, which has an interactive feature, to the digital public sphere. In the literature, Lupton et al. (2016) state that digital parenting is not only related to the search for information but also to needs such as emotional support and sharing of experiences. Similarly, Sadıkoğlu (2020) emphasizes that motherhood is redefined within the framework of different types of expertise and discourses on social media and turns into an identity through social media. In the "Reels" example, which is shared on Instagram and can be examined as digital ethnographic data, while parenting in the 1980s is represented with the understanding of "my child is healthy and happy, that's enough," today's parenting is reflected with a more complex representation that is anxious, open to excessive stimuli, and constantly criticizing oneself. This representation is reflected by Lee et al. (2023) visually embodies the observation that "parenting is presented as a skill to be learned and perfected". What is seen with this representation is that modern parents experience cognitive and emotional anxiety and burden in the face of social media, and this stems from idealized images.

As a result, this digital ethnographic data example shows the multidimensional impact of social media on parenting. The digital public emerges as a force that supports parenting and at the same time shapes, directs and redefines it. In this context, it can be said that parenting has become a performative and comparative experience/field constructed in the digital public sphere.

5. Discussion

This study shows that parenting in the digital age has become a deeply negotiated practice influenced by the hybrid coexistence of traditional and digital sources. Empirical findings suggest several key contentious areas:

Digital Anxiety and Information Overload: Many parents reported anxiety due to the excessive amount of parenting content, much of it idealized or contradictory. This aligns with the concept of "intensive mothering" which frames parenting as a high-stakes, skill-based enterprise requiring constant optimization (Sadıkoğlu, 2020).

Peer Surveillance and Performativity: Social media platforms transform parenting into a publicly observable practice. This encourages self-monitoring and comparison with others. Instagram, in particular, plays a role in the emergence of performative parenting, where image-crafting and moral positioning become key practices (Lee et al., 2023).

Selective Trust and Media Literacy: The shift from vertical to horizontal authority creates a context where parents must develop selective trust. The credibility of the source, rather than the platform, becomes the benchmark. This highlights the importance of media literacy.

Gendered Dynamics: The feminization of parenting remains prevalent. Mothers are disproportionately represented in the digital parenting space. Educated mothers are more likely to rely on expert accounts on Instagram.

Globalization and Cultural Models: Digital parenting introduces Turkish parents to global parenting norms. While some parents selectively adapt these practices, others feel cultural tension or resistance. This supports Lan's (2018) findings on the intercultural challenges of digital parenting.

6. Conclusion

The findings based on digital ethnographic observations and individual interviews with Generation Y parents show us that parents are experiencing a significant change in their sources of theoretical and practical information about raising children. There is a shift from traditional media to social media. Parents' relationship with the media in terms of using information about raising children can have long-term consequences. These effects can be educational, cultural and even health related. In terms of understanding this dynamic process that parents enter in raising children, media emerges as both an area of opportunity and one of risk.

Our study reveals how Gen Y is the generation that experiences these shifts most intensely. We observe that Gen Y is the generation most exposed to the change in the sources of parenting information and the confusion brought about by the changing media landscape. The new dynamics of the relationship between parenting and media underline the following key points about parenting.

Increased Accessibility: Parents seem to have the opportunity to access a variety of content prepared according to urgent and changing needs 24/7.

Diversified Media Environment: There is a transition from traditional media sources to digital platforms. A wide range of sources await parents, from institutional sources, individuals and books to reels of influencers and advice shared by peers.

Information Overload and Trust Issues: The abundance of information on the internet and conflicting opinions from experts or influencers lead to confusion and anxiety. This draws attention to the need for media literacy.

Influencer/Peer Pressure and Idealization: The comparisons made through influencers and ideal parent portraits can lead to feelings of anxiety and inadequacy.

Practical Information and Emotional Support: Despite some of its disadvantages, social media helps single parents or first-time parents in particular to find emotional relief, community support and practical information.

Our research shows how parents' sources of information and knowledge about raising children are increasingly shaped by the new (social) media. Parents are both highly connected and saturated with information. Yet they remain confused and have their doubts when it comes to the reliability of the sources.

Given the emotional, informational, and ethical challenges faced by parents in the age of social media, we shall conclude with a couple of recommendations for parents, policymakers, and media industry:

Parents need to receive media literacy training. Educating parents on how to critically evaluate digital content and sources is important.

There has to be regulatory oversight. The platforms need to be encouraged to establish content verification mechanisms, especially for parenting influencers.

Support networks are beneficial. Facilitating local peer-support groups for parents, online and offline will help them develop confidence and a better sense of direction.

Developing public awareness campaigns about children's digital rights and consent need to be raised.

These factors can help alleviate the burden of parenting in the digital age.

References

- Alhammad, N., Alajlani, M., Abd-Alrazaq, A., Epiphaniou, G., & Arvanitis, T. (2024). Patients' perspectives on the data confidentiality, privacy, and security of mHealth apps: Systematic review. *Journal of Medical Internet Research*, 26, e50715. <https://doi.org/10.2196/50715>
- American Psychological Association. (2022, April). Career lessons from Instagram. *Monitor on Psychology*. <https://www.apa.org/monitor/2022/04/career-instagram>
- Auxier, B., Anderson, M., Perrin, A., & Turner, E. (2020, July 28). *Parenting children in the age of screens*. Pew Research Center. <https://www.pewresearch.org/internet/2020/07/28/parenting-children-in-the-age-of-screens/>
- Bäckström, C., Carlén, K., Larsson, V., Mårtensson, L. B., Thorstensson, S., Berglund, M., Larsson, T., Bouwmeester, B., Wilhsson, M., & Larsson, M. (2022). Expecting parents' use of digital sources in preparation for parenthood in a digitalised society: A systematic review. *Digital Health*, 8. <https://doi.org/10.1177/20552076221090335>
- Beyens, I., Keijsers, L., & Coyne, S. M. (2022). Social media, parenting, and well-being. *Current Opinion in Psychology*, 47, 101350. <https://doi.org/10.1016/j.copsyc.2022.101350>
- Beyens, I., Valkenburg, P. M., & Janssen, L. H. C. (2024). Parental monitoring in the digital age. In J. G. Smetana, N. Campione-Barr, & L. C. Tilton-Weaver (Eds.), *Parental monitoring and information management during adolescence* (pp. 193–210). Cambridge University Press.
- Creswell, J. W. (2013). Nitel araştırma yöntemleri (M. Bütün & S. B. Demir, Trans. Eds.). Siyasal Kitapevi. (Original work published in English in 1998)
- Dethloff, N., Kaesling, K., & Specht-Riemenschneider, L. (2023). Families and new media: Comparative perspectives on digital transformations in law and society. Springer Nature.
- Ergül, E., & Adıgüzel, Y. (2024). Konvansiyonelden dijitale medya süzgeçlerinin dönüşümü. *İçtimaiyat*, 8(2), 589–607. <https://doi.org/10.33709/ictimaiyat.1492583>
- Garon, J. M. (2022). *Parenting for the digital generation: A guide to digital education and the online environment*. Rowman & Littlefield.
- Hussain, I. M., Hartney, N., & Sweet, L. (2023). A survey of Australian women's digital media usage in pregnancy and labour and birth. *BMC Pregnancy and Childbirth*, 23(1), Article 6003. <https://doi.org/10.1186/s12884-023-06003-8>
- Jia, H. (2024). *A study of the impact of social media on family structure change*. In *Proceedings of the 3rd International Conference on Interdisciplinary Humanities and Communication Studies*.
- Kalaman, S. (2025). Sharenting: A study on Instagram posts of influencer parents in Türkiye. *The Turkish Online Journal of Design, Art and Communication*, 15(2), 553–562. <https://doi.org/10.7456/tojdac.1631098>
- Kaur-Gill, S., & Dutta, M. J. (2017). Digital ethnography. In *The international encyclopedia of communication research methods* (pp. 1–10). <https://doi.org/10.1002/9781118901731.iecrm0058>
- Kurt, I. (2023). Comprehensive review on parenting and technology: Opportunities and challenges in the 21st century. *European Journal of Social Sciences Education and Research*, 10(2), 1–14. <https://doi.org/10.26417/610cpd97>
- Lan, P.-C. (2018). *Raising global families: Parenting, immigration, and class in Taiwan and the US*. Stanford University Press.
- Lee, E., Bristow, J., Faircloth, C., & Macvarish, J. (2023). *Parenting culture studies*. Springer. <https://doi.org/10.1007/978-3-031-44156-1>
- Livingstone, S., & Sefton-Green, J. (2016). *The class: Living and learning in the digital age*. NYU Press.
- Lupton, D., Pedersen, S., & Thomas, G. M. (2016). Parenting and digital media: From the early web to contemporary digital society. *Sociology Compass*, 10(8), 730–743. <https://doi.org/10.1111/soc4.12398>
- Mertens, E., Ye, G., Beuckels, E., & Hudders, L. (2024). Parenting information on social media: Systematic literature review. *JMIR Pediatrics and Parenting*, 7, e55372. <https://doi.org/10.2196/55372>
- Novianti, R., Mahdum, Suarman, Elmustian, Firdaus, Hadriana, Sumarno, Rusandi, M. A., & Situmorang, D. D. B. (2023). Internet-based parenting intervention: A systematic review. *Heliyon*, 9(3), e14671. <https://doi.org/10.1016/j.heliyon.2023.e14671>
- Parents. (n.d.). [Video post]. *Instagram*. Retrieved September 12, 2024, from https://www.instagram.com/reel/C_0qMn7AQP4/?igsh=MThmZHV6OGY5bzdlYw==

- Pew Research Center. (2019, January 17). Where Millennials end and Generation Z begins. <https://www.pewresearch.org/short-reads/2019/01/17/where-millennials-end-and-generation-z-begins/>
- Plantin, L., & Daneback, K. (2009). Parenthood, information and support on the internet: A literature review of research on parents and professionals online. *BMC Family Practice*, 10, Article 34. <https://doi.org/10.1186/1471-2296-10-34>
- Reich, S. M., Aladé, F., Cingel, D. P., Takeuchi, L., Warren, R., & Uhls, Y. T. (2025). Media and parenting: Current findings and future directions. In Christakis, D.A., & Hale, L. (Eds.), *Handbook of children and screens* (pp. 379–385). Springer Nature. https://doi.org/10.1007/978-3-031-69362-5_52
- Sadikoğlu, Z. Z. (2020). Yoğun annelik algısı: Annelerin perspektifinden çağdaş ebeveynlik kültürü [Doctoral dissertation, İstanbul Üniversitesi]. İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, Sosyoloji Anabilim Dalı.
- Sadikoğlu, Z. Z., & Erdoğan Coşkun, A. (2024). Being 'a good mother' in Türkiye: Negotiating expert advice and intensive motherhood. *Families, Relationships and Societies*, 1–17. <https://doi.org/10.1332/20467435y2023d000000009>
- Sherif, R. E., Pluye, P., Paquet, V., Ibekwe, F., & Grad, R. (2023). How people use Web-Based Parenting information to support others in their social circle: Qualitative Descriptive study. *JMIR Pediatrics and Parenting*, 6, e40043. <https://doi.org/10.2196/40043>
- Uhls, Y. (2017). *Media moms and digital dads: A fact-not-fear approach to parenting in the digital age*. Routledge.
- We Are Social. (2024, February). Şubat 2024 raporu. Güvenli Web. Retrieved April 20, 2025, from <https://www.guvenliweb.org.tr/dosya/3degJ.pdf>
- Yalman Polatlar, D., Karakaya Akçadağ, Ç., Sezer, H. N., Özmen, K. M., Akyüz, M. H., Bilici, N., & Özdoğru, Z. (2022). Modern çocukluğa bakış: Neil Postman değerlendirmesi. *Journal of Sustainable Educational Studies (JSES)*, (Ö1), 314–328. <https://dergipark.org.tr/tr/pub/seader/issue/69007/1060115>
- Yaman, F., Yurdakul, I. K., Akbulut, Y., & Dönmez, O. (2024). An examination of the digital parenting profiles in Turkey. *Child Psychiatry & Human Development*, 55(2), 384-393. <https://doi.org/10.1007/s10578-022-01410-y>
- Yıldırım, A., & Şimşek, H. (2021). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin Yayıncılık.