

# Digital Parenting Awareness in the Council of Higher Education National Thesis Center Sample: A Bibliometric and Content Analysis

## *Yükseköğretim Kurulu Ulusal Tez Merkezi Örneğinde Dijital Ebeveynlik Farkındalığı: Bibliyometrik ve İçerik Analizi*

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### Abstract

This study is a retrospective, descriptive, bibliometric, and content analysis of postgraduate theses on digital parenting awareness published in the Higher Education Council National Thesis Centre. Records searched using the keywords "digital parenting", "digital parenting awareness", and "digital awareness" included those published in Türkiye and fully accessible, focusing on digital parenting/digital parenting awareness. The researchers excluded duplicate and irrelevant records, identified sixteen theses, and independently coded the content data. The concept became visible around 2020 and increased markedly in 2023. Most theses were master s-level (75%) and clustered in psychology, health sciences, education, and technology. Key themes included digital addiction, internet/screen addiction, and problematic media use. Samples primarily comprised preschool and primary school children and their parents. Only two of the theses used experimental designs, indicating scarce evidence of interventions. Future studies should evaluate scalable parent-guidance programmes using controlled and longitudinal designs.

**Keywords:** Digital media, child, awareness, parenting, bibliometric analysis

### Öz

Bu çalışma, Yükseköğretim Kurulu Ulusal Tez Merkezi'nde yayımlanan dijital ebeveynlik farkındalığına ilişkin lisansüstü tezleri haritalayan retrospektif-tanımlayıcı bir bibliyometrik ve içerik analizi çalışmasıdır. "Dijital ebeveynlik", "dijital ebeveynlik farkındalığı" ve "dijital farkındalık" anahtar sözcükleriyle taranan kayıtlardan Türkiye'de yayımlanan, tam metni erişilebilir ve odağı dijital ebeveynlik/dijital ebeveynlik farkındalığı olan tezler dahil edildi. Yinelenen ve konu dışı kayıtlar dışlandı. Toplam 16 tez saptandı ve içerik verileri iki araştırmacı tarafından bağımsız kodlandı. Bulgular, kavramın Türkiye'de 2020'de görünürleştiğini ve 2023'te belirgin arttığını göstermektedir. Tezlerin %75'i yüksek lisans düzeyindedir, psikoloji, sağlık bilimleri, eğitim ve teknoloji alanlarında yoğunlaşmaktadır. Sıklıkla çalışılan temalar arasında dijital bağımlılık, internet ve ekran bağımlılığı ile problemler medya kullanımı yer almaktadır. Örneklem çoğunlukla okul öncesi ve ilkököl çocukları ile ebeveynlerdir. Yalnız iki tezde deneysel desenin kullanılması, müdahale temelli kanıtın sınırlı olduğunu göstermektedir. Bu nedenle ölçeklenebilir ebeveyn rehberliği programlarının kontrollü ve boylamsal tasarımlarla test edilmesi önerilmektedir.

**Anahtar Kelimeler:** Dijital medya, çocuk, farkındalık, ebeveynlik, bibliyometrik analiz

## 1. Introduction

The use of digital technologies has increased substantially worldwide, including in Türkiye, with remarkably rapid growth during the COVID-19 pandemic (Kaya & Pazarcıkçı, 2023; Uzkurt et al., 2024). According to the Turkish Statistical Institute's 2023 Household Information Technologies Usage Survey, the proportion of households with internet access increased by 1.4 percentage points compared with the previous year, reaching 95.5%. This expansion has reshaped everyday routines—shopping, entertainment, communication, learning, and information-seeking—and has contributed to higher screen exposure even among very young children (Canpolat & Karadaş, 2023; Pazarcıkçı, 2024).

However, the increasing digitalization of everyday life has also introduced numerous risks, particularly for children (Cemiloglu et al., 2022). Studies indicate that greater exposure to digital environments has been linked to serious issues such as digital addiction and online sexual exploitation (George et al., 2019; Hamilton-Giachritsis et al., 2020; Kaya & Pazarcıkçı, 2023; Mustafaoğlu et al., 2018). Children and adolescents, whose self-regulation and decision-making skills are not yet fully developed, are especially vulnerable to such risks (Pazarcıkçı, 2024).

The widespread integration of digital technologies into daily routines underscores the need to design strategies that address both their opportunities and potential threats (Pazarcıkçı, 2024; Yildirim & Yayan, 2023). In this regard, parents play a vital role. Research has shown that children's digital behaviours and internet habits are shaped mainly within the family setting (Benedetto & Ingrassia, 2021). Moreover, parental attitudes significantly influence how children access and engage with digital tools (Wahyuningrum et al., 2020). Therefore, increasing digital awareness among parents is considered a key protective factor in promoting safe online behaviour (Canpolat & Karadaş, 2023; Pazarcıkçı et al., 2022). Children often learn more from observing their parents than from verbal instruction. In this sense, parents serve as critical role models in shaping their children's digital conduct (Morawska et al., 2023). Thus, parents' ability to demonstrate digital competence and awareness is essential to protecting their children from online harm (Pazarcıkçı, 2024).

Digital parenting awareness encompasses a comprehensive skill set—monitoring digital activity and enforcing usage rules (Manap & Durmuş, 2020; Canpolat & Karadaş, 2023), promoting digital literacy and managing online learning environments (Modecki et al., 2022; Kalkim et al., 2024), encouraging ethical online behaviour and preventing digital neglect (Modecki et al., 2022; Pazarcıkçı et al., 2024), and serving as a digital role model (Manap & Durmuş, 2021)—and recent studies have examined these dimensions in diverse samples (Canpolat & Karadaş, 2023; Kalkim et al., 2024; Pazarcıkçı et al., 2024).

Despite the growing literature, global and national evidence suggests that children are being introduced to digital environments at increasingly younger ages, intensifying the risks they face (Wang et al., 2022; World Health Organization, 2019). The American Academy of Paediatrics (2016) recommends no screen time for children under 18 months, a maximum of 1 hour of high-quality content for those aged 18 to 24 months, and limited use thereafter for children aged 2 to 5.

In early 2024, senior executives from major tech companies were questioned by the U.S. Senate over child online safety (Senate Committee on the Judiciary, 2024). Studies emphasize that the role of parenting has evolved in the digital age, bringing new responsibilities such as managing screen time and ensuring safe technology use (Benedetto & Ingrassia, 2021). Nonetheless, a significant gap persists between the documented digital risks and parents' preparedness to manage them (Stiglic & Viner, 2019). Therefore, mapping the current research landscape on digital parenting awareness is crucial to addressing this gap and informing future initiatives.

Bibliometric analysis provides a quantitative approach to evaluating academic publications across specific fields, periods, and regions, while revealing trends and relationships among them (Donthu et al., 2021; Cahit Arf Information Centre, 2024). To date, no comprehensive bibliometric and content analysis has been conducted on digital parenting awareness within the Council of Higher Education Thesis Centre database in

Türkiye. This study seeks to fill that gap by identifying trends in thesis research, highlighting underexplored areas, and analyzing variables and methodologies employed. Additionally, the study used content analysis to examine thematic emphases. The findings aim to inform future research, guide scholars in this area, and increase societal awareness of digital parenting.

## 2. Methods

### 2.1. Research Purpose and Study Design

This study employed a retrospective and descriptive design, using bibliometric and content analysis methods to evaluate postgraduate theses on digital parenting awareness published in Türkiye. Using bibliometric methods, the study identified trends in postgraduate theses on the topic in Türkiye, key research themes, and gaps in the literature. The study aims to address the following research questions:

1. What is the annual distribution of postgraduate theses on digital parenting awareness?
2. How are master's theses, doctoral (PhD) theses, and medical specialist theses distributed within this field?
3. Which research methods does the literature employ in this field?
4. Which scientific disciplines are the most productive in this area?
5. Which core concepts and thematic focal areas emerge from the literature, and which research gaps warrant further investigation?

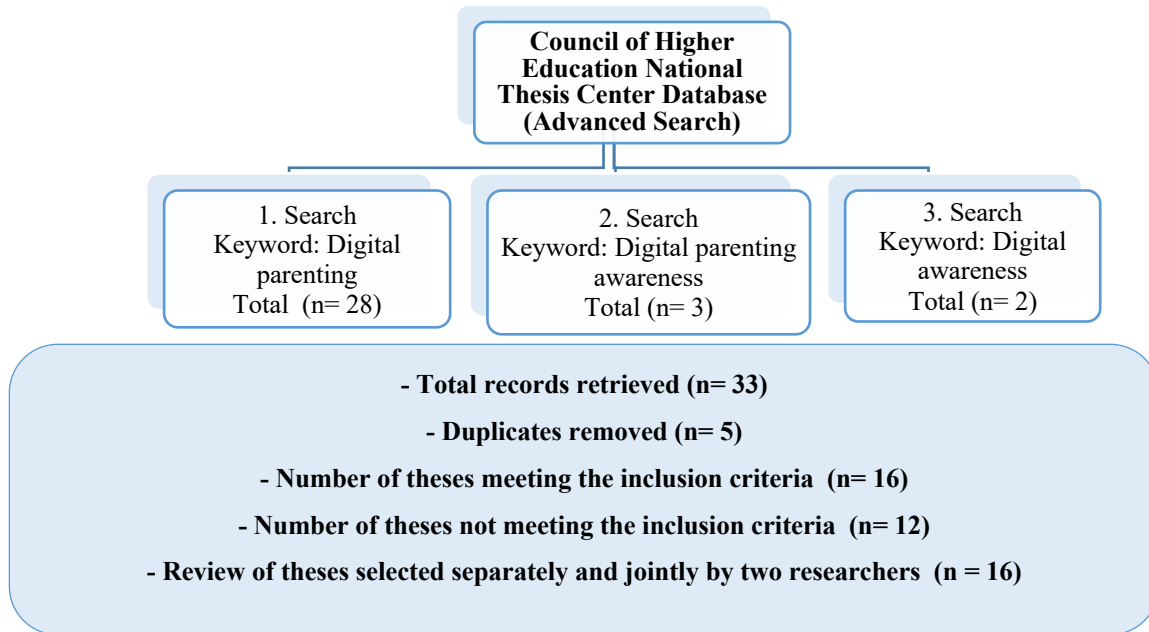
The research design, data management, and reporting followed the BIBLIO checklist (Montazeri et al., 2023; Özkan et al., 2025), which the authors developed specifically for bibliometric reviews and which the EQUATOR Network supports (Supplementary file, Table 1). In addition, the overall methodological framework drew on the bibliometric approach proposed by Donthu et al. (2021). Additionally, the study used the PRISMA flow diagram solely to transparently document the identification, screening, and inclusion processes (Rethlefsen & Page, 2022).

### 2.2. Data Source and Search Strategy

The study retrieved the data from the National Thesis Centre of the Council of Higher Education in Türkiye (tez.yok.gov.tr). The study was conducted using a comprehensive search between February 25 and March 31, 2024. The keywords "digital parenting," "digital parenting awareness," and "digital awareness" were used in Turkish, and Boolean operators (OR) were applied to broaden the search scope. The study restricted the search to the title, abstract, and keyword fields to ensure thematic relevance.

### 2.3. Inclusion and Exclusion Criteria

All postgraduate theses (master's theses, doctoral theses, and medical specialist theses) directly related to the research topic and containing the bibliographic information necessary for bibliometric analysis were included, with no restrictions on year of publication or language. Records that did not directly focus on digital parenting, were unrelated to awareness or parenting behaviours, or whose full texts were not accessible, were excluded. Duplicate records were also removed (n=5). In the final stage, studies that met the inclusion criteria were reviewed separately and then jointly by two researchers (n=16). The study documented and illustrated the thesis selection process using a PRISMA flow diagram to enhance transparency and replicability (Figure 1).



**Figure 1.** Selection Algorithm of Postgraduate Theses Included in the Research

## 2.4. Data Extraction and Coding

The study developed a structured data extraction form to collect relevant variables from each thesis, including the type of thesis (master's, doctoral, or speciality), year of publication, affiliated department or field, research method and design, sample characteristics and size, target group (e.g., parents or children), and main variables and themes. In addition, the abstracts, keywords, and conclusion sections of each thesis were subjected to inductive content analysis to identify recurring themes and patterns in terminology. Two researchers independently reviewed and coded the abstracts, keywords, and conclusion sections. The unit of analysis was individual words and phrases related to digital parenting, digital risks, and parent-child interaction. The study grouped codes into categories based on semantic similarity and derived higher-order themes through iterative comparison. The researchers resolved discrepancies between coders through discussion and consensus to enhance the reliability of the analysis.

## 2.5. Data Analysis

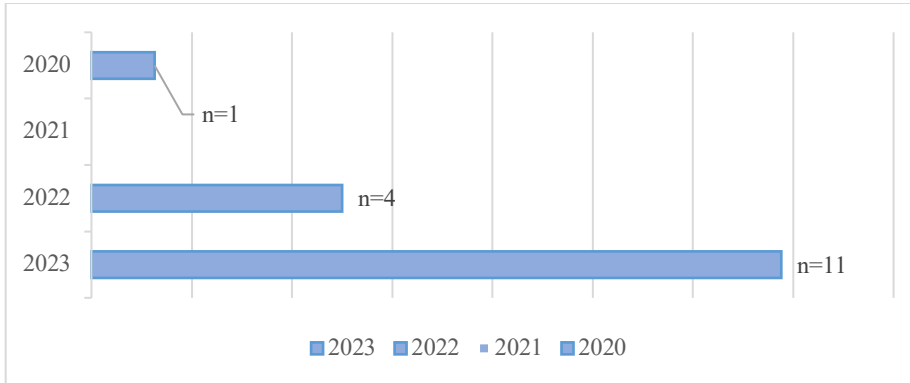
The study calculated descriptive statistics (frequencies and percentages) using SPSS version 23 to summarise the bibliometric data. In addition, the study conducted a quantitative content analysis to examine the coded data. In this context, the study systematically analysed the most frequently used keywords, concepts, and themes in the selected theses. The coding process was carried out in line with the predefined research questions, determined by two researchers, and analysed accordingly. Throughout the analysis, the researchers kept research notes to ensure consistency and integrity, and tables and visual presentations supported the findings. The content analysis was initially conducted separately by two researchers, but they later collaborated to ensure the study's reliability. There was complete agreement between the researchers regarding the data presented in the quantitative content analysis. The study created word cloud visualisations using WordArt software to illustrate the dominant terms identified in the selected theses.

## 2.6. Ethics Committee Approval

The study was approved by the Scientific Research and Publication Ethics Committee of a university on February 19, 2024, under decision number 182/02. All procedures complied with the principles of the Declaration of Helsinki.

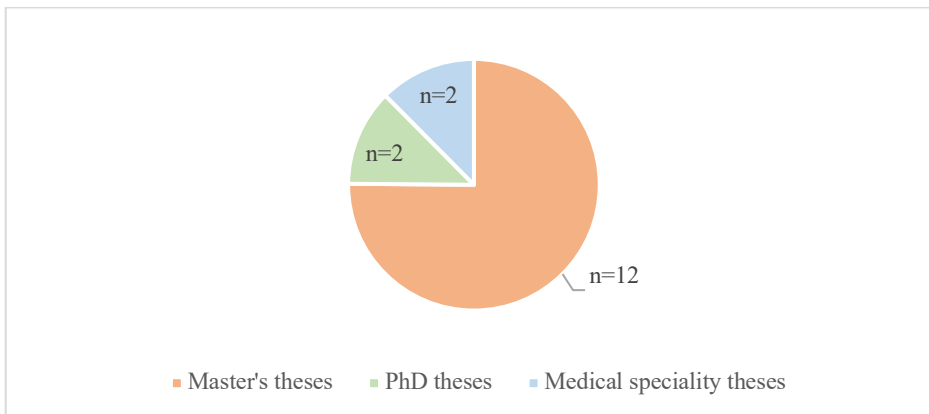
### 3. Results

Using the advanced search feature with the keywords "digital parenting," "digital parenting awareness," and "digital awareness," the study identified 33 postgraduate theses. Following a thorough review, the study selected 16 theses that met the inclusion criteria for analysis. As shown in Figure 2, the number of digital parenting awareness increased significantly after 2020. Approximately 70% of the postgraduate theses (n=11) were published in 2023, indicating growing interest in this topic in recent years.



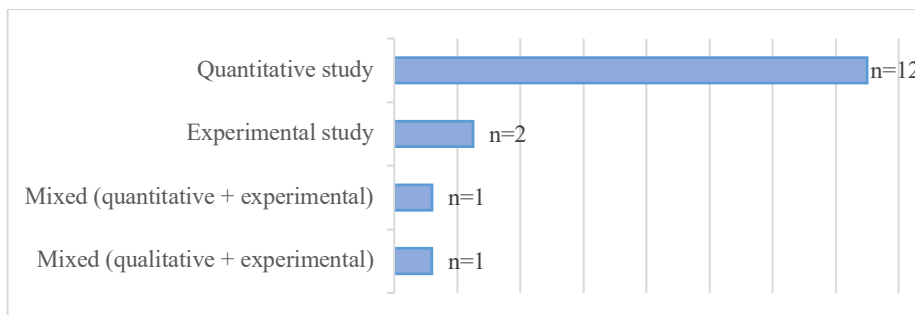
**Figure 2.** Distribution of Postgraduate Theses on Digital Parenting Awareness by Year (n = 16)

According to Figure 3, 75% of the theses were master's theses (n=12), while 12.5% were doctoral dissertations (n=2), and another 12.5% were medical speciality theses (n=2). This distribution highlights that research on digital parenting awareness has been conducted primarily at the graduate level.



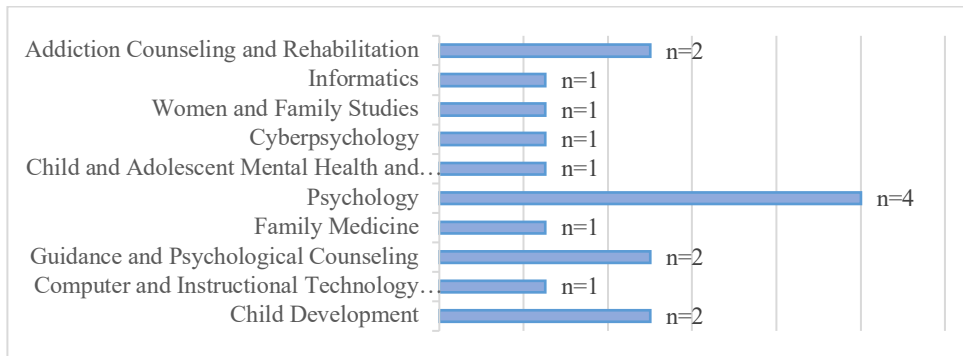
**Figure 3.** Distribution of Postgraduate Theses on Digital Parenting Awareness by Type (n = 16)

As presented in Figure 4, quantitative methods predominated (75%, n = 12). Purely experimental designs accounted for 12.5% (n = 2), while 6.3% (n = 1 each) adopted a quantitative–experimental or a qualitative–experimental approach.



**Figure 4.** Distribution of Postgraduate Theses on Digital Parenting Awareness According to Their Methods (n = 16)

Figure 5 illustrates the academic fields in which the theses were conducted. The most represented disciplines included Psychology (n=4), Addiction Counseling and Rehabilitation (n=2), Guidance and Psychological Counseling (n=2), Child Development (n=2), Informatic (n=1), Women and Family Studies (n=1), Cyberpsychology (n=1), Family Medicine (n=1), Child and Adolescent Psychiatry (n=1), Computer and Instructional Technology (n=1).



**Figure 5.** Distribution of Postgraduate Theses on Digital Parenting Awareness by Departments (n = 16)

Figure 6 presents a word cloud generated from the keywords of the theses. The most frequently repeated terms, in order of frequency, are digital parenting, digital parenting awareness, addiction (including digital addiction, smartphone addiction), internet addiction, family cohesion, screen addiction, problematic media use, children (including child, adolescent), psychological resilience, and cyberbullying/cyber victimization.



**Figure 6.** Word Cloud Generated from the Most Frequently Used Words in the Conclusion Sections of the Postgraduate Theses.

Table 1 provides detailed information about each thesis, including author, year, type, department, research purpose, keywords, methodology, sample size, target group, examined variables, and a summary of key findings. The most frequently studied variables were internet and screen addiction, digital game use, and smartphone addiction. Target populations primarily included children in preschool, primary, and secondary education, along with their parents.

**Table 1.** Bibliometric and Content Analysis of Theses on Digital Parenting Awareness Published in The National Thesis Database of the Council of Higher Education

Author / Year / Type / Department	Objective	Keywords	Method	Participants and Sample Size	Conclusion
Halenur Küçük/2023 Master's Degree/ Department of Child Development	This study aims to examine parents' digital parenting awareness among parents of children aged 7–11 years and to investigate the impact of children's internet addiction on family cohesion.	Family cohesion, child, digital parenting awareness, internet addiction	Quantitative type.	The study included 396 parents with children aged 7–11 years.	The findings indicate a significant negative relationship between parents' digital parenting awareness and their children's internet addiction levels (ages 7–11), and a significant positive relationship between digital parenting awareness and family cohesion. Additionally, a significant negative relationship was found between children's internet addiction and family cohesion. Overall, the results suggest that both digital parenting awareness and children's internet addiction levels significantly influence family cohesion.
İlgin Gül/2023 Master's Degree/ Department of Computer Education and Instructional Technology	This study aims to examine the Relationship between middle school students' digital game addiction and their parents' digital parenting awareness and attitudes across various variables.	Middle school students, digital game addiction, digital parenting, parenting styles, academic achievement	Mixed type.	The quantitative phase of the study was carried out with 1,046 secondary school students and their parents. The qualitative phase involved 12 parents selected through purposive sampling.	Perceived parenting styles were found to be a significant predictor of digital game addiction among secondary school students. Children of neglectful and permissive parents were shown to be at a higher risk of digital game addiction compared to those with democratic parents. An inverse relationship was identified between parents' level of digital awareness and their children's level of digital game addiction. Children of parents who fail to take adequate measures to protect them from harmful content and who model negative behaviours through their own digital gaming are at greater risk of becoming digitally game-addicted. Furthermore, children with digital game addiction were found to have lower academic performance compared to their non-addicted peers.
Hatice Özdemir Çelik/2023 Master's Degree/ Department of Guidance and Psychological Counselling	The study aims to determine parents' digital parenting awareness, their level of psychological resilience in the face of technological developments, and their perceived family cohesion, and to examine the relationships among these variables.	Digital parenting, psychological resilience, and family cohesion	Quantitative type.	The study was conducted with 422 parents.	A significant relationship was found between the 'protection from risks' subdimension of digital parenting awareness and both relational and individual resources. The 'efficient use' subdimension of digital parenting awareness was significantly associated with individual and familial resources. A significant relationship was also identified between the 'negative role modelling' subdimension and individual resources. Furthermore, a significant association was found between digital neglect and relational resources. Lastly, a significant relationship was observed between parents' psychological resilience and family cohesion.

Eminenur Turhal/2023  Master's Degree/ Department of Guidance and Psychological Counselling	This study aims to examine the digital parenting awareness of parents and the effect of this awareness on cyberbullying and screen addiction in their children.	Digital parenting awareness, cyberbullying, cyber victimization, screen addiction	Quantitative type.	The study included 572 participants: 286 parents and 286 children attending secondary school.	It was found that the sub-dimensions of digital parenting awareness (negative role modelling, practical use and protection from risks) negatively and significantly predicted cyberbullying and cyber victimization levels. In contrast, the digital neglect sub-dimension had a positive and significant effect. In addition, digital neglect, practical use and protection from risks sub-dimensions of digital parenting awareness were determined as risk factors for screen addiction.
Hilal Çoban/2023  Master's Degree/ Addiction Counselling and Rehabilitation	This study aims to examine the Relationship between the perceived level of internet addiction among children attending primary school and mothers' digital parenting awareness, as well as various variables.	Addiction, digital, digital parenting awareness	Quantitative type.	The study was conducted with 241 mothers whose children are continuing their primary school education.	A significant relationship was found between the dimensions of digital parental awareness and perceived internet addiction behaviour in children.
Elif Özbay/2023  Master's Degree/ Addiction Counselling and Rehabilitation	This study aims to examine the Relationship between smartphone addiction levels and parents' digital parenting awareness among parents of primary school children.	Smartphone addiction, digital parenting awareness, psychological resilience	Quantitative type.	The study was conducted with 153 parents whose children were attending primary school.	A positive and highly significant relationship was found between smartphone addiction and the negative role modelling subdimension of digital parenting awareness. A positive and moderately significant relationship was observed between smartphone addiction and the digital neglect subdimension of digital parenting awareness. A negative and very weakly significant Relationship was identified between smartphone addiction and the efficient use subdimension of digital parenting awareness. Similarly, a negative and very weakly significant relationship was found between smartphone addiction and the protection from risks subdimension of digital parenting awareness. Lastly, a negative and moderately significant relationship was observed between smartphone addiction and psychological resilience.
Emre Ereskici/2023  Medical Specialisation / Family Medicine	To examine the effect of digital parenting awareness on problematic media use in children aged 7–11 years.	Digital parenting, screen time, awareness, and problematic media use	Quantitative type.	The study was conducted with 301 children aged 7–11 years and their parents.	Parents' level of digital parenting awareness was moderate to good, while children's problematic media use was low. As parents' digital parenting awareness decreases, children's level of problematic media use increases. Problematic media use was significantly higher among male children, those with low academic achievement, and children with extended screen time. Screen time was also higher in children of parents with

					low digital parenting awareness. Additionally, parents who received information about children's screen exposure demonstrated higher levels of digital parenting awareness than those who did not.
Elif Çelikbaş/2023 Master's Degree/ Department of Psychology	This study examines the Relationship between digital parenting awareness and internet addiction levels of working mothers with children aged 15–18, and the level of internet addiction in their children.	Digital parenting awareness, maternal internet addiction, adolescent internet addiction	Quantitative type.	The study was conducted with 183 children aged 15–18 and their mothers.	A statistically significant difference was found between the level of internet addiction in mothers and the level of internet addiction in their children aged 15–18. A significant difference was also identified between the level of digital parenting awareness and the mother's internet addiction level. Additionally, a significant difference was found between digital parenting awareness and the child's level of internet addiction.
Yağmur Güzel/2023 Medical Specialisation / Department of Child and Adolescent Mental Health and Diseases	This study aims to compare the level of problematic media use between children diagnosed with ADHD and those without an ADHD diagnosis, and to investigate the factors associated with problematic media use in children with ADHD (ADHD severity, parents' attitudes toward digital media, emotional and behavioural problems).	ADHD, internet addiction, digital parenting awareness, somatic complaints, emotional and behavioural problems	Experimental study.	The study was conducted with 95 children with ADHD and 90 healthy children without known psychiatric disorders.	It was found that problematic internet use scores were higher in the ADHD group compared to the control group. ADHD severity, somatic complaints, and the subdimensions of digital neglect and negative role modelling in digital parenting awareness were identified as predictors of problematic media use in the ADHD group. The study also demonstrated that ADHD increases the risk of problematic media use and that parents' attitudes and behaviours regarding digital media are significant factors contributing to screen addiction in children.
Furkan Mertcan Avcı/2023 Master's Degree/ Department of Cyber Psychology	This study examines the Relationship between problematic media use levels in children aged 4–11 and mothers' digital parenting awareness and parenting attitudes.	Digital parenting, parental attitudes, problematic media use, screen addiction	Quantitative type.	The study was conducted with 727 married mothers whose children were aged 4–11.	It was found that the sub-dimensions of digital parenting awareness and parenting attitudes were significantly related to problematic media use among children aged 4–11. The subdimension levels of digital parenting awareness and parenting attitudes were also identified as predictors of problematic media use in children aged 4–11.
Fatma Köseoğlu/2023 Master's Degree/	To examine the Relationship between parents' digital awareness levels and demographic characteristics.	Digital parenting, digital awareness, demographic characteristics	Quantitative type.	The study was conducted with 378 parents who had at least one child attending preschool, primary, or secondary school.	Fathers scored higher than mothers on the negative role-modelling subdimension. In contrast, mothers scored higher on the efficient use and risk protection subdimensions. Parents aged 20–30 had higher scores on the protection from risks subdimension compared to those aged 41 and above. Parents with a university degree or

Department of Women and Family Studies					higher scored higher on the negative role modelling and digital neglect subdimensions than those with primary or middle school education. Parents with a middle school education had higher scores on the efficient use and protection from risks subdimensions compared to those with primary or higher education. Parents with five or more digital devices at home scored higher on the digital neglect subdimension compared to those with one device. Parents with high levels of technological device use scored higher on the protection from risks and negative role modelling subdimensions than those with low device use. Additionally, differences were found in the protection from risks subdimension scores based on the number of children parents have.
Mehmet Akif Kay/2022  PhD/ Department of Child Development	To examine the Relationship between digital game addiction, digital parenting awareness, family relationships and social competence in early childhood.	Family relationships, addiction, digital, parent, early childhood, play, social	Quantitative type.	The study included 557 parents of children aged 48–72 months enrolled in preschool.	It was found that digital parenting awareness directly and significantly positively affected parent-child relationships, children's social competence (ages 48–72 months), and marital life. In contrast, it negatively affected digital game addiction both directly and indirectly. Married life positively and directly affected parent-child relationships. It negatively affected digital game addiction in children aged 48–72 months, while it indirectly and significantly positively influenced social competence. Parent-child relationships directly and significantly positively affected social competence in children, while negatively affecting digital game addiction both directly and indirectly. Social competence in children was found to significantly and negatively affect digital game addiction directly.
Sena Arslan/2022  Master's Degree/ Department of Psychology	To examine the Relationship between problematic media use behaviour and digital parenting awareness in children aged 4–11 years.	Addiction, digital parenting, problematic media use, technology	Quantitative type.	The study was conducted with 232 parents of children aged 4–11.	It has been shown that the subdimensions of digital parenting awareness, specifically negative role modelling and digital neglect, affect problematic media use behaviour in children aged 4–11.
Elif Ateş/2022  Master's Degree/	The first aim of the study is to examine children aged 3–6's technology use during the COVID-19 pandemic, parents' coping strategies, awareness	Digital parenting, digital parenting awareness,	Mixed type.	The quantitative dimension of the study was conducted with 508 parents.	It has been shown that parents' level of digital parenting awareness is high. Significant relationships were found between parents' gender, education level, income level, number of children, computer usage history, and the subdimensions of digital parenting awareness. In a quasi-

Department of Informatics	levels, and the strategies they employed to incorporate information technologies into their children's daily lives. The second aim of the study is to evaluate the impact of three educational videos, "Digital Parenting Concept," "Google Family Link," and "YouTube Kids" on digital parenting awareness.	digitalization during Covid-19, kindergarten students, use of information technologies		The quasi-experimental dimension of the study with a control group was conducted with 24 parents in the experimental group and 20 parents in the control group.	experimental study with control groups, the training provided led to a significant increase in digital parenting awareness among the experimental group compared with the control group.
Beyzanur Akdere/2022 Master's Degree/ Department of Psychology	The study examines the impact of psychological rigidity, smartphone addiction, interpersonal communication styles, and parents' self-efficacy on children's digital parenting awareness in primary school.	Digital parenting, psychological rigidity, smartphone addiction, parental self-efficacy, interpersonal relationship style	Quantitative type.	The study was conducted with 427 parents with children attending primary school.	It has been demonstrated that psychological rigidity, smartphone addiction, interpersonal communication style, and parental self-efficacy levels together statistically predict all subdimensions of digital parenting awareness, explaining 45% of the variance in negative role modelling, 17% of the variance in digital neglect, 24% of the variance in efficient use, and 16% of the variance in protection from risks. The most important predictors were found to be smartphone addiction for negative role modelling and digital neglect, and parental self-efficacy for efficient use and protection from risks.
Abdullah Manap/2020 PhD/ Department of Psychology	The aim is to identify the dimensions of digital parenting awareness, develop a scale to assess parents' level of digital parenting awareness, and examine the level of digital parenting awareness in relation to various variables and perceived internet addiction in children.	Digital parenting, digital parenting awareness, digital, parent, exploratory sequential pattern.	Mixed type.	The qualitative dimension of the study was conducted with 12 parents. The methodological dimension of the study was carried out by conducting exploratory factor analysis on 461 parents with children attending primary school and confirmatory factor analysis on 291 parents with children attending primary school. The quantitative component of the study was conducted with 409 parents.	According to the qualitative results from the semi-structured interview, digital parenting awareness comprises five dimensions. The results from the methodological part of the study indicated that the Digital Parenting Awareness Scale consists of four dimensions and 16 items, and is a valid and reliable measurement tool for Turkish culture. The quantitative findings revealed significant differences across certain sub-dimensions of digital parenting awareness, as well as in variables such as gender, educational level, and family roles. Additionally, a significant relationship was found between digital parenting awareness and factors including age, the duration of smartphone use, and the perceived level of internet addiction in children.

#### 4. Discussion

This bibliometric review of higher education theses suggests an apparent temporal acceleration after 2020, with output heavily concentrated in 2023 (n=11). Overall, the field appears to be expanding rapidly but remains largely master's-driven and concentrated in psychology-related disciplines. Master's theses account for most of the output (n=12). In contrast, doctoral theses and medical speciality theses are comparatively limited (n=2 each), indicating that the evidence base is still developing at advanced academic levels. In terms of disciplinary spread, these clusters mostly occur in Psychology (n=4) and closely related fields (e.g., counselling, addiction rehabilitation, child development), with a minor yet visible contribution from health disciplines (e.g., family medicine, child and adolescent psychiatry). Consistent with this bibliometric profile, keyword analyses in prior reviews frequently highlight "parental attitude", "digital parenting", and "cyber parenting" as prominent trend terms (Altarturi et al., 2020; Kaya & Bayraktar, 2021; Tiryaki, 2023). Prior reviews also describe the global digital parenting literature as largely U.S.-centric (Altarturi et al., 2020; Modecki et al., 2022). In the Turkish academic context, the post-2020 acceleration and the 2023 peak in thesis output point to rapidly growing scholarly attention to digital parenting (Söğüt, 2020; Manap & Durmuş, 2020; Kaya & Bayraktar, 2021; Tiryaki et al., 2023).

The risks that children face in digital environments can be grouped into exposure to harmful content (e.g., violence, alcohol, sexuality, illegal content), personal safety threats (e.g., fraud, harassment, abuse, paedophilia), and behavioural and psychosocial harms (e.g., digital addiction, social withdrawal, gambling) (Bilgin et al., 2018; Yılmaz & Keleşoğlu, 2022; Yay, 2019). The more time children spend online, the more likely they are to encounter these risks (Johnson, 2015; Cabello-Hutt et al., 2018; Yılmaz & Keleşoğlu, 2022; Yay, 2019). This risk landscape helps explain why these in the present corpus frequently foreground digital addiction alongside digital parenting, as parents are positioned as key mediators of children's exposure and use. Taken together, these findings position digital parenting awareness as a critical protective factor for mitigating online risks.

Most of the theses reviewed focused on preschool, primary, and secondary school children and their parents, indicating a clear developmental emphasis on early and middle childhood. This focus is consistent with national indicators showing that children enter digital environments at increasingly younger ages (Turkish Statistical Institute, 2023; 2024a; 2024b). For instance, Turkish Statistical Institute (2024b) reports that among children aged 6–15, 91.3% use the internet, 76.1% use a mobile phone or smartphone, 66.1% use social media, and 74.0% play digital games. Developmentally, early digital exposure may heighten vulnerability to problematic use and online risks because self-regulation, socio-emotional skills, and risk awareness are still maturing at these ages (Johnson, 2015; Bilgin et al., 2018; Yılmaz & Keleşoğlu, 2022; Yay, 2019). Accordingly, the concentration of thesis research on younger age groups and parent-mediated guidance aligns with a preventive and protective orientation in the literature (Wahyuningrum et al., 2020; Modecki et al., 2022; Chen et al., 2023).

Consistent with our bibliometric findings, in the Turkish academic context, research on digital parenting awareness is concentrated primarily within psychosocial disciplines, suggesting that the topic has been mainly approached through behavioural, developmental, and family-oriented lenses (Altarturi et al., 2020; Kaya & Bayraktar, 2021; Tiryaki et al., 2023). Methodologically, our bibliometric review also indicates that quantitative, largely cross-sectional designs dominate the evidence base, while mixed-methods, experimental/quasi-experimental, and longitudinal approaches remain comparatively scarce (Altarturi et al., 2020; Kaya & Bayraktar, 2021; Tiryaki et al., 2023). As a result, inferences about causal pathways and the testing of intervention mechanisms are constrained, underscoring the need for greater methodological diversity—particularly controlled interventions and longitudinal studies that can assess how digital parenting

awareness translates into sustained parenting practices and safer child outcomes (Altarturi et al., 2020; Modecki et al., 2022).

Taken together, these findings suggest that digital parenting awareness should be framed not only as technological literacy but also as a policy-relevant responsibility for safeguarding children's online safety. Accordingly, scalable parent-guidance initiatives are needed to translate awareness into practical skills such as monitoring and rule-setting, supportive communication, risk protection, and positive digital role modelling. Beyond individual counselling or school-based parent training, developing standardised guidance materials and embedding them within primary care and school counselling services, alongside the dissemination of age-appropriate digital safety education, could strengthen translation into practice and support long-term uptake. Future research should expand doctoral-level work and test feasible interventions across disciplines and service settings using longitudinal and controlled designs.

#### **4.1. Limitations**

This study has some limitations. Firstly, the data source was limited to the National Thesis Centre of the Council of Higher Education. Limiting the data source to the National Thesis Centre excluded international publications and studies indexed in databases outside Türkiye; therefore, the findings did not fully reflect the full diversity and general trends of the literature on digital parenting awareness. Furthermore, since the study sample consisted only of these in Türkiye, a comparative analysis with digital parenting awareness research conducted in other countries was not conducted. Therefore, the study's findings reflect only Türkiye's social and cultural context and do not account for international differences. In addition, the fact that the majority of the analysed theses are based on quantitative research methods reveals the lack of qualitative and mixed-method studies that can provide more in-depth information on the causes, experience dimensions, and parental attitudes regarding digital parenting awareness. The predominance of quantitative research methods may limit the multidimensional approach and in-depth analysis of the topic.

#### **6. Conclusion**

This study provides a foundational overview of postgraduate research on digital parenting awareness in Türkiye, while also highlighting several gaps and avenues for future inquiry. Firstly, more empirical studies employing diverse methodologies—particularly experimental and longitudinal designs—are needed to evaluate the effectiveness of interventions aimed at increasing parents' digital awareness and competencies. While descriptive and content-oriented theses dominate the current landscape, there is a notable lack of evidence-based, intervention-focused research. Secondly, future studies should investigate digital parenting practices across diverse socio-economic, cultural, and geographical contexts within Türkiye to ensure greater representativeness and generalizability. Comparative research across age groups of children, particularly preschool and early primary years, would offer critical insights into age-specific digital safety needs and parental approaches. Thirdly, interdisciplinary collaboration should be emphasised in future research. Digital parenting intersects with multiple fields, including education, communication, law, public health, and information technology. Hence, developing theoretical models and intervention strategies that integrate these perspectives will be essential for a holistic understanding of the phenomenon. Moreover, future studies should examine the roles of public policy, legal frameworks, and institutional support mechanisms in shaping digital parenting practices. Investigating the effectiveness of government-supported digital literacy programs and mobile applications tailored for parents could bridge the gap between policy and practice. Finally, research should also explore children's perspectives on digital parenting to enrich understanding of parent-child dynamics in digital spaces. Including children's voices will contribute to more child-centred and ethically grounded digital parenting frameworks.

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