Pegem Journal of Education and Instruction, Vol. 11, No. 2, 2021 (pp. 58-71)

RESEARCH ARTICLE WWW.PEGEGOG.NET

Examination of Digital Parenting Awareness of the Primary School Students' Parents During the COVID-19 Pandemic

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Abstract

In this study, it was aimed to examine the digital parenting awareness of the primary school students' parents. The research was designed in descriptive survey model. The sample of the study consisted of 406 parents whose children attend primary school in Şırnak city center in the 2020-2021 academic year. The data of the study were collected using the "Digital Parenting Awareness Scale" developed by Manap and Durmuş (2020) and "Personal Information Form" developed by the researcher. The data obtained were analyzed through unpaired t-test, one-way analysis of variance ANOVA and descriptive statistics. The results revealed that the digital parenting awareness of the primary school students' parents was high, digital parenting awareness level of primary school students' parents differed significantly according to gender, age, child's gender, profession; and did not differ significantly according to the number of children, the grade level of the child, and the years of digital tool usage.

Keywords: COVID-19, primary school, digital parenting, parenting awareness

1. Introduction

One of the frequently expressed concepts in today's conditions is technology. Advances in technology affect almost all components of society directly or indirectly. Education has also been one of these components. It can be said that technology becomes more and more widespread in the process of putting the teaching programs to work, especially in the context of a tool. As a matter of fact, as Bottino (2019) stated, one of the paths followed by educational technologies is to focus on the use of educational technologies in order to change the learning-teaching environments and the teaching style of the subjects included in the curriculum. One of the main reasons for this is the idea that educational technologies, improve the teaching process as well as learning which has been revealed in many studies (Wijetunge, Spann, Warahena-Liyanage, & St John, 2020). As a natural consequence of this, the rapid development and expansion of educational technology in this direction also plays a role in the elimination of various obstacles and difficulties in cases where traditional approaches in the teaching and learning process are insufficient at the point of being a solution (Christopoulos, Kajasilta, Salakoski, & Laakso, 2020).

It can be said that one of the most significant examples of this situation is experienced today. Especially during the COVID-19 pandemic, in a condition where the learning-teaching process cannot be carried out face to face, the process is carried out through technology-based tools and learning environments. As a matter of fact, the COVID-19 pandemic had significant effects on the learning-teaching process, schools quickly ended face-to-face education and transitioned to distance education (Marshall, 2020). Thus, the learning-teaching process was transferred to the online environment and the process was carried out in this way. Online learning can be explained as a different form of distance education as a concept and as an education process provided via the internet (Kim, 2020). In this context, in a process where education cannot be carried out face to face, the online learning environment has undertaken the task of being an alternative way. Thus, the home environment has become an important place where the learning-teaching process takes place. It can be said that naturally this brings more responsibility to the parents than the normal pre-pandemic process. At this point, the protection of children from possible harmful effects based on technology emerged as an important issue.

In the 21. century, the development of information technologies also affected the education systems (Mather & Sarkans, 2018). Especially in this period, as the technology covers every aspect of life, it also has effects on the way communication takes place, how education is shaped, how information is spread and how thoughts are structured (Cladis, 2018). In the context of these effects, awareness of parents should be at the desired level when the child is both the subject and the object in the process, because technology has also brought new risks along with many benefits in living conditions (Kanat, 2019; Mirici, 2019). For example, technology has negative consequences such as affecting people's interactions with

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How to cite this article: Ömer Nayci (2021). Examination of Digital Parenting Awareness of the Primary School Students' Parents During the COVID-19 Pandemic. Pegem Journal of Education and Instruction, Vol. 11, No. 2, 2021, 58-71

Source of support: None.

Conflict of interest: None.

DOI: 10.14527/pegegog.2021.00

Submission : 10/11/2020 **Revision:** 01/04/2021

Acceptence: 15/04/2021 **Publication :** 23.04/2021

each other, resulting in a decrease in empathy and addiction associated with digital consumption (Ives, 2012). Especially in children, concerns about empathy and attention capacities are increasing. The effects of digital technologies regarding its usage by children depend on what purpose and how these tools are used (Flecha et al., 2020). In addition to the normal process, the responsibilities of the parents who have to spend more time at home with their children especially during the COVID-19 pandemic have increased in the context of digital parenting, as in many aspects.

It can be said that in the 21. century which bring along many changeovers with regards to society and especially education (Canaran & Mirici, 2020), the presence of technology in education became widespread in an increasing way. It can be stated that as a result of this, digital tools were started to be used more frequently by both learners and teachers. Especially during the COVID-19 pandemic, this situation has become more significant and the mentioned tools have started to be preferred more because of their role at the point of ensuring the continuity of the learning-teaching process. With the emergence of the pandemic, the home environment has started to turn into a school from time to time in a process where staying at home is constantly recommended or becomes a necessity when required. In this process, it can be said that children who have to use online environments in an active way in order not to break away from the learning-teaching process bring various responsibilities to their parents. Besides, the misuse of digital tools or their unconscious use by children can bring various problems along with it. Hence, it is known that digital tools affect both the health and development of children (Sivrikova et al., 2020). For this reason, in a process where the education and learning process is carried out in the home environment, parents have important responsibilities in the realization of this process for the child in an efficient way. Digital parenting awareness is as important as the competence of parents to fulfill their responsibilities. So, it can be said that parents' experiences in this regard and their internet literacy affect the awareness level of parents about both their children's internet use and possible threats that may arise in the internet environment (Ktoridou, Eteokleous, & Zahariadou, 2012).

Manap (2020) explains digital parenting as parents' awareness of risks and possibilities in the context of digital technologies, as the parenting role that can control their children in the digital environment and that can be a role model. Kabakçı Yurdakul, Dönmez, Yaman and Odabaşı, (2013) defined digital parenting as an individual who does not ignore the needs of the digital age, is competent in basic digital tools, is aware of the possibilities in digital environments, and can protect his child against the risks in these environments. Based on this definition, the roles for digital parents are given in Figure 1.

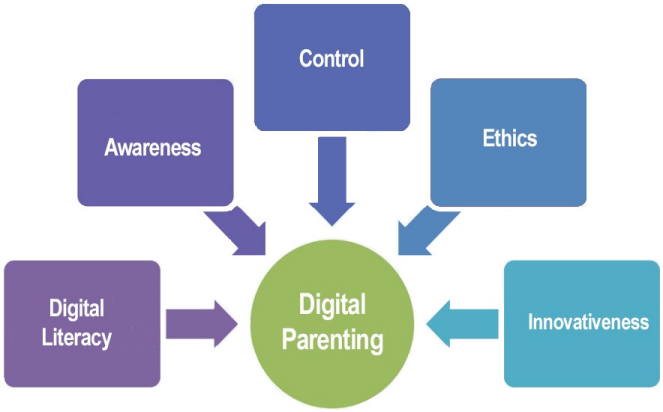

Fig. 1: *Roles of the Digital Parents (Kabakçı Yurdakul et al., 2013).*

As seen in Figure 1, one of the digital parenting roles is "awareness". Within the framework of this concept, "Digital Parenting Awareness Scale" developed by Manap and Durmuş (2020) was used within the scope of the research to determine the digital parenting awareness of parents. The scale in question consists of 4 factors: "*being a negative model*", "*digital neglect*", *"efficient use"* and *"protection from risks"*.

Parents' awareness of internet security in the context of these sub-factors, supporting their children at the point of safe usage of internet, and having a good level of knowledge and awareness on this issue are among the most important issues that need to be discussed (Elgharnah & Ozdamli, 2020). As a matter of fact, rapid advances in technology have led to the spread of online environments, and this has revealed a new communication factor affecting the relationship between child and parents (Patrikakou, 2016). In this context, it is known that the behavior pattern of parents towards their children also has significant effects on the life of that child in the long term (Kirby, 2020). When these two situations are considered together, parents' management of the process correctly may have many desirable consequences for the child. As a matter of fact, the internet environment, which constantly offers new functions and develops has increased its use among children. This required parents to be more careful about the risks related to the internet environment (Valcke, De Wever, Van Keer, & Schellens, 2011). Especially with the effect of an extraordinary process brought about by pandemic conditions, children's spending more time with digital tools added new responsibilities to parents in terms of especially digital tools as in terms of many issues. Parents are expected to have high digital awareness in order to prevent flaws or unwanted consequences in fulfilling these responsibilities. It can be said that the importance of this awareness has increased even more when it is considered in terms of parents whose children continue their education in primary school. The primary school period is known as a period in which the individual is shaped in terms of many developmental areas, and parents' child-rearing

styles greatly affect the development of the child (Senemoğlu, 2012). For this reason, considering the development of child as a whole as well as new trends emerging in the context of today's conditions and technology, the necessity of scientific researches on digital parenting awareness comes to the fore. When the extraordinary pandemic conditions in which we live and the effects of the emerging results on the learning-teaching process are considered, it can be said that this requirement has increased even more.

Although there are studies examining the issue of digital parenting of parents in the national literature (Adam Karduz & Keleşoğlu, 2020; Kabakçı Yurdakul et al., 2013; Manap, 2020; Manap & Durmuş, 2020; Yaman, 2018), it can be said that the research was important both because of the place where the study was conducted and because of examining the digital parenting awareness of primary school students' parents during the COVID-19 pandemic directly. In addition, the research is considered important in terms of revealing the digital parenting awareness levels of the parents of the students who attend primary school in Şırnak city center during the COVID-19 epidemic and contributing to the researches to be conducted. In this context, in this study it was aimed to examine the digital parenting awareness of the primary school students' parents during the COVID-19 pandemic. For this purpose, answers to the following questions were sought:

Considering digital parenting awarenesses of parents;

1. What are their level?
2. Do they differ significantly by gender?
3. Do they differ significantly by age?
4. Do they differ significantly by profession?
5. Do they differ significantly according to the number of children?
6. Do they differ significantly according to the years of digital tool usage?
7. Do they differ significantly according to the gender of the child?
8. Do they differ significantly according to the grade level of the child?
9. Do they differ significantly according to the time spent with the child?

2. Method

2.1 Model of the Research

This research, which was carried out to examine the digital parenting awareness of the primary school students' parents during the COVID-19 pandemic was designed on the basis of a survey model and is a descriptive study. Survey models aim to identify a past or present situation as it exists (Karasar, 2019). In other words, it is a widely used research method performed with a sample selected from a targeted universe in order to investigate a specific situation existing at a certain time (Christensen, Johnson, & Turner, 2014).

2.2 Population and Sample

The population of the study was constituted by the parents whose children were studying in primary schools in Şırnak city center in the fall semester of 2020-2021. The sample of the study consisted of 406 parents selected by simple random sampling method among the parents of 8108 students attending primary school in this city center. In the simple random sampling method, all units in the population have an equal and independent chance to be selected for the sample (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2016). According to Krejcie and Morgan (1970), it can be said that the number of people included in this study is sufficient in terms of representing the population with a confidence level of 95% and an error margin of 0.05. Personal information regarding the parents participating in the research is given in Table 1.

Table 1: Personal Information regarding the Parents Participating in the Research

Variables	*Category*	*N*	*%*
Gender	Female	275	67,7
	Male	131	32,3
Age	Below 30	74	18,2
	30-35	147	36,2
	Above 35	185	45,6
Profession	Housewife	240	59,1
	Officer	66	16,3
	Worker	70	17,2
	Other	30	7,4
Number of Children	1-3	223	54,9
	4-6	151	37,2
	7 and above	32	7,9
Years of Digital Tools Usage	1	37	9,1
	2-4	54	13,3
	5 and above	315	77,6
Gender of Child	Girl	209	51,5
	Boy	197	48,5
Grade Level of Child	1. Grade	102	25,1
	2. Grade	72	17,7
	3. Grade	136	33,5
	4. Grade	96	23,7
Time Spent with Child	Less	154	37,9
	More	252	62,1
Total		406	100

According to Table 1, 275 (67,7%) of the parents participating in the study were women and 131 (32,3%) were men. In addition, it was seen that 74 of the parents (18,2%) were below 30, 147 (36,2%) were between 30-35 years old, and 185 (45,6%) were above 35 years old. When the parents were examined by profession, it was observed that 240 of the parents (59,1%) were housewives, 66 (16,3%) were civil servants, 70 (17,2%) were workers and 30 (7,4%) were from other occupational groups. In the meantime, when the parents are analyzed in terms of the number of children they have, it was seen that 223 of them (54,9%) have between 1-3, 151 (37,2%) have 4-6 and 32 (7,9%) have 7 and above children. Considering the years of digital tools usage, it was observed that 37 of the parents (9,1%) have a digital tools usage of 1 year, 54 (13,3%) have between 2-4 years, and 315 (77,6%) have a digital tools usage of 5 years and above. When the parents were examined according to the gender of their children, it was seen that 209 (51,5%) had girls and 197 (48,5%) had boys. When the parents are approached according to the grade level of their children, 102 of them (25,1%) have child studying at 1. grade, 72 (17,7%) at 2. grade, 136 (33,5%) at 3. grade and 96 (23,7%) at 4. grade. Finally, it was observed that 154 (37,9%) of the parents who participated in the study spent less time with their children, while 252 (62,1%) spent more time with their children.

2.3 Data Collection Tools

In the study; "Digital Parenting Awareness Scale" and "Personal Information Form" were used as data collection tools. "Digital Parenting Awareness Scale" was developed by Manap and Durmuş (2020) and consists of 16 items and 4 factors. The scale is in the 5-point likert type as "Never", "Rarely", "Sometimes", "Often", "Always". When classifying the scores obtained from the scale, it was evaluated as very low between 1 and 1.80, low between 1.81 and 2.60, medium between 2.61 and 3.40, high between 3.41 and 4.20, and very high between 4.21 and 5.00. Cronbach Alpha coefficient, which is one of the internal consistency reliability criteria, was examined in the context of reliability. The Cronbach Alpha value of the data set was found to be at an acceptable level of .82 (DeVellis, 2003; Kline, 2000). In addition, construct validity was examined by performing Confirmatory Factor Analysis (CFA) in order to test whether the factor structure of the scale was verified on the sample group which it was applied. In the CFA results, acceptable values were found as ise $x^2/sd = 2,171$, CFI = ,93, GFI = ,94, AGFI = ,92 RMSEA =,05 SRMR = ,05 (Kline, 2016).

The personal information form was prepared by the researcher to determine the demographic information of the participants. Headings in the personal information form include gender, age, profession, number of children, years of digital vehicle usage, gender of the child, grade level of the child, time spent with the child.

2.4 Data Collection

The data of the research were collected in the fall semester of the 2020-2021 academic year. Since there is no face-to-face meeting opportunity due to the COVID-19 pandemic, the link of the online form prepared by the school administration and teachers was shared with the parents of students studying at primary school level. The opinion of the parents were collected online by means of the shared form.

2.5 Data Analysis

In order to decide which tests to be used in the analysis of the data, firstly the normality distribution was examined. In order to test the normality distribution, the Skewness and Kurtosis values of the data set and the Q-Q plot were examined both as a whole and in sub-dimensions. According to the findings, it was observed that the Skewness values ranged from -,807 to -,512, the Kurtosis values ranged from -,389 to -,039, and the points on the Q-Q plot were close to the 45 degree line. Since the Skewness and Kurtosis values are in the range of -1 to +1 and it was observed that the points on the Q-Q graph were collected in the direction of the diagonal line, it was decided that the data were distributed normally (Büyüköztürk, 2016; Field, 2018). In this context, parametric tests were preferred in the research. In the study, unpaired t-test was used for the cases in which two groups were compared, and when more than two groups were compared, one-factor analysis of variance (ANOVA) was used. Post-Hoc, in other words, multiple comparison tests were used to determine between which groups there was significant difference as a result of the ANOVA test. Group variances are taken into account when deciding which multiple comparison test to use. Field (2018) suggested using the Hochberg's GT2 test in cases where the group variances are equal and the difference between the sample sizes is large, and using the Games-Howell, which he sees as a powerful test in cases where the group variances are not equal. For this reason, while determining which groups have a significant difference in this study after ANOVA test, since there are high differences between sample numbers of variables; Hochberg's GT2 test was used in cases where group variances were equal; and Games–Howell test was used in cases where group variances were not equal. In addition, descriptive statistics were used to calculate digital parenting awareness scores of parents.

The data analysis of the study was done by SPSS and AMOS package programs. Manap and Durmuş (2020) stated that the high scores on the "Protection from Risks" and "Efficient Use" sub-dimensions mean that the digital parenting awareness is high; and the high scores in the "*being negative model*" and "*digital neglect*" sub-dimensions indicate that digital parenting awareness is low. For this reason, while calculating the general digital parenting awareness score in the analysis of the data,

8 items belonging to the "*being negative model*" and "*digital neglect*" dimensions were reversed and analyzed.

3. Findings

In this section, the findings obtained as a result of the research on the examination of the digital parenting awareness of the primary school students' parents during the COVID-19 pandemic, which was discussed within the scope of the research.

Findings obtained within the scope of the research regarding the first sub-problem

The findings obtained regarding the analyses conducted within the scope of the research to determine the digital parenting awareness scores of the primary school students' parents during the COVID-19 pandemic are given in Table 2.

Table 2: Findings regarding digital parenting awareness scores of parents

Dimension	*N*	$\bar{X}$	*S.d.*
General	406	3,94	,57
Being Negative Model	406	2,05	,74
Digital Neglect	406	2,23	,79
Efficient Usage	406	4,12	,73
Protecting from Risks	406	3,93	,92

When Table 2 is examined, it is seen that the digital parenting awareness general scores of the primary school students' parents are $\bar{X}$=3,94, *being negative model* sub-dimension scores are $\bar{X}$=2,05, the *digital neglect* sub-dimension scores $\bar{X}$=2,23, and their scores in *efficient usage* sub-dimension are at a high level of $\bar{X}$=4,12 and their scores in *protecting from risks* sub-dimension were also at a high level of $\bar{X}$=3,93.

Findings obtained within the scope of the research regarding the second sub-problem

The findings obtained regarding the t-test analyses results within the scope of the research to determine whether the digital parenting awareness of the primary school students' parents during the COVID-19 pandemic differ significantly by gender or not are given in Table 3.

When Table 3 is examined, it is concluded that the digital parenting awareness scores of the primary school students' parents differ significantly by gender (t(212)=5,888, p<.05). It was observed that digital parenting awareness scores of females ($\bar{X}$=4,0616) were significantly higher than male parents' ($\bar{X}$=3,6932). It was observed that there was a significant difference by gender also in the scores of the primary school students' parents in all sub-dimensions of the digital parenting awareness scale (*being negative model*: t(226)= -4,660, p<.05; *digital neglect*: t(223)= -3,407, p<.05, *efficient usage*: t(220)=5,343, p<.05), p*rotecting from risks*: t(206)=3,570, p<.05). It is seen that *efficient usage* ($\bar{X}$=4,2545) and *protecting from risks* scores ($\bar{X}$=4,0518) of females were significantly higher than *efficient usage* ($\bar{X}$=3,8321) and *protecting from risks* scores (Ñ=3,6756) of male parents. It is seen that *being negative model* ($\bar{X}$=2,3053) and *digital neglect* scores ($\bar{X}$=2,4294) of male were significantly higher than *being negative model* ($\bar{X}$=1,9300) and *digital neglect* scores ($\bar{X}$=2,1300) of females.

Findings obtained within the scope of the research regarding the third sub-problem

The findings obtained within the scope of the research regarding the digital parenting awareness of parents according to their ages are given in Table 4.

When Table 4 is examined, it is seen that the digital parenting awareness scores of the primary school students' parents are classified in three groups according to age as below 30, 30-35 and above 35 in general and in sub-dimensions. The results of the ANOVA test conducted to examine whether there was a significant difference between the groups were analysed.

The findings obtained regarding the results of the ANOVA test conducted within the scope of the study to determine whether the digital parenting awareness of the primary school students' parents during the COVID-19 pandemic differs significantly by age or not are given in Table 5.

When Table 5 is examined, it is seen that there was a significant difference between the digital parenting awareness scores of the primary school students' parents according to

Table 3: T-test analysis results regarding digital parenting awareness scores of parents according to gender

Dimension	*Gender*	*N*	$\bar{X}$	*S*	*Sd*	*t*	*p*
General	Female	275	4,0616	,50043	212	5,888	,000
	Male	131	3,6932	,62718			
Being Negative Model	Female	275	1,9300	,68672	226	-4,660	,000
	Male	131	2,3053	,79075			
Digital Neglect	Female	275	2,1300	,74030	223	-3,407	,001
	Male	131	2,4294	,86618			
Efficient Usage	Female	275	4,2545	,65779	220	5,343	,000
	Male	131	3,8321	,78290			
Protecting from Risks	Female	275	4,0518	,82214	206	3,570	,000
	Male	131	3,6756	1,06459			

age (F(2,403)= 4,202, p<.05). Digital parenting awareness scores of parents under 30 ($\bar{X}$=4,0397) and between 30 and 35 years ($\bar{X}$=4,0047) were found to be significantly higher compared to parents over 35 years old ($\bar{X}$=3,8547). When the sub-dimensions are examined, it was found that there was a significant difference according to age between the scores of the primary school students' parents regarding the sub-dimension of *protecting from risks* (F(2,403)= 5,364, p<.05); and there was no significant difference between the scores according to age in the sub-dimensions of *being negative model* (F(2,403)= ,347, p>.05), *digital neglect* (F(2,403)= 2,856, p>.05) and *efficient usage* (F(2,403)= 2,454, p>.05). It is seen that the scores of the parents under 30 ($\bar{X}$=4,1385) and between 30 and 35 years old ($\bar{X}$=4,0221) were significantly higher regarding the *protecting from risks* sub-dimension compared to parents over 35 years old ($\bar{X}$=3,7743).

Table 4: Descriptive information on digital parenting awareness scores of parents according to their ages

Dimension	*Age*	*N*	$\bar{X}$	*S.d.*
General	Under 30	74	4,0397	,52827
	30-35	147	4,0047	,53760
	Above 35	185	3,8547	,60133
Being Negative Model	Under 30	74	2,0101	,78561
	30-35	147	2,0306	,71547
	Above 35	185	2,0838	,74756
Digital Neglect	Under 30	74	2,2331	,79954
	30-35	147	2,1088	,77474
	Above 35	185	2,3176	,80007
Efficient Usage	Under 30	74	4,2635	,71898
	30-35	147	4,1361	,71207
	Above 35	185	4,0459	,73623
Protecting from Risks	Under 30	74	4,1385	,76541
	30-35	147	4,0221	,91689
	Above 35	185	3,7743	,96301

Findings obtained within the scope of the research regarding the fourth sub-problem

The findings obtained within the scope of the research regarding the digital parenting awareness scores of the parents according to their professions are given in Table 6.

Table 6: Descriptive information on digital parenting awareness scores of parents according to their professions

Dimension	*Profession*	*N*	$\bar{X}$	*S.d.*
General	Housewife	240	4,0732	,49378
	Officer	66	3,7519	,64403
	Worker	70	3,7848	,63334
	Other	30	3,6875	,54757
Being Negative Model	Housewife	240	1,8906	,67785
	Officer	66	2,2765	,80399
	Worker	70	2,1964	,75888
	Other	30	2,5000	,70405
Digital Neglect	Housewife	240	2,1260	,74598
	Officer	66	2,5189	,88829
	Worker	70	2,2893	,85723
	Other	30	2,2417	,65153
Efficient Usage	Housewife	240	4,2490	,67008
	Officer	66	4,0038	,70913
	Worker	70	3,8429	,83424
	Other	30	3,9667	,72139
Protecting from Risks	Housewife	240	4,0604	,81852
	Officer	66	3,7992	,91800
	Worker	70	3,7821	1,5464
	Other	30	3,5250	,95671

Table 5: ANOVA test results regarding the digital parenting scores of parents according to age

Dimension	*Variance Source*	*Sum of Squares*	*sd*	*Average of Squares*	*F*	*p*	*Difference*
General	Intergroup	2,693	2	1,346	4,202	,016	Above 35-below 30 Above 35-between 30-35
	Intragroup	129,101	403	,320			
	Total	131,794	405				
Being Negative Model	Intergroup	,384	2	,192	,347	,707	-
	Intragroup	222,618	403	,552			
	Total	223,002	405				
Digital Neglect	Intergroup	3,572	2	1,786	2,856	,059	-
	Intragroup	252,080	403	,626			
	Total	255,653	405				
Efficient Usage	Intergroup	2,575	2	1,288	2,454	,087	-
	Intragroup	211,500	403	,525			
	Total	214,075	405				
Protecting from Risks	Intergroup	8,948	2	4,474	5,364	,005	Above 35-below 30 Above 35-between 30-35
	Intragroup	336,149	403	,834			
	Total	345,097	405				

When Table 6 is examined, the professions of the primary school students' parents are classified into four groups in general and in sub-dimensions of digital parenting awareness as housewife, officer, worker and others. The results of the ANOVA test conducted to determine whether there was a significant difference between the groups or not were examined.

The findings obtained regarding the results of the ANOVA test conducted within the scope of the study in order to determine whether the digital parenting awareness of the primary school students' parents during the COVID-19 pandemic differ significantly by their professions are given in Table 7.

When Table 7 is examined, it is seen that there is a significant difference between the digital parenting awareness scores of the primary school students' parents by profession (F(2,403)= 11,226, p<.05). Digital parenting awareness scores of housewives are found to be significantly higher ($\bar{X}$=4,0732) than the scores of parents who are civil servant ($\bar{X}$=3,7519), worker ($\bar{X}$=3,7848) and having other professions ($\bar{X}$=3,6875). When the sub-dimensions are examined, it is seen that there was a significant difference in all sub-dimensions of the parents of primary school students according to the profession (*being a negative model*: (F(2,403)= 11,099, p<.05), *digital neglect*: (F(2,403)= 4,524, p<.05), *efficient usage*: (F(2,403)=7,233, p<.05), *protecting from risks*: (F(2,403)= 4,686, p<.05). *Being a negative model* scores of housewives ($\bar{X}$=1,8906) were found to be significantly high compared to officials ($\bar{X}$=2,2765), workers ($\bar{X}$=2,1964) and parents having other professions ($\bar{X}$=2,5000) *digital neglect* scores of housewife parents ($\bar{X}$=2,1260) were found to be significantly higher than officials ($\bar{X}$=2,2765). *Efficient usage* scores of housewife parents ($\bar{X}$=4,2490) were found to be significantly higher than worker parents ($\bar{X}$=3,8429). *Protecting from risks* scores of housewives ($\bar{X}$=4,0604) were found to be significantly higher than the parents having other professions ($\bar{X}$= 3,5250).

Findings obtained within the scope of the research regarding the fifth sub-problem

The findings obtained within the scope of the research regarding the digital parenting awareness scores of the parents according to the number of children are given in Table 8.

When Table 8 is examined, the number of children in general and sub-dimensions of digital parenting awareness is classified into three groups as 1-3, 4-6 and 7 and above. The results of the ANOVA test were examined to determine whether there was a significant difference between the groups.

The findings obtained regarding the results of the ANOVA test conducted within the scope of the study to determine whether the digital parenting awareness of the primary school students' parents during the COVID-19 pandemic process differs significantly according to the number of children are given in Table 9.

When Table 9 is examined, it is seen that there was no significant difference between the digital parenting awareness scores of the primary school students' parents according to the number of children (F(2,403)= 2,524, p>.05). When the sub-dimensions are examined, it is seen that there was a significant difference between the *efficient usage* (F(2,403)= 10,562, p<.05) and *protecting from risks* scores of the primary

Table 7: ANOVA test results regarding digital parenting awareness scores of parents according to occupation

Dimension	*Variance Source*	*Sum of Squares*	*sd*	*Average of Squares*	*F*	*p*	*Difference*
General	Intergroup	10,187	3	3,396	11,226	,000	Housewife-Officer Housewife-Worker Housewife-Others
	Intragroup	121,606	402	,303			
	Total	131,794	405				
Being Negative Model	Intergroup	17,058	3	5,686	11,099	,000	Housewife-Officer Housewife-Worker Housewife-Others
	Intragroup	205,944	402	,512			
	Total	223,002	405				
Digital Neglect	Intergroup	8,349	3	2,783	4,524	,004	Housewife-Officer
	Intragroup	247,303	402	,615			
	Total	255,653	405				
Efficient Usage	Intergroup	10,963	3	3,654	7,233	,000	Housewife-Worker
	Intragroup	203,112	402	,505			
	Total	214,075	405				
Protecting from Risks	Intergroup	11,661	3	3,887	4,686	,003	Housewife-Others
	Intragroup	333,435	402	,829			
	Total	345,097	405				

school students' parents (F(2,403)=3,514, p<.05) according to the number of children; there was no significant difference in *being negative model* (F(2,403)= ,192, p>.05) and *digital neglect* scores (F(2,403)= 2,081, p>.05). The *efficient usage* ($\bar{X}$= 4.2500) and *protecting from risks* ($\bar{X}$= 4,0191) scores of parents with 1-3 children were found to be significantly higher than the *efficient usage* ($\bar{X}$= 3,7266) and *protecting from risks* ($\bar{X}$= 3,5938) scores of the parents with 7 children and above. In addition, the *efficient usage* scores of parents with 1-3 children ($\bar{X}$= 4,2500) were found to be significantly higher than the *efficient usage* scores ($\bar{X}$= 4,0066) of parents with 4-6 children.

Table 8: Descriptive information on digital parenting awareness scores of parents according to their number of children

Dimension	*Number of Children*	*N*	$\bar{X}$	*S.d.*
General	1-3	223	3,9994	,54943
	4-6	151	3,8804	,59235
	7 and above	32	3,8418	,58242
Being Negative Model	1-3	223	2,0516	,69840
	4-6	151	2,0662	,79932
	7 and above	32	1,9766	,77605
Digital Neglect	1-3	223	2,2197	,77904
	4-6	151	2,2897	,83870
	7 and above	32	1,9766	,64245
Efficient Usage	1-3	223	4,2500	,67534
	4-6	151	4,0066	,76264
	7 and above	32	3,7266	,69375
Protecting from Risks	1-3	223	4,0191	,89978
	4-6	151	3,8709	,92369
	7 and above	32	3,5938	1,00753

Findings obtained within the scope of the research regarding the sixth sub-problem

The findings obtained within the scope of the research regarding the digital parenting awareness scores of the parents according to the years of digital tool usage are given in Table 10.

When Table 10 is examined, the years of digital tool usage are classified in three groups as for 1 year, for 2-4 years, and for 5 years and above in the general and sub-dimensions of digital parenting awareness. The results of the ANOVA test conducted to determine whether there was a significant difference between the groups or not were examined.

The findings obtained regarding the results of the ANOVA test conducted within the scope of the research to determine whether the digital parenting awareness of the primary school students' parents during the COVID-19 pandemic differ significantly according to the digital tool usage year are given in Table 11.

When Table 11 is examined, it is seen that there was no significant difference between the digital parenting awareness scores of the primary school students' parents according to the years of digital tool usage (F(2,403)= ,148, p<.05). When the sub-dimensions are examined, it is seen that there was no significant difference according to the years of digital tool usage (*being negative model*: F(2,403)= ,853, p>.05; *digital neglect*: F(2,403)= ,559 p>.05; *efficient usage*: F(2,403)= ,2,225, p>.05; *protecting from risks*: F(2,403)= ,1,126, p>.05).

Table 9: ANOVA test results on digital parenting awareness scores of parents according to their child numbers

Dimension	Variance Source	Sum of Squares	sd	Average of Squares	F	p	Difference
General	Intergroup	1,630	2	,815	2,524	,081	-
	Intragroup	130,163	403	,323			
	Total	131,794	405				
Being Negative Model	Intergroup	,212	2	,106	,192	,825	-
	Intragroup	222,790	403	,553			
	Total	223,002	405				
Digital Neglect	Intergroup	2,613	2	1,307	2,081	,126	-
	Intragroup	253,040	403	,628			
	Total	255,653	405				
Efficient Usage	Intergroup	10,662	2	5,331	10,562	,000	1-3 children-4-6 children 1-3 children-7 children and above
	Intragroup	203,413	403	,505			
	Total	214,075	405				
Protecting from Risks	Intergroup	5,915	2	2,957	3,514	,031	1-3 children-7 children and above
	Intragroup	339,182	403	,842			
	Total	345,097	405				

Table 10: Descriptive information on digital parenting awareness scores of parents by years of digital tool usage

Dimension	*Years of Digital Tool Usage*	*N*	$\bar{X}$	*S.d.*
General	For 1 year	37	3,8970	,58930
	For 2-4 years	54	3,9340	,47713
	For 5 years and above	315	3,9496	,58410
Being Negative Model	For 1 year	37	2,0405	,81971
	For 2-4 years	54	1,9306	,71937
	For 5 years and above	315	2,0730	,73676
Digital Neglect	For 1 year	37	2,2027	,73086
	For 2-4 years	54	2,1250	,65291
	For 5 years and above	315	2,2468	,82385
Efficient Usage	For 1 year	37	4,0878	,75741
	For 2-4 years	54	3,9306	,85288
	For 5 years and above	315	4,1540	,69697
Protecting from Risks	For 1 year	37	3,7432	1,05325
	For 2-4 years	54	3,8611	,81215
	For 5 years and above	315	3,9643	,92434

Table 11: ANOVA test results on digital parenting awareness scores of parents according to the years of digital tool usage

Dimension	*Variance Source*	*Sum of Squares*	*sd*	*Average of Squares*	*F*	*p*	*Difference*
General	Intergroup	,096	2	,048	,148	,863	-
	Intragroup	131,697	403	,327			
	Total	131,794	405				
Being Negative Model	Intergroup	,940	2	,470	,853	,427	-
	Intragroup	222,062	403	,551			
	Total	223,002	405				
Digital Neglect	Intergroup	,707	2	,354	,559	,572	-
	Intragroup	254,945	403	,633			
	Total	255,653	405				
Efficient Usage	Intergroup	2,338	2	1,169	2,225	,109	-
	Intragroup	211,737	403	,525			
	Total	214,075	405				
Protecting from Risks	Intergroup	1,917	2	,958	1,126	,325	-
	Intragroup	343,180	403	,852			
	Total	345,097	405				

Findings obtained within the scope of the research regarding the seventh sub-problem

The findings obtained regarding the t-test results within the scope of the study conducted in order to determine whether the digital parenting awareness of the primary school students' parents differ significantly according to the gender of their child during the COVID-19 pandemic are given in Table 12.

Table 12: *T-test results on digital parenting awareness scores of parents according to the gender of their child*

Dimension	*Gender of Child*	*N*	$\bar{X}$	*S*	*Sd*	*t*	*p*
General	Daughter	209	4,0209	,55247	404	2,870	,004
	Boy	197	3,8598	,57885			
Being Negative Model	Daughter	209	1,9809	,69268	391	-1,964	050
	Boy	197	2,1256	,78597			
Digital Neglect	Daughter	209	2,0885	,75475	404	-3,662	,000
	Boy	197	2,3731	,81112			
Efficient Usage	Daughter	209	4,1543	,72626	404		
	Boy	197	4,0799	,72774			
Protecting from Risks	Daughter	209	3,9988	,90786	404		
	Boy	197	3,8579	,93581			

When Table 12 is examined, it is seen that the digital parenting awareness scores of the primary school students' parents differed significantly according to the gender of their child (t(404)=2,870, p<.05). The digital parenting awareness scores ($\bar{X}$=4,0209) of the parents who have a daughter were found to be significantly higher than the parents who have a boy ($\bar{X}$=3,8598). When the sub-dimensions of primary school students' parents were considered according to the gender of their child, it is seen that while *digital neglect* scores (t(404)= -3662, p<.05) differed significantly; being a negative model (t(391)= -1,964 p=.05), *efficient usage* (t(404)=1,030, p>.05) and *protecting from risks* (t(404)=1,540, p>.05) didn't differ significantly according to the gender of their child. It was observed that it did not differ significantly in terms of gender. It was observed that the *digital neglect* scores of the parents who have a boy ($\bar{X}$=2,3731) were significantly higher than the parents who have a daughter ($\bar{X}$=2,0885).

Findings obtained within the scope of the research regarding the eight sub-problem

The findings obtained within the scope of the research regarding the digital parenting awareness scores of the parents according to the grade level of their child are given in Table 13.

When Table 13 is examined, the grade level of child is classified into four groups in general and sub-dimensions of digital parenting awareness as 1st grade, 2nd grade, 3rd grade and 4th grade. The results of the ANOVA test performed to determine whether there was a significant difference between the groups or not were examined.

The findings obtained regarding the results of the ANOVA test conducted within the scope of the study in order to determine whether the digital parenting awareness

Table 13: Descriptive information on digital parenting awareness scores of parents according to grade level of their child

Dimension	*Grade Level of the Child*	*N*	$\bar{X}$	*S.d*
General	1. Grade	102	3,8854	,60870
	2. Grade	72	3,8863	,57257
	3. Grade	136	4,0414	,55414
	4. Grade	96	3,9063	,53925
Being Negative Model	1. Grade	102	2,1201	,80202
	2. Grade	72	2,0660	,70958
	3. Grade	136	1,9430	,71295
	4. Grade	96	2,1198	,73357
Digital Neglect	1. Grade	102	2,3848	,87149
	2. Grade	72	2,3229	,87254
	3. Grade	136	2,0956	,76198
	4. Grade	96	2,1719	,65425
Efficient Usage	1. Grade	102	4,1642	,71016
	2. Grade	72	4,0347	,72712
	3. Grade	136	4,1746	,70404
	4. Grade	96	4,0521	,77537
Protecting from Risks	1. Grade	102	3,8824	,97411
	2. Grade	72	3,8993	,90252
	3. Grade	136	4,0294	,89704
	4. Grade	96	3,8646	,92189

of the primary school students' parents during the COVID-19 pandemic process differs significantly according to the grade level of their child are given in Table 14.

Table 14: ANOVA test results regarding digital parenting awareness scores of parents according to grade level of their child

Dimension	*Variance Source*	*Sum of Squares*	*sd*	*Average of Squares*	*F*	*p*	*Difference*
General	Intergroup	2,015	3	,672	2,081	,102	-
	Intragroup	129,778	402	,323			
	Total	131,794	405				
Being Negative Model	Intergroup	2,543	3	,848	1,546	,202	-
	Intragroup	220,459	402	,548			
	Total	223,002	405				
Digital Neglect	Intergroup	5,843	3	1,948	3,134	,025	1st Grade-3rd Grade
	Intragroup	249,810	402	,621			
	Total	255,653	405				
Efficient Usage	Intergroup	1,570	3	,523	,990	,397	-
	Intragroup	212,505	402	,529			
	Total	214,075	405				
Protecting from Risks	Intergroup	2,054	3	,685	,802	,493	-
	Intragroup	343,043	402	,853			
	Total	345,097	405				

When Table 14 is examined, it is seen that there is no significant difference between the digital parenting awareness scores of the primary school students' parents according to the grade level of their child (F(2,403)=2,081, p>.05). When the sub-dimensions are examined, it is found that there was a significant difference between the *digital neglect* scores of the primary school students' parents (F(2,403)=3,134, p<.05) according to the grade level of the child; and there was no significant difference between their *being negative model* (F(2,403)=1,546, p>.05), *efficient usage* (F(2,403)= ,990, p>.05) and *protecting from risks* (F(2,403)= ,802, p>.05) scores according to the grade level of the child. It was observed that the *digital neglect* scores ($\bar{X}$=2,3848) of the parents who have a child studying at 1st grade are significantly higher than the parents who have a child studying at in the 3rd grade ($\bar{X}$=2,0956).

Findings obtained within the scope of the research regarding the ninth sub-problem

The findings obtained regarding the t-test results conducted within the scope of the study in order to determine whether the digital parenting awareness of the primary school students' parents during the COVID-19 pandemic process differs significantly according to the time spent with the child are given in Table 15.

Table 15: T-test results regarding the examination of digital parenting awareness levels of the parents according to the time spent with the child

Dimension	*Time Spent with Child*	*N*	$\bar{X}$	*S*	*Sd*	*t*	*p*
General	Less	154	3,7796	,57319	404	-4,615	,000
	More	252	4,0424	,54636			
Being Negative Model	Less	154	2,1867	,76192	404	2,904	,004
	More	252	1,9683	,71862			
Digital Neglect	Less	154	2,3312	,79463	404	2,082	,038
	More	252	2,1627	,78919			
Efficient Usage	Less	154	3,8961	,75120	404	-4,950	,000
	More	252	4,2540	,67834			
Protecting from Risks	Less	154	3,7403	,96587	404	-3,284	,001
	More	252	4,0466	,87777			

When Table 15 is examined, it is seen that the digital parenting awareness scores of the primary school students' parents according to the time spent with the child (t(404)= -4,615, p<.05). It is observed that the digital parenting awareness scores of the parents who spend more time with their child ($\bar{X}$=4,0424) are significantly higher than the parents who spend less time with their child ($\bar{X}$=3,7796). It is also seen that there was a significant difference in the scores of the primary school students' parents in all

sub-dimensions of the digital parenting awareness scale according to the time spent with the child; (*being negative model*: t(404)=2,904, p<.05; *digital neglect*: t(404)=2,082, p<.05, *efficient usage*: t(404)=-4,950, p<.05, *protecting from risks*: t(404)= -3,284, p<.05). *Efficient usage* ($\bar{X}$=4,2540) and *protecting from risks* ($\bar{X}$=4,0466) scores of parents who spend more time with their child were significantly higher than the *efficient usage* ($\bar{X}$=3,8961) and *protecting from risks* ($\bar{X}$=3,7403) scores of parents who spend less time with their child. It is seen that *being negative model* ($\bar{X}$=2,1867) and *digital neglect* scores ($\bar{X}$=2,3312) of the parents who spend less time with their child were significantly higher than *being negative model* ($\bar{X}$=1,9683) and *digital neglect* scores ($\bar{X}$=2,1627) of the parents who spend less time with their child.

4. Discussion, Conclusion and Recommendations

In this study, which aims to examine the digital parenting awareness of the primary school students' parents during the COVID-19 pandemic, firstly the digital parenting awareness levels of the primary school students' parents were determined. The findings displayed that the general digital parenting awareness scores of the primary school students' parents were high. In addition, it was seen that *being negative model* and *digital neglect* scores were at low level, *efficient usage* and *protecting from risks* scores were at high level. When *being negative model* and *digital neglect* factors were also considered, it was concluded that the digital parenting awareness of parents was high in both general and sub-dimensions. Accordingly, when the study is considered in the context of these findings, it can be said that digital parenting awareness of parents is in a good position, especially during the COVID-19 pandemic, when technology-based tools are widely used in the learning-teaching process. In other studies related to this issue, it was also found that awareness of parents regarding the safe use of the internet (Elgharnah & Ozdamli, 2020) and awareness against cyber threats (Arifin, Mokhtar, Hood, Tiun, & Jambari, 2019) were at a moderate level. However, in a study conducted by Ktoridou et al. (2012), it was concluded that awareness of parents regarding internet-oriented dangers is at a basic level.

In the study, the digital parenting awareness of the primary school students' parents was also examined by gender. It was concluded that the digital parenting awareness of the primary school students' parents differed significantly according to gender. Accordingly, it was seen that digital parenting awareness of the females was significantly higher than that of males. It was determined that there is a significant difference by gender in the scores of the primary school students' parents in all sub-dimensions of digital parenting awareness. It was observed that the *efficient usage* and *protecting from risks* scores of the females were significantly higher than the *efficient usage* and *protecting from risks* scores of the males. It was found that *being negative model* and *digital neglect* scores of males were significantly higher than *being negative model* and *digital neglect* scores of females. The same conclusion was reached in the studies conducted by Manap (2020) and Adam Karduz and Keleşoğlu (2020). Similarly, in the study conducted by Liau, Khoo and Ang (2008), it was concluded that mothers have a higher awareness of children's internet use when compared to fathers' awareness. Besides, in the study conducted by Oden (2019), it was concluded that the awareness of females is higher than male parents in terms of communication over the internet, blocking or stopping websites that do not have appropriate content together with the control of the internet. All these results suggest that mothers are more conscious, responsible and supervisory about the use of digital tools as they spend more time at home with their children, thus their awareness is higher.

Another finding obtained from the study is that there is a significant difference by age between the digital parenting awareness scores of the primary school students' parents. It was determined that the digital parenting awareness scores of the parents under 30 and between the ages of 30 and 35 were significantly higher than the parents over 35 years old. When the sub-dimensions are examined, it was found that there is a significant difference between *protecting from risks* scores of primary school students' parents according to age. The *protecting from risks* scores of the parents under 30 and between the ages of 30 and 35 were found to be significantly higher than the parents over 35. In other words, it can be interpreted that the lower the age of the parents, the higher their level of *protecting from risks*. Supporting this result, Manap (2020) found a significant negative relationship between *protecting from risks* and age in the research he conducted. It can be said that younger parents are introduced to digital tools at an early age, and accordingly, their awareness of the correct usage and negative consequences of digital tools is higher.

According to the findings of the research, it was determined that there is a significant difference between the digital parenting awareness scores of the primary school students' parents according to the profession. The digital parenting awareness scores of housewives were found to be significantly higher than officer, worker parents and parents with other professions. Considering the sub-dimensions, it was seen that the awareness scores of the primary school students' parents in all sub-dimensions differ significantly according to the profession. *Being negative model* scores of the housewife parents were found to be significantly higher than officer, worker parents and parents with other professions. It was seen that the *digital neglect* scores of the housewives were significantly higher than the officer parents, their *efficient usage* scores were significantly higher than worker parents's scores, and their *protecting from risks* scores were significantly

higher than the scores of the parents having other professions. In particular, children attending primary school have started to continue their education online by staying at home as a result of the opportunity of face-to-face education to be removed sometimes partially or completely during the pandemic. Thus, parents who were housewives had to spend more time at home with their children. Hence, parents who were housewives were more involved in the learning-teaching process in the digital environment and had to follow the process. This may have affected both their responsibilities and their level of awareness of digital parenting.

In addition, it was found that there was no significant difference between the digital parenting awareness scores of the primary school students' parents according to the number of children. When the sub-dimensions are examined, it is seen that there is a significant difference between the *efficient usage* and *protecting from risks* scores of the primary school students' parents according to the number of children. The *efficient usage* and *protecting from risks* scores of parents with 1-3 children were found to be significantly higher than those of parents with 7 or more children. In addition, the *efficient usage* scores of the parents with 1-3 children were found to be significantly higher than the parents with 4-6 children. Also in the study conducted by Yaman (2018) it was concluded that as the number of children owned by participants increases, the digital parenting self-efficacy perception level decrease. Accordingly, as parents with more children spend less time with each child, this may have negatively affected their digital parenting awareness levels.

It was observed that there was no significant difference between the digital parenting awareness scores of the primary school students' parents according to the years of digital tool usage. Nevertheless, when the scores were examined, it was determined that the parents who used digital tools for a longer time had higher digital parenting awareness than the parents who used digital tools for a shorter time. Although there is no significant difference, it can be said that the low level of difference is due to the differences in the conscious usage of parents based on experience. In a study conducted by Yaman (2018), it was concluded that parents with high Internet usage experience also have higher digital parenting self-efficacy perception levels, in support of this research. It can be said that parents who do not have a sufficient background in using digital tools have less experience in dealing with the negative situations brought about by digitalization.

Another finding reached within the scope of the study is that the digital parenting awareness scores of primary school students' parents differ significantly according to the gender of their child. The digital parenting awareness scores of parents who have a daughter were found to be significantly higher than parents who have a boy. And as for sub-dimensions, it was concluded that the *digital neglect* scores of the parents who have a boy are significantly higher than the parents who have a daughter. Accordingly, it can be said that parents behave more carefully when their daughters use digital tools. In the study conducted by Horzum, Duman and Uysal (2019) supporting this idea, it was revealed that internet family control and closeness was higher in daughters compared to boys. Parents with male child behaving in a more flexible way with regards to digital tool usage may have been effective in *digital neglect* levels of the parents with male children being higher.

In the study, it was also determined that there was no significant difference between the digital parenting awareness scores of the primary school students' parents according to the grade level of the child. When the sub-dimensions were examined, it was observed that the *digital neglect* scores of the parents of the students attending primary school differed significantly according to the grade level of the child. According to this, the *digital neglect* scores of the parents who have a child studying in the first grade were found to be significantly higher than the parents who have a child in the third grade. It can be said that parents with younger children are less experienced in using digital technologies correctly. During the COVID-19 pandemic, it can be said that the parents of students who continue their distance education and have a higher grade level are more experienced in the negative aspects of digital technologies.

Finally, the digital parenting awareness levels of the parents were also examined according to the time spent with the child. It was observed that the digital parenting awareness scores of the primary school students' parents differed significantly according to the time spent with the child. The digital parenting awareness scores of the parents who spend more time with their child were found to be significantly higher than the parents who spend less time with their child. In addition, *efficient usage* and *protecting from risks* scores of the parents who spend more with their child are significantly higher than the parents who spend less time with their child, and *being negative model* and *digital neglect* scores of the parents who spend less time with their child are significantly higher than the parents who spend more time with their child. It can be said that parents who spend more time with their children gain more experience while their child use digital tools, which makes parents gain more awareness regarding their ability to guide and control their children.

When the results obtained in the study were evaluated in general, it was determined that the digital parenting awareness of the primary school students' parents was at a high level. It was also determined that digital parenting awareness levels of primary school students' parents differ significantly according to gender, age, child's gender and profession; and there was no significant difference according to the number of children, the grade level of the child and the years of digital tool usage. Today, children spend more time with technology as a tool in

terms of communication, learning and socialization (Morgan, 2013). Digital technologies have become indispensable in our daily lives, especially due to pandemics such as COVID-19 and for many reasons. In order to benefit from digital tools in our lives, the usage frequency of digital tools has increased, and this situation has brought along many negative effects. In the study conducted by Alqahtani, Furnell, Atkinson and Stengel (2017) it was concluded that there is a significant difference between what children do online and what parents think they are doing, and that there is no cooperation between parents and children in the context of online safety. As a matter of fact, such situations can lead to an increase in these negative situations. Hence, both parents' cooperation with their children in the process and their digital parenting awareness being high can contribute significantly in the context of reducing such negative situations.

Based on the findings of this research, the following recommendations can be made within the scope of the research:

- Parent and child oriented online education programs which develop cooperation between parents and children in the context of learning-teaching process can be organized.
- The digital parenting awareness levels of parents during the COVID-19 pandemic process and during face-to-face training process can be compared by conducting studies after the COVID-19 pandemic.
- Relationship between digital awareness of parents and digital awareness of their children can be examined.
- Digital parenting awareness can be further examined by benefiting from qualitative research approaches regarding the COVID-19 pandemic process.

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