

# **Digital Parenting**

**Prepared**

**Prof.Dr.**

**Samia 'Mohammed Saber'  
Mohammed Abdel Nabi**

Professor of mental health and special education  
Faculty of Education - Benha University  
The Egyptian Arabic Republic

**Prof.Dr.**

**Nahla Farg Ali Al-Shafey**

Professor of Mental Health  
Faculty of Education - Minia University  
The Egyptian Arabic Republic

**DOI:**

**Abstract:**

In light of the increasing connection of contemporary life with artificial intelligence, the rapid pace of technological development, and the increased risks and harms resulting from it, such as exposure to harmful content, online bullying, pornography, and explicit sexual messages, despite the advantages we enjoy that accompany it and the new opportunities it provides in various areas of daily life, With the increased use of electronic media, especially by children. Given that the family is the primary institution for raising these children; There was a necessary need to shed light on one of the modern terms, which was developed recently as a result of the magnitude of the global challenges facing children's mental and physical health, and its effects on the emergence of personality disorders and social communication disorder, especially when these tablets occupy a large area of their time and focus in a way that may affect their minds. And their behaviors, which is "digital parenting," is an attempt to identify the interactive process that takes place between children, parents, and various digital devices with their various applications, leading these children to rational electronic leadership, which confronts harmful behaviors and aims to create useful content. Hence, this research paper aimed to identify the concept of digital parenting, the necessity and importance of parents acquiring its skills, and the need to train them in it. From this standpoint, we extend an invitation to researchers and specialists in the field of mental health, counseling and psychotherapy. To research, address, and provide serious theoretical as well as advisory and therapeutic contributions on this pristine concept, which has not received attention, research, or study in previous Arab psychological literature. In this review, we have presented a set of recommendations and proposed research that may open up future research horizons and avenues for researchers and those interested.

**Keywords:** Digital Parenting.

## **Introduction:**

The current era has become the artificial intelligence revolution; The number of users of the Internet has increased significantly, and it has become even a trend for young people, teenagers, and even children, whether against their parents' will or against their will, manifested in terms of its positive aspects in meeting telephony (educational, entertainment, cognitive, etc.). On the other hand, its negative aspects and adverse consequences; This has made the responsibilities of parental upbringing complex and complex and requires continuous follow-up and education about everything that goes on in the digital world, and has led to a change in parental roles and the ways in which fathers and mothers communicate with their children and the need for their early digital participation and protection from the negative effects of this digital age, represented by The emergence of a new style in the field of education known as digital parenting, with the aim of guiding parents and helping them in raising their children in a correct digital education and achieving digital safety for them (Khalayfieh, 2022; Rahayu& Haningsih, 2021; Yusuf et al., 2020).

Although the current digital age offers a number of opportunities and benefits to help raise children, such as: access to an unlimited amount of information and knowledge via the Internet through search engines, such as: Google, enhancing opportunities for interaction, and accessing information about relatives through social media. Social media and the possibility of communicating with children while working, as well as increasing their creativity, but it imposes a number of challenges and fears affecting children, such as those related to digital addiction, safety threats and cybersecurity Such as cyberbullying, and its serious psychological consequences that may sometimes lead to suicide, in addition to the Internet being filled with inappropriate content, and the growing digital footprint of children that reflects serious concerns about privacy and exposure to the risk of identity theft and account hacking and the resulting exposure. For blackmail and electronic threats. In addition to the applications that work to tempt children to earn quickly to meet luxury needs, which work to encourage them to possess them as if they are essential and indispensable, as well as the health and physical damage resulting from being present for long hours in front of electronic screens, and what also resulted from that virtual world that made

children measure the extent of their social acceptance. Only through the number of likes and comments that followers write on what they post. All of this has led to a major shift in the way parents raise their children and supervise their behavior, requiring them to adopt thoughtful methods so that raising their children is not only healthy, but also balanced, given that parents are the fortress whose duty it is to protect children, meet their needs, and preserve... on their rights, including digital rights (Al-Omran, 2022; Çalhan&Göksu, 2024; Modecki et al.,2022; Njiru &Odundo, 2023;Yaman et al.,2024).

Parental methods to protect children from the negative effects of the digital age may take the form of restricting access and a facilitating approach. In the restrictive approach, parents prevent children from accessing digital devices; Which limits their presence on the Internet, hinders their benefit from it, and restricts their freedom to explore, learn, and grow independently, considering that the right to access the digital world and benefit from it for self-development and satisfying psychological and social needs are among the natural rights of the child in the current era. As for the facilitated approach, which reflects adult digital parenting, it is often evident in high-income countries, and the role of parents is focused on sharing children's experiences in using digital devices and accessing the Internet, using parental supervision and control, setting positive rules and restrictions, and teaching children self-monitoring by developing family dialogue and accepting viewpoints. It opened the way for discussion on various issues, most notably those issues that they learn about through social networking sites (Njiru& Odundo, 2023).

The concept of digital parenting has emerged as a new and modern variable and a psychological and educational requirement in which the role of parents goes beyond the traditional practices of raising children, including the need to guide and protect them in this digital world, pointing to how parents can participate in a balanced manner in organizing and understanding their children's relationships with digital media and means of communication, and how to integrate these. Media in daily activities and parenting practices, represented by the strategies needed to ensure that children spend an enjoyable and meaningful time online. As well as in educational methods that bridge the gap between parents and the technology that controls their children through the guidance and advice of experts in the field of education and psychology, as

it helps parents and caregivers understand the safety, risks, harms and advantages of their children's lives online and teaches them to build digital safety strategies, and also contributes to Safe navigation in the Internet world with children. Digital parenting programs are a means to enhance and improve the competence of parents in dealing with technology tools and develop safe access skills in the digital environment, in addition to building confidence and the ability to achieve self-sufficiency. Which helps parents monitor their children's activities on the Internet and regulate their use of computers and smartphones. Hence, maintaining their security and safety (Khalafieh, 2022; Kumas & Yildirim, 2024).

In order to achieve good and mature digital parenting in order to ensure safe navigation for children on digital platforms, parents must be aware of the opportunities and risks that this digital age presents while raising children, and develop a set of strategies that can be used to deal with these challenges, Such as: educating oneself so that parents acquire knowledge and competence in the effective use of digital devices such as smartphones, in addition to gaining awareness of the risks associated with their use. Also, staying informed of the latest trends and new developments in the digital arena more than their children, in order to eliminate the possibility of a digital gap emerging between children and their parents, experimenting with applications, games, and websites on their own, and exploring advice and reliable sources from experts and specialists in this field. In addition to intelligent dialogue and early talking with children by conducting an open conversation while remaining calm and patient, teaching them how to share personal information online, exchanging special experiences with them, and sharing their digital experience, and also using parental control by setting content and time limits for children's use of the Internet, and routinely checking privacy settings. On social media, tracking browsing history on the content that children access, and monitoring their use and all the activities they may perform when connected to the Internet. With the possibility of using passwords in some applications that children can use to access online content, setting basic rules and imposing consequences by signing a family safety agreement so that there is a set of etiquette, ethics, and technical instructions that parents agree with their children, restricting where and when devices can be used, and removing privileges. Technology when breaking the rules, making sure that the process

of monitoring is without stalking, respecting their personal space and freedom, and finally that the father and mother be the best role models in the optimal use of technology by preventing bad digital habits and emerging with a practical model of how to influence and be positively influenced via the Internet (Abu Talib, 2020; Njiru& Odundo, 2023).

Below, we will present the results of some previous studies that addressed the concept of digital parenting.

### **Previous research papers, articles and studies:**

Through a survey review of previous studies on the concept of digital parenting, it became clear that there are many recent foreign studies that have dealt with it from many different angles and perspectives. However, there is a paucity of studies in the Arab environment - to the extent of the two researchers' knowledge - that have dealt with it from the angle of mental health. Psychological counseling has been studied through other specializations such as: arts, media, pedagogy, sociology, social service, and educational technology, and then the results of some relevant Arab and foreign studies will be presented, as follows:

### **The study by Hawala et al. (2017):**

The study aimed to clarify how to develop digital parenting programs in Arab society by benefiting from the experiences of some countries. It focused on identifying the most important digital parenting programs in light of the experiences of the United States and the United Kingdom and developing a proposed vision for a program in digital parenting for the Arab community. The research used the descriptive analytical method. The results of the study concluded that there is a clear interest by the United States of America and the United Kingdom in meeting the digital needs of parents in order to ensure the security and safety of their children in the digital world. The basic elements of parental education programs depend on the objectives, content and resources of the program, noting that the provision of parental education programs is done through websites on the Internet for easy access. The results also indicated that international experiences were benefited from in preparing a proposed vision for the digital parenting program for the Arab community. The study recommended the necessity of creating websites concerned with

digital parenting in the Arab world. There is a need to conduct more educational studies on the needs of parents in the digital age.

**The study by Yaman et al. (2019):**

The purpose of this study was twofold: (first) to identify areas of digital parenting effectiveness and their indicators, and (second) to examine levels of parental competence in terms of some demographic variables. The study was survey research in two stages. In the first stage, areas of digital education competency and their indicators were identified. In the second phase, the Parents' Digital Self-Efficacy Scale was developed and applied to 576 parents to explore participants' levels of self-efficacy based on parenting roles, Internet use, income level, occupation, and educational level. The results resulted in seven dimensions for the digital education competencies scale. The factorial structure of the digital self-efficacy scale was also examined, and it resulted in three factors: digital literacy, digital safety, and digital communications. These indicators did not differ according to the role of parents in the process, Internet use, social and economic status, occupation, and level of education.

**The study by Fazzadri study (2022):**

This research paper aimed to clarify the importance of digital media education as skills that enable young people to deal properly with digital communication media and exploit them well for their benefit, avoid their dangers, and avoid their implicit messages that steal privacy, generate various forms of violence and crime, and destroy their values and morals. The unconscious interaction of young people with these media is a serious problem facing the process of socialization at the present time, as our children have become exposed to all the content that is destructive of values and morals and threatening to faith, not to mention their communication with technology more than their communication with members of their families, parents, leaving them easy prey for its contents. The research concluded that it is necessary to integrate the role of both the family and the school to teach young people digital media literacy, which has become an important societal demand, and to provide them with the skills that allow them to engage in the digital world effectively and enable them to think critically to distinguish between what is right and

beneficial and avoid what is harmful and dangerous, by controlling Equipment and software that ensures their success and effectiveness in the digital world.

**The study by Modecki et al. (2022):**

In this study a systematic, interdisciplinary review of the digital pedagogy literature was conducted and differentiated across quantitative surveys (n = 145 studies), qualitative/qualitative focus groups, interviews, and programmatic design studies (n = 49). Overlooked areas were also highlighted, including consideration of positive uses of digital technologies, recognition of bidirectional influence, and attention to heterogeneity between families and social environments outside parents for support and monitoring. Recommendations are made for the future of digital parenting research and a more comprehensive approach to measuring how contemporary adolescents are parented is suggested.

**The study by Muhammad's study (2022):**

The research aimed to develop a proposed vision for parental education in light of the digital age and its developments and challenges. It reached a vision based on four aspects: educating parents about the importance of parental control to protect their children in light of the developments of the digital age, the importance of dialogue with children and continuous discussion about what they see on the Internet, and directing them to... How to help children make responsible decisions on the Internet and follow up on their activities on social networks and websites. The mechanisms for implementing the proposed vision were to hold training courses for parents off-line and online on the dangers of mobile devices. This aims to educate parents on how to deal with the challenges they face. In addition to making them aware of the parental monitoring program as an independent solution and within Internet security packages, it blocks inappropriate content and allows monitoring of all children's activities on the Internet, in addition to the interaction of parents with children through games and other forms of entertainment and saving an amount of time in communicating with children about security procedures. Online.

**The study by Little Study (2023):**

The study aimed to identify the relationship between electronic parental upbringing and moral values, among a sample of (203) children in late

childhood, aged (9-12) years, divided into (82) males, (121) females, and one parent (121). A father, (82) mothers, and the clinical study sample consisted of four peripheral cases who were selected from the main sample of the study, as each case was studied separately. The psychometric study tools were: the electronic parenting scale in both forms (prepared by the researcher), the moral values scale (prepared by the researcher), the data form (prepared by the researcher), The clinical study tools are: the case history form (diagnostic interview form) (prepared by Hassan Mustafa Abdel Moati, 1998), the modified image subject understanding test (C.A.T) (prepared by Bellack Leopold), and the results of the study concluded that there is a positive correlation between Electronic upbringing - the child's image - and moral values, as well as the existence of a positive correlation between electronic parental upbringing, the guardian's image and moral values, some dimensions of electronic parental upbringing as perceived by children but not others predict positively the level of development of most dimensions of their moral values. There is also the absence of a statistically significant effect for gender (males - females), quality of education (governmental - private), and the interaction between gender and quality of education in their combined effect on the total score of the moral values scale and on all its dimensions, and the presence of psychological dynamics that distinguish the personality of both high and low children. Of electronic parenting and moral values.

### **The study by Stars& Globe (2023):**

The study attempted to reveal the nature of digital technology and the negatives of digital technology, and that every electronic technical invention has its positives and negatives, and that digital technology has positive and negative effects on Iraqi society in particular, and the world in general, and is linked to the forms of use, its goals, and its nature, which confirms the importance and danger of those tools and forms alike. There is There are many positives for use, both on the political, social, cultural and societal levels. Digital technology has helped communicate between the world. The world has become one village, and it can communicate within minutes, the ease of distance learning, rapid access to information, electronic marketing, On the other hand, there are negative uses related to spreading corruption and pornography, spreading strife and fighting, spreading division and division, and diverting the interests of the younger generation towards marginal issues.



Modern social media has affected the individual and the family, especially the Iraqi family, and transferred it to a qualitative shift. Traditional relationships within families have changed, and it has become a It is difficult to control currently, and it also contributed to bringing about changes in the individual's life and his individual relationships with his family.

### **The study by Canpolat and Karadaş (2023):**

In this study, interviews were conducted with parents ( N = 40) to explore their digital education and identify their needs. Then, a digital parenting training program was developed to meet these needs and raise the level of parents' awareness. The effect of the developed program was tested using the control group with an experimental design, pre-test, post-test, follow-up, and the digital parental awareness scale was applied as a data collection tool. At the end of the training, it was found that parents in the experimental group (n = 14) showed a significant increase in protection from risks in digital education. n the follow-up measurement three months after the end of the training program, it was found that the scores of the parents in the experimental group did not change significantly in terms of protection from digital risks, meaning that this change continued. As part of the results, professionals providing family education and guidance were aware of the digital parent training program and were suggested to use the program developed in the family training courses they organize.

### **The study by Njiru and Odundo (2023):**

The results of the study concluded that the opportunities and challenges posed by the digital age have a significant impact on raising children. These challenges especially arise when parents are unable to control the excessive use of digital devices by children in the digital age during their upbringing. It is recommended that parents regularly keep track of all the activities done by their children when they are browsing online systems using their phones. There is a need to restrict children's access to inappropriate content and information online. Parents should stay close to their children.

### **The study by Apps et al. (2024):**

This exploratory study examined parents' and carers' views on the use of digital technology (i.e. computers/phones) in supporting their children and its

potential use more in caring for children with special needs, among a sample of 43 parents/carers, and a questionnaire was distributed online. Through private schools and support forums/networks, it explores the use of, and attitudes towards, digital technology in the care of children, especially those with special needs. The results showed that most of the sample members used digital technology frequently to support their children. It was concluded that parents and carers had positive views of digital technology as a tool to support their children and enhance rehabilitation services.

### **The study by Çalhan and Göksu (2024):**

This study aimed to determine whether parents' media mediation roles are related to their children's digital game addiction tendencies in early childhood. Whether these variables are related to the digital device use habits of the child and the parent and whether they differ according to different socio-demographic variables and digital device use habits. The study sample consisted of 433 parents (mother = 336, father = 97) with children between the ages of 3 and 6 years. The results showed that the parental roles of active supportive, restrictive support, active restrictive, restrictive, and active interpreter were negatively associated with digital game addiction tendencies in children. In addition, time spent by parents and children in front of digital device screens was negatively associated with parents' media mediation roles and positively with children's tendencies for digital game addiction. Mothers found that their children are more susceptible to digital game addiction than fathers. Also, children of parents who play digital games have a higher addiction to digital games than those who do not play them, and male children are more addicted to digital games compared to their female peers. Also, children who have their own digital devices are more addicted to digital games compared to those who do not have them, and children who watch only YouTube videos than those who only use digital games. Watching TV channels for children. Finally, mothers were found to be more active in mediation roles than fathers and that fathers behaved more restrictively toward their daughters.

### **Study by Kumas and Yildirim (2024):**

This study was conducted to measure parental digital awareness, attitudes, and perceptions of self-efficacy among parents of children with

special needs and determine whether they differ according to the disability status of their children. The study sample consisted of 180 individuals who are parents of children with special needs from different regions, and awareness measures were used. Digital Parenting, Attitudes, and Perceptions of Self-Efficacy Results revealed that parents had moderate levels of awareness, positive attitudes, and perceptions of self-efficacy regarding digital parenting, but these variables showed significant differences depending on the disability status of the children. In particular, parents of children with learning disabilities had higher parental digital awareness than parents of other disability groups. In addition, a positive and statistically significant relationship was found between parents' digital parental awareness and their attitudes and perception of self-efficacy. Results also revealed the needs and expectations of parents of children with special needs regarding digital parenting. From a theoretical standpoint, this is a rare study as it examines the situation and experiences of parents with children with special needs in digital parenting. The study emphasizes the need for more research on digital parenting.

#### **The study by Muspratiwi et al. (2024):**

The study aimed to discuss some appropriate applications in the application of digital education that parents apply to children's behavior in using smart devices. The results of the study concluded that applying digital parenting and using the role of parents in guidance, guidance and time management helps in reducing and preventing device addiction in early childhood.

#### **The study by Opie et al. (2024):**

The study aimed to evaluate the effectiveness of online parenting programs in improving parenting skills and abilities, and thus, the psychological health and well-being of parents and children, and the quality of the parent-child relationship. The results indicated that any benefits of online parenting programs occur mostly at the time of intervention, as well as For parental mental health outcomes and well-being, lasting effects are unlikely. However, due to the cost effectiveness and ease of access to online programs, Further research on ways to maintain effects on parenting outcomes is warranted. Furthermore, given the centrality of the parent-child bond in a

child's lifelong development, additional investment in new digitally facilitated approaches that focus on this bond is also justified.

**The study by Pazarcikci et al. (2024) :**

This study aimed to explain the relationships between parents' psychological well-being and digital socio-demographic phenomena with parental awareness, using the paradigm model. 262 pcs of marmalade from 5 to 11 years. The Parental Awareness Scale and the Warwick-Edinburgh Digital Well-Being Scale were also used. The results of the study are that psychological well-being is moderately and significantly related to parental awareness. Furthermore, the number of years of social use of creativity over a greater age, and Benin's perception of their children using digital tools unnecessarily, is positively associated with digital literacy.

**The study by Üstündağ (2024) :**

The study aimed to determine the extent of mothers' awareness of digital education. It was conducted on 306 mothers whose children enrolled in kindergarten, primary and secondary schools participated in the research. The Digital Parental Awareness Scale (DPAS) and the Personal Information Form were used for mothers' demographic information. The results revealed that mothers' levels of digital parental awareness were high. In addition, no significant difference was found in parental digital awareness by child's gender, prior knowledge of digital media, and number of children the mothers had. It was also found that the level of digital neglect of mothers aged 46-50 years was high. The results of the research emphasized the importance of strengthening the role of mothers in digital education and the necessity of making them aware of digital risks. Because they are the first role models for children who teach them new behaviors and skills. Because mothers play critical roles in parenting and supporting children's healthy development and development of desired behaviors, importance should be given to mothers' digital parenting competencies. It is necessary to raise the awareness of mothers and children about digital media culture to ensure the safe use of digital content. Future research should also be conducted on parents' digital parenting skills.

### **The study by Yadav et al. (2024):**

This article is often about how important parenting and digital identity are for people with disabilities. It shows how this affects learning, keyboarding and well-being. Finally digital parenting tools for parents, caregivers and teachers that support them.

### **The study by Yaman et al. (2024):**

In this study, the level of perceived digital parenting competency was examined among a sample of 7,150 parents (i.e. the mother or father only in each family). The results of the study were that the participants' perceived digital parenting competency was high, and that the parenting competency was Perceived digitalness varies depending on parental role, educational status, age, number of children, and Internet use experience.

### **Comment:**

The most important main points in the research papers and results of previous studies can be summarized and crystallized as follows:

- Explaining how to develop digital parenting programs in Arab society by benefiting from the experiences of some foreign countries, as in the study of Hawala et al. (2017).
- The areas of digital education competency and their indicators were identified. Such as digital literacy, digital safety, and digital communications, as studied by Yaman et al. (2019).
- Explaining the importance of digital media education, as shown in the study of Fazzadri (2022).
- The positive uses of digital technologies were highlighted, recommendations were made for the future of digital parenting research, and a more comprehensive approach to measuring how contemporary adolescents are raised was proposed, as in the study of Modecki et al. (2022).
- Developing a proposed vision for parental education in light of the digital age with its developments and challenges, as in Ali's study (2022).
- Discussing the nature of digital technology and the negatives of digital technology, as in the study of Najman and Globe (2023).

- Exploring parents' digital parenting and identifying their needs. And developing a digital training program for parenting to meet these needs and raise the level of awareness of parents, as in the study of Canpolat and Karadaş (2023).
- Recommending that parents should regularly monitor all activities undertaken by their children when they are browsing online systems using their phones. Restricting children's access to inappropriate content and information online. And that parents should stay close to their children Njiru and Odundo (2023) study.
- The importance of the relationship between electronic parental upbringing and moral values, as shown in the study of Al-Saghir (2023).
- The importance of measuring digital parental awareness, attitudes, and perceptions of self-efficacy among parents of children with special needs and determining whether they differ according to the disability status of their children. There is a need for more research on digital parenting, as in the study of Kumas and Yildirim (2024).
- The importance of digital parenting, especially for students with intellectual challenges, as studied by Yadav et al. (2024).
- The importance of parents and caregivers using digital technology (i.e. computers/phones) to support their children and the possibility of using it more in caring for children with special needs, as studied by Apps et al. (2024).
- The importance of examining the level of perceived digital parenting competence, as in the study of Yaman et al. (2024).
- The importance of studying the relationships between parents' psychological well-being and social and demographic characteristics with parental digital awareness, as in the study of Pazarcıkçı et al. (2024).
- The importance of strengthening the role of mothers in digital education and the necessity of making them aware of digital risks, as in the study of Üstündağ (2024).
- The application of digital parenting and the use of the role of parents in guidance, guidance and time management helps in reducing and preventing device addiction in early childhood, as shown in the study of Muspratiwi et al. (2024).

- The importance of online parenting programs in improving parenting skills and abilities, the mental health and well-being of parents and children, and the quality of the parent-child relationship, as in the study of Opie et al. (2024).

### **Recommendations and suggested research:**

Based on the above, some suggested recommendations can be made:

- Guiding, directing and educating parents about the pros and cons of using the Internet and the virtual world.
- The necessity of continuous family communication and interaction between parents, children, adolescents and young people.
- Establishing rules and limits for the use of technology, such as setting specific hours and days.
- Educating parents about methods of monitoring children when using the Internet.
- Educating parents about the necessity of monitoring the activity of children and adolescents on the Internet.
- Parents' constant guidance to their children about the dangers and positives of the Internet, how to protect themselves from harmful content, and the importance of privacy and preserving private data.
- Restricting children's access to pornographic content online.
- Parents should be a good role model for children when using technology.
- Including the concept of digital parenting in books and curricula at various educational levels.
- Holding educational seminars within various institutions with the aim of educating parents, teachers, youth and teenagers about the psychological harms of excessive use of the Internet and smartphones.
- Training school psychologists to deal with children and adolescents addicted to the Internet.
- Paying attention to raising children in a healthy manner and encouraging the practice of sports and useful hobbies.

- Paying attention to the programs and information materials broadcast by the media, directing parents and youth to the pros and cons of digital technology.
- Media interest in raising awareness of digital parenting.
- Creating websites for digital parenting.

**Based on the above, some suggested research can be presented:**

- Conducting educational, social, media and psychological research on the concept of digital parenting.
- Studying the relationship between perceived digital parenting and some psychological variables among adolescents.
- The level of perceived digital parenting among adolescents in light of demographic variables.
- Adaptive cognitive schemas and their relationships to parents' digital education.
- The Big Five factors and their relationship to parents' digital parenting.
- Modeling causal relationships between perceived parental digital awareness, smartphone addiction, and psychological well-being among university students.
- Modeling causal relationships between digital parenting, marital satisfaction, and quality of family life among parents.
- Perceived parental self-efficacy and its relationship to digital parenting and the quality of family life among a sample of adolescents.
- Perceived digital parental competence and its relationship to cyberbullying among adolescents.
- The level of perceived digital parenting among children with special abilities.
- Differences in digital parenting among mothers of children with different disabilities.
- Differences in digital parenting among fathers and mothers of normal children and those with special needs.
- The effectiveness of different types of psychological counseling programs to improve parents' digital parenting.
- Comparing the effectiveness of two types of counseling programs in improving parents' digital parenting.



- Preparing, codifying and Arabizing standards in Arabic to measure digital parenting.

### **References:**

- Abu Talib, Osama (2020). Digital parenting. Retrieved on April 29, 2024 AD from the website <https://sahmnews.com.sa/?p=8989>
- Al-Omran, Abbas (2022). Digital parenting. Al-Bilad newspaper, retrieved on April 29, 2024, from the website <https://www.albiladpress.com/news/2022/5056/columns/771575.html>
- Al-Saghir, Rania Abdel Fattah (2023). Electronic parental upbringing and its relationship to moral values in childhood, a clinical psychometric study (Master's thesis). Faculty of Education, Zagazig University.
- Apps, J., Webb, S., & Hutton, E. (2024). Parents' and carers' attitudes to the use of digital technology and its role in the care of children with complex needs. *British Journal of Occupational Therapy*, doi: 03080226241233112.
- Çalhan, C., & Göksu, İ. (2024). An effort to understand parents' media mediation roles and early childhood children's digital game addiction tendency: A descriptive correlational survey study. *Education and Information Technologies*, 1-41.
- Canpolat, M., & Karadaş, C. (2023). A mixed method research on increasing digital parenting awareness of parents. *Education and Information Technologies*, 1-22.
- Fazzadri, Hayat (2022). The importance of digital media literacy in promoting socialization within the family and society in light of technological challenges: a forward-looking vision. *International Journal of Social Communication*, 9, 3, 455- 644.
- Hawala, Suhair Muhammad Ahmed, Abu Amer, Amal Mahmoud Muhammad, and Abdel-Al, Manal Abdel-Al Mubariz (2017). Digital parental education programs in light of the experiences of some countries, *Educational Technology, Studies and Research*, 33, 299- 326.
- Khalifia, Ammar (2022). The contribution of social media networks in supporting digital parenting in Arab societies: between the reality of the situation and the stakes of the future. *Journal of Scientific Research*, 7, 14, 74-89.
- Kumas, O. A., & Yildirim, A. E. S. (2024). Exploring digital parenting awareness, self-efficacy and attitudes in families with special needs children. *British Journal of Educational Technology* . doi: 10.1111/bjet.13457
- Modecki, K. L., Goldberg, R. E., Wisniewski, P., & Orben, A. (2022). What Is digital parenting? A systematic review of past measurement and blueprint for the future. *Perspectives on Psychological Science*, 17(6), 1673-1691. <https://doi.org/10.1177/17456916211072458>

- Muhammad, Sahar Muhammad Ali (2022). Parental education in Egyptian society in light of the digital age: A proposed vision. *College of Education Journal*, 38, 9, 134-168.
- Muspratiwi, D., Suryani, S., & Hidayati, N. O. (2024). Implementation of digital parenting on early childhood gadget addiction: A scoping review. *Poltekita: Jurnal Ilmu Kesehatan*, 17(4), 1464-1469.
- Najman, Farah Abdel Hussein, and Globe, Nibras Adnan (2023). Digital technology and its digital effects. *Journal of Sustainable Studies*, 5, 1447-1471.
- Njiru., I. N., Odundo, P. (2023). Digital parenting: Navigating the challenges of raising children in the digital age in Nairobi, Kenya. *International Academic Journal of Social Sciences and Education (IAJSSE)*, 2(3), 284-301. [https://iajournals.org/articles/iajsse\\_v2\\_i3\\_284\\_301.pdf](https://iajournals.org/articles/iajsse_v2_i3_284_301.pdf)
- Opie, J. E., Esler, T. B., Clancy, E. M., Wright, B., Painter, F., Vuong, A., ... & McIntosh, J. E. (2024). Universal digital programs for promoting mental and relational health for parents of young children: A systematic review and meta-analysis. *Clinical Child and Family Psychology Review*, 27(1), 23-52.
- Rahayu, N. W., & Haningsih, S. (2021). Digital parenting competence of mother as informal educator is not inline with internet access. *International Journal of Child-Computer Interaction*, 29, 100291.
- Üstündağ, A. (2024). Parenting in the digital age: How is the digital awareness of mothers?. *Journal of Learning and Teaching in Digital Age*, 9(1), 50-60.
- Yadav, R. K. K. M. K., & Ahmad, S.(2024). Digital parenting among students with intellectual disabilities: challenges and strategies. *IJRAEL: International Journal of Religion Education and Law* ,3 , 1 February 2024 E-ISSN: 2964-2221 P-ISSN: 2963-2471.
- Yaman, F., Dönmez, O., Akbulut, Y., Kabakçı Yurdakul, I., Coklar, A. N., & Guyer, T. (2019). Exploration of parents' digital parenting efficacy through several demographic variables. *Education and Science* 2019, 44, 199, 149-172.doi : 10.15390/EB.2019.7897
- Yaman, F., Yurdakul, I. K., Akbulut, Y., & Dönmez, O. (2024). An examination of the digital parenting profiles in Turkey. *Child Psychiatry & Human Development*, 55(2), 384-393.
- Yosep, I., Hikmat, R., & Mardhiyah, A. (2023). Preventing cyberbullying and reducing its negative impact on students using E-parenting: a scoping review. *Sustainability*, 15(3), 1752.
- Yusuf, M., Witro, D., Diana, R., Santosa, T. A., Alfikri, A. 'A., Jalwis. (2020). Digital parenting to children using the internet. *Pedagogik Journal of Islamic Elementary School*, 3(1), 1–14. <https://doi.org/10.24256/pijies.v3i1.1277>