IBN HALDUN UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF RADIO, TELEVISION AND CINEMA

MASTER THESIS

THE AWARENESS OF PARENTS IN TURKEY ON THE DIGITAL RIGHTS OF THE CHILDREN

GÖZDE OKUMUŞ

THESIS SUPERVISOR

ASST. PROF. ESRA ERCAN BİLGİÇ

ISTANBUL, 2022

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THE AWARENESS OF PARENTS IN TURKEY ON THE DIGITAL RIGHTS OF THE CHILDREN

by
GÖZDE OKUMUŞ

A thesis submitted to the School of Graduate Studies in partial fulfillment of the requirements for the degree of Master of Arts in Radio, Television and Cinema

THESIS SUPERVISOR

ASST. PROF. ESRA ERCAN BİLGİÇ

ISTANBUL, 2022

APPROVAL PAGE

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts in Radio, Television and Cinema.

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ÖZ

TÜRKİYE'DE EBEVEYNLERİN ÇOCUKLARIN DİJİTAL HAKLARI KONUSUNDAKİ FARKINDALIĞI

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Temmuz 2022, 223 sayfa

Bu çalışma, Türkiye'deki ebeveynlerin çocuklarının dijital haklarına ilişkin farkındalıklarını incelemektedir. Dijital dünya çocuklar için birçok fırsat sunarken bazı riskleri de beraberinde getirmektedir. Bu nedenle, risklerden korunmak ve fırsatlardan yararlanmak için dengeli bir ilişki kurmak gerekir. Çocuklar dijital medyayı birçok farklı amaç için kullanırlar. Bu çalışmada, Türkiye'de ve dünyada farklılık gösteren, çocukların dijital medya kullanım alışkanlıkları hakkında bilgi verilmektedir. Çocukların dijital dünyada karşılaştıkları fırsatlar ve riskler üzerine yapılan araştırmalar EU Kids Online tarafından 2021 yılında yayınlanan "4C" risk sınıflandırması çerçevesinde incelenmekte ve değerlendirilmektedir (Livingstone vd., 2021). Öte yandan çocukların dijital dünyada verimli ve doğru zaman geçirebilmeleri için ebeveynlerin, politika yapıcıların ve eğitimcilerin görevlerine değinilmiştir. Farklı ebeveynlik türleri ile çocukların dijital ortamda yüksek fayda sağlaması ve risklerin zarara dönüşmeden önlenmesi için bilgi ve çözümler sunulmaktadır. Araştırmada nicel yöntem kullanılarak İstanbul'da yaşayan 6-18 yaş arası çocukların ebeveynlerine anket uygulanmıştır. Çocukların dijital medya kullanımına ilişkin pek çok çalışma bulunmaktadır ancak onların kullanımını şekillendiren aile tutumları hakkında yeterli ve güvenilir bilgi veren veriler bulmak oldukça güçtür. Bu alanda ebeveynler için hazırlanmış bilgilendirici kaynaklar bulunsa da, Birleşmiş Milletler tarafından kabul edilen "25 Sayılı Genel Yorumda" (BM, 2021) belirtilen dijital çocuk hakları

konusunda ebeveynlerin bilgi ve farkındalıklarının olup olmadığı bilinmiyor. Bu nedenle araştırma, ebeveyn tutumlarını inceleyerek farkındalıkla ilgili sonuçlar elde etmiştir. Çocukların dijital haklarının aktif olarak kullanılması, çocukların çevrimiçi risklerden korunması ve fırsatlardan yararlanılması için ebeveyn farkındalığının önemi vurgulanmaktadır.

Anahtar Kelimeler: Çocukların dijital hakları, Dijital çağda ebeveynlik, Dijital dayanıklılık, Dijital medya okuryazarlığı, Ebeveyn arabuluculuğu, 4C dijital risk sınıflandırması.

ABSTRACT

THE AWARENESS OF PARENTS IN TURKEY ON THE DIGITAL RIGHTS OF THE CHILDREN

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This study examines the awareness of the parents in Turkey regarding the digital rights of their children. While the digital world provides many opportunities for children, it also brings some risks. For this reason, it is necessary to establish a balanced relationship to be protected from risks and to benefit from opportunities. Children use digital media for many different purposes. In this study, information about children's digital media usage habits, which vary in Turkey and the world, is given. Research on the opportunities and risks that children face in the digital world is examined and evaluated within the framework of the "4Cs" risk classification published by EU Kids Online in 2021 (Livingstone et al., 2021). On the other hand, the duties of parents, policymakers, and educators are discussed so that children can spend efficient and right time in the digital world. Information and solutions are presented to ensure the high benefit of children in digital media through different types of parenting and to prevent risks before they turn into harm. Using the quantitative method in the research, a questionnaire is applied to the parents of six to eighteen year old children living in Istanbul. There are many studies on children's use of digital media, but it is very difficult to find data that gives sufficient and reliable information about family attitudes that shape their use. Although there are informative resources prepared for parents in this area, it is not known whether parents have knowledge and awareness of the digital children's rights specified in the General Comment No. 25 (UN, 2021)

accepted by the United Nations. Therefore, the research obtained results related to awareness by examining parental attitudes. The importance of parental awareness is emphasized for the active use of children's digital rights, protecting children from online risks, and taking advantage of opportunities.

Keywords: Children's digital rights, Digital media literacy, Digital resilience, Parenting in the digital age, Parental mediation, 4C digital risk classification.

DEDICATION

To all the world's children...

We would not need to talk about your rights if they were already being upheld.

Yet, I hope that one day you may live in an equal universe.

I do believe that we will reach those days...

Here, dear children, this is what I can do for you.

Please accept it along with my sincere dedication to you.

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First of all, I would like to express my eternal thanks to my thesis supervisor, Asst. Prof. Esra Ercan Bilgiç for her endless guidance, comments, suggestions, and support for my thesis. Without her academic support, understanding, and tolerance, it would have been much harder to accomplish this thesis. Throughout my thesis process, I learned lots of things from her. This knowledge will continue to guide me during my academic life.

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I am so grateful to my family, my dear mother Gülay Okumuş, and my dear siblings Bahadır Okumuş and Sudenaz Okumuş, for their unconditional love, understanding, and best wishes. Without their understanding, I could never have been determined in my way. I truly appreciate their existence in my life. I would like to especially thank my father Çetin Okumuş, who supported me in every decision and made me feel like the luckiest daughter any woman may want to be by accompanying me in every sense. If you are reading this thesis right now, it is thanks to him.

Regardless of what I go through, I thank myself for continuing to move forward steadily without forgetting my real aims and responsibilities in this life with very strong patience and belief.

Lastly, I would like to thank my many friends, family members, and people around me forming a guarding circle of love who helped motivate and encourage me. It is unfortunately not possible to mention each one of their names on this page. I am so glad I have you all!

Gözde OKUMUŞ

ISTANBUL, 2022

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LIST OF SYMBOLS AND ABBREVIATIONS

BTK	Bilgi Teknolojileri ve İletişim Kurumu (Information Technologies and Communications Authority)
CO:RE	Children Online : Research and Evidence
Dijital Medya ve Çocuk	Digital Media and Children
EBA	Eğitim Bilişim Ağı (Educational Information Network)
EU	European Union
GİM	Güvenli İnternet Merkezi (Safer Internet Centre)
ICT	Information and Communication Technologies
OECD	Organization for Economic Co-operation and Development
OFCOM	Office of Communication (UK)
OHCHR	Office of the United Nations High Commissioner for Human Rights
OUNCE	A non-profit organization dedicated to funding research and demonstration projects in Florida.
RTÜK	Radyo ve TV Üst Kurulu (Radio and TV Supreme Council)
T.C. MEB	Türkiye Cumhuriyeti Milli Eğitim Bakanlığı (The Republic of Turkey Ministry of National Education)
TÜİK	Türkiye İstatistik Kurumu (Turkish Statistical Institute)
TÜSEB	Türkiye Sağlık Enstitüleri Başkanlığı (Administration of Turkish Health Institutes)
UK	United Kingdom
UKCIS	The United Kingdom Council for Internet Safety
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations International Children’s Emergency Fund

CHAPTER I

INTRODUCTION

Digital media is used in many areas of our lives for various reasons. The generation born into digital technologies is called “digital natives” (Prensky, 2001). Today, media consumption takes place in digital environments. The use of radio and television is gradually decreasing. Children perform activities such as watching movies, listening to music and playing games by using computers, mobile phones, and tablets more frequently. 84% of children in Turkey stated that the internet is important to them. This is followed by mobile phones, computers, and tablets. Considering the importance of television for children, it is seen that its importance has decreased in 2018. From 2015 to this year, the importance of television has declined by 7.3%. The most important factor in this decrease is the spread of new media tools. Since the use of the internet can be provided at any time and from anywhere, access to the desired content becomes easier. Therefore, the importance of traditional media has decreased among children (RTÜK, 2018). For these reasons, it is important to examine the rights of children in digital media.

While these technologies make the lives of children easier and provide benefits, they also bring some risks. Risks do not turn into harm if precautions are taken (Winther et al., 2019). Children have digital rights to both enjoy opportunities and protect themselves from risks. These rights were adopted by the UN Committee on the Rights of the Child on March 24, 2021 within the framework of the 25th General Comment of the Convention on the Rights of the Child (UN, 2021).

The UNCRC General Comment assigns responsibilities to governments and institutions. However, parents’ tendencies towards children's use of digital media and their awareness of children’s rights in digital media play an important role in both the well-being of the child and the implementation of rights. The behaviors of parents

shape the way children and society use digital technologies. For this reason, this study is aimed to measure the level of awareness of parents about the opportunities, rights, and risks that children have in the digital world. The research also aims to contribute to the literature as a source of responsibilities and solution suggestions. The implementation of digital rights and the protection of the best interests of children will only be possible if these rights are properly implemented and demanded.

With the UNCRC General Comment No:25, the responsibility is given to governments, institutions, and educators so that children can benefit from opportunities while being protected from risks in the digital world. In addition, it is aimed to support parents and raise awareness of this issue (UN, 2021). Thus, although the responsibility lies with governments, in many cases it is parents who can communicate with children directly and teach them their rights and develop their resilience. Therefore, concepts such as parental mediation, digital media literacy, positive parenting, digital resilience, and different parenting styles should be transformed from theory into practice. The research that is conducted will provide information on risks, opportunities, and what needs to be done within the framework of children's rights in the digital world and will explain these concepts about parenting.

Accordingly, it is aimed to measure the awareness of parents in Turkey about children’s digital rights. Thus, it will be determined how much parental awareness aimed by General Comment is in Turkey. The research aims to illuminate both whether all this information and concepts reach parents and whether parents protect their children’s rights in their digital media practices.

It is based on whether parents can reach the studies and innovations conducted by institutions and states, whether they have access to sufficient resources and whether it is possible for them to undertake the same responsibilities due to differences in their lifestyles and education levels.

For this purpose, the following questions were set, and as a result, some variables are predicted. The answers to these questions are evaluated in the survey results.

Research Question: What is the awareness level of parents in Turkey in terms of children's digital rights?

Sub-questions: Are studies to raise awareness and support parents on digital children's rights inadequate in Turkey?
Are parents aware of children's rights and their content in digital media?
Are parents aware that they tend to neglect and violate their children's digital rights?

Variables: The research includes mothers and fathers living in Istanbul who have children between the ages of 6 and 18. A survey is applied using the quantitative data method. There are some variables at this point.

Is there a difference between the views of mothers and fathers and what is the rate?
Is there a difference according to the education status of parents? What is the rate?
How does parental awareness change as children get older?
Is there a difference between the parents of girls and boys?

One of the significant points of the research is to clarify the use of digital media by children and to highlight the importance of being aware of the risks and opportunities that they have to make practical realization of children's digital rights. Besides, it is necessary to reveal whether parents are aware of the risks and opportunities and their rights in this regard and to emphasize the importance of parents' awareness to provide the well-being of the children. It is intended to explain the duties of all people and institutions responsible for the effective implementation of children's rights in the digital world.

This study provides information about the risks and opportunities that children who are born into a digital world may encounter in this world, as well as reveals the duties of responsible persons and institutions in implementing children's digital rights. In line with this purpose, it is expected to conclude with recommendations on what can be done to effectively implement these rights by measuring the awareness levels of parents. Since it is a subject that has not been studied before in Turkey and it brings together the research done so far, it is aimed at being an important resource for the realization of children's digital media practices properly.

Accordingly, the first chapter focuses on the general theoretical framework and the background of the research questions. The second part informs about the historical process, the perspective of children's rights in the world, and the use of basic concepts within the theoretical framework. The third part is a detailed literature review on children's media use in the world and Turkey, the risks and opportunities in the digital world, parenting in the digital world, digital resilience, and being a parent in Turkey. The fourth part involves the research methodology and its implementation. In the fifth, the research results are analyzed and discussed. In the last part, there is a conclusion with some observations and recommendations.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter explains how the rights of the child have progressed from past to present and what requirements and responsibilities result with digital rights coming into being. At the same time, the theoretical framework around which the study was shaped is detailed.

2.1. Historical Background on the Rights of the Child

The Convention on the Rights of the Child was first adopted in 1989 and was signed by the member states of the United Nations. It covers all childhood up to the age of 18 and consists of 54 items. The rights in this agreement are based on principles such as non-discrimination, the best interests of the child, the right to life, survival, and development, and respect for the views of the child (UN, 1989).

These rights, along with the shaping of a digital society, have created the need to protect the rights of children in the digital world. For this purpose, General Comment No. 25 was adopted by the United Nations Committee on the Rights of the Child on February 4, 2021. The purpose of this interpretation is to guide states in implementing The Convention on the Rights of the Child. The basic principles in the Convention also shape the General Comment. In the document, which was created as a result of international consultation with state parties, human rights organizations, experts, 28 countries and 709 children, states, businesses and parents have responsibilities for the effective implementation of all rights. In addition, consulting children in decisions about their rights in the digital world is a very important opportunity for children's rights to be heard (UN, 2021).

In 1989, children did not have computers to play games, toys that connected to the internet, various social media applications, or smartphones. Rights had to be adapted to today's digital reality. Therefore, General Comment has fulfilled this requirement. The United Nations Convention on the Rights of the Child Committee started working on the Convention in 2018. In these studies, it was concluded that while children benefit from useful content such as playing games, education, and health services, and expressing their opinions, on the other hand, they also face risks such as violence, sexuality, cyber-attacks, and exploitation, abuse, and unpermitted data collection. As a result, the Committee members are inclined toward a balanced approach. For the public and private sectors to keep this balance, it was decided that the best interests of children should be the primary consideration (EU, 2021).

Furthermore, the Council of Europe prepared a guide for the implementation of children's rights in the digital world in 2018. This guide is based on the United Nations standards. Shared responsibilities are emphasized in this guide. In addition, it has imposed responsibilities on states to inform institutions, parents, and educators by working on the implementation of children's rights. In this guide, it is stated that besides informing children about risks, opportunities in the digital world should also be increased for the high benefit of children.

In addition, the European Union published a document in 2021 containing two strategies to protect children’s rights in the digital world. In the first of these, the increased risk and inequalities after the Covid-19 pandemic were also taken into account. This strategy was created together with children and it was decided to establish a new EU Children's Participation Platform with the European Parliament and Child Rights organizations for initiatives that will affect them in the future. Secondly, the European Commission has started work on digital transformation with a study called Digital Compass by 2030. It aims at universal access to equal and improved services. It also aims to guide policymakers and users (EU, 2021).

General Comment No. 25 expects the government, civil society, and digital providers to support parents for the proper implementation of children’s rights in the digital world. At this point, the aim is to facilitate the responsibilities of parents by showing them how the services work and suggesting the solutions. Parents have the same

expectations about managing technologies. The General Comment also aims to raise awareness for parents about digital literacy and respect for children's privacy (Livingstone, 2021).

2.2. Rights of the Child Perspective in the Digital World

General Comment No. 25 explains the meaning of the rights of children in the digital environment as being related to personal data and privacy, access to health, education, and justice services, online participation, obtaining information, playing and resting, being safe, not being exploited, being protected from all kinds of violence, and having their voice heard. It is also explained how governments and stakeholders should act. Accordingly, governments are responsible not only for their own duties but also for the activities of other institutions. The General Comment describes how the UNCRC should be interpreted and implemented by states. At the same time, it aims to increase parental awareness. It was prepared by taking the opinions of children so it is quite important (UN, 2021).

Four basic principles form the basis of all these rights. These are non-discrimination, the best interest of the child, and the opportunity to survive and develop, express their opinions, and be heard. All stakeholders should take these fundamental principles into account when exercising their rights.

Most importantly, children's rights are interconnected and all have an equal position. In addition, a balance must be established between these rights to obtain benefits. In interviews with children, many stated that they see access and use of digital technologies as basic needs. Children also state that they have the opportunity to realize their many rights such as education, information, and freedom of expression simultaneously in the digital world. They believe that by reaching out to a variety of ideas and people, inequality of opportunity is reduced (Third & Moody, 2021).

Another important article in the General Comment is the child's evolving capacity. The interaction of children with digital media and the risks they face vary according to their ages and developmental stages. For this reason, precautions should be taken by the

capacity of children, both within the family and with the parental awareness practices of the States Parties. For this, governments should cooperate with schools, technology companies, and non-governmental organizations and also protect children's rights through the law (UN, 2021).

Children's freedom of expression also applies in the digital environment. They interact with each other thanks to the opportunity to both express their thoughts and knowledge and share the same experiences. States parties have a responsibility to provide children with educational opportunities on how to exercise these rights effectively and safely (UN, 2021).

While benefiting from children's rights to education, culture, and justice, their rights to security and privacy should not be violated. States parties must ensure that children are protected from all forms of exploitation and violence. Children's data should not be used outside of applications that benefit them. The collected data cannot be used in commercial and criminal activities. The data can adversely affect not only activities taking place today but also a child's later life. States parties are obliged to take the necessary legal and administrative precautions to protect personal data and privacy. At this point, parents also play an essential role. In cases of circumstances where the child is unable to protect himself/herself, parents must act consciously about the processing of data. In an unfavorable situation with the respect to this issue, there must be legal rights such as access, deletion, or correction of data. Necessary information on this subject should be provided in understandable language and in an accessible form (UN, 2021).

Parents are also responsible for the implementation of digital children's rights, but they need government regulations on necessary precautions and information. The absence or lack of these regulations can put them in a difficult position and expose them to criticism from society. Technological innovations can sometimes be very fast and complex for them. This can make them feel inadequate. For this reason, states should make regulations and organizations by including parents' views (Livingstone, 2021).

For children's rights to be implemented effectively in digital media, the views of all stakeholders should be included in a spirit of cooperation.

2.3. Main Issues about the Definition of Concepts

In the bibliography prepared by *Children Online: Research and Evidence*, a roadmap of nine key areas for understanding children in the digital world are provided. Accordingly, a document was created that informs and gives basic information about each field. In this document, theories are categorized to understand children's digital lives (Livingstone & Stoilova, 2021b).

Table 2.1. Key Areas of Children's Digital Lives, CO:RE – Children Online: Research and Evidence (2021)

CHILDREN AND YOUNG PEOPLE	**DIGITAL ENVIRONMENT**	**ACCESS**
The child, children, young people	Technology and affordances	Place and time of access
Development and evolving capacity	Uses, users and domestication	In/equality and in/exclusion
Structures and cultures of childhood	Normative values in design	Fixed, mobile and weareble
Diversity and difference	Innovation, datafication and AI	Trancending on/offline
OPPORTUNITIES AND BENEFITS	**SKILLS AND LITERACIES**	**RISK AND HARM**
Internet engagement	Learning and information skills	Content, contact, conduct, contract
Engagement and participation	Digital skills and competencies	Familiar and emerging risks
Information and exploration	Data literacy and e-Safety	Cross-cutting risks including privacy
Play, creativity, fun	Civic and other literacies	Relation between risk and harm

Table 2.1. (cont.)

HEALTH AND WELL-BEING	SOCIAL SUPPORT	POLICY AND REGULATION
Digital wellbeing and health	Parental mediation	Children's Rights in the digital age
Mental ill health and anxiety	Socialisation, family and school	Law, policy and regulation
Resilience and coping	Sociality and peer support	Agency, voice and activism
Vulnerability	Professional help services	Responses to emerging challanges

Source: Livingstone and Stoilova (2021). Theories and Concepts for Children's Digital Lives: An Annotated Bibliography. CO:RE – Children Online: Research and Evidence.

This framework of nine theories reflects how research is used and theorized in digital media and children's studies.

Children and Young People: With the formation of alternative concepts such as "child, children, youth, kid, adolescent or teenager", it has been difficult to use a specific expression about the age range targeted by the research. Some researchers define an individual up to the age of 18 as a "child", while others may call it a "young person". Therefore, it is important to look at psychological and sociological approaches. The concept to be used may vary according to topics such as socialization, culture, and politics.

Digital Environment: This section analyzes the relationship between technology and its users. Most of the resources offer a holistic view of the digital environment. Relatively less attention is paid to the child's view of the digital world, or to how digital technologies support the child's life and rights.

Access: It is the area that has studied the effects of access to technology on children's daily lives. Studies in this area address social and economic inequalities in children's

access to digital technologies. It also examines the effects of access to these technologies on children's lives, relationships, and socialization.

Opportunities and Benefits: In this category, studies are carried out to analyze the interaction of children with digital technologies. Various opportunities and benefits such as creativity, participation, socialization, fun, and learning are mentioned. On the other hand, this theorization is carried out to support children's use of digital technologies and their development and learning and to reflect on their positive feedback on life.

Skills and Literacies: This category examines various skills and forms of literacy. New approaches such as data or playwriting may be included, as well as more inclusive terms such as media literacy and critical literacy. In some languages and traditions, the terms competencies and capabilities may also be used. It also creates debates on the relationship between digital literacy and concepts such as literacy, communication, participation, creativity, and security.

Risk and Harm: In this section, there are discussions on the risks that children face through digital technologies (content, contact, conduct, contract) and whether these risks turn into harm. Some sources also refer to the concept of "resilience" based on risks. While some researchers study by considering risks together with children's circumstances and the broader social context, others approach the issue from the perspective of children within the framework of digital children's rights.

Health and Well-Being: Well-being emerges as a concept that is used to express the high benefit and happiness of children in the digital world. While the concept of "resilience" is included as it is related to the correct use of digital technologies, it also touches on the issues of "mental health", which has the opposite effect when it is not realized. Generally, physical, emotional, psychological, social, and economic evaluations are made.

Both risk and harm and health and well-being are used to theorize children's life outcomes.

Social Mediation and Support: In this regard, some researchers theorize the child's effective use of digital technologies through parental mediation and the role of the family. Fewer researchers seek to theorize the importance of peer and community mediation. The most important factor is the school.

Policy and Regulation: This research area covers topics such as platform regulation, content moderation, and data protection. Mostly, child rights, equity and inequality, children's agency, voice and activism, and child protection are addressed. It defines responsibility to institutions such as the state, international bodies, civil society organizations, and the business sector for the correct realization of these concepts, and sometimes it can be critical (Livingstone & Stoilova, 2021b).

In this study, all of the areas specified in the table are included and these areas are gathered under the umbrella of children's rights in digital media. First of all, the way children and parents use digital technologies in the world and in Turkey, the usage habits of children and parents who can access the internet, the opportunities they have in the digital environment, and the risks they face are mentioned. Parental roles, mediation strategies, and the concept of resilience are included to prevent risks before they turn into harm and to create the best interests and well-being of children. Finally, the work and responsibilities of parents, educators, governments, policymakers, and all other stakeholders are expressed.

All these issues have been discussed in the context of children's rights in digital media, and with the research to be done, it will be tried to clarify and discuss how effective these theoretical expressions are in practice. The necessary concepts for characterizing the theory were explained, and at the same time, information was given about the categories under which these concepts were theorized in research, and also people and institutions related to the subject were mentioned. The present research is aimed to reach related concrete data. More detailed information about the research is given in the methodology chapter.

CHAPTER III

LITERATURE REVIEW

In this chapter, the risks faced by children growing up in a digital world and the opportunities they have, are discussed through applied research and reports. The related information is conveyed on how these risks and opportunities are approached in different categories and the use of the data obtained. Children's rights in the digital world are examined within the framework of General Comment No. 25 accepted by the UN (UN, 2021).

3.1. Children in the Digital World

Today, children are growing up in an increasingly important digital world. This world offers them education, entertainment, information, and self-expression, and it shapes the way they interact to a large extent. Thus, the concept of childhood and family relationships are evaluated according to such a period.

While making inferences about risks, opportunities, and parenting for children, the effects of digital media should not be overlooked. Thus, together with these changes, transformations, and innovations, concepts such as education, health, protection, prevention, interaction, and communication should be addressed within the terms of their period.

The concept of "digital natives" (2001) expressed by Prensky clearly shows that children born into the digital world have become an integral part of this world with their lifestyles. Understanding the language used by digital natives opens the door to a more useful, efficient, and secure digital world for them. It is an unavoidable fact that governments, decision-makers, the private sector, teachers, and parents take

responsibility and acquire information so that they do not experience this generation difference as a disadvantage.

Reports show that around the world, 1 out of every 3 children are internet users and these children are under the age of 18. They usually prefer to go online for fun activities. The most popular activity is watching videos, followed by gaming. These activities are more popular in high-income countries (Winther et al., 2019).

Besides entertainment, digital access helps children improve their potential. It provides them with information on the developments in their country and the world. Thanks to the educational opportunities it offers, it helps them prepare for new types of jobs in the future (UNICEF, 2017).

Children also love the freedom to learn and share. Children from different countries have common tastes such as using social media accounts, watching videos, doing homework, and playing games (Livingstone et al., 2019). In a research conducted with children aged 5-15 years, it is reported that the children's interests are directed from television to tablets and platforms such as Netflix, Youtube, and Amazon Prime Video. In addition, online games and social media are increasing in popularity among children day by day (OFCOM, 2018).

Social media is also seen as an important news source. It is seen that there is a significant interest in vloggers as a source of creativity and content. While the interest in Facebook decreases among social media applications, the use of Instagram is increasing. At this point, parents' concerns focused on screen time, the security of websites visited, and exposure to unwanted online experiences (OFCOM, 2018).

Children love to message, share their interests, produce various content, write articles and express themselves freely through social networks. However, there is inequality in the world in terms of internet access. Access to the internet is less in low- and middle-income countries compared to high-income countries. Since some schools and homes in these countries do not have internet access, children go to internet cafes. In addition, the rate of internet access and usage may decrease due to data charges and parental restrictions (Winther et al., 2019).

In a study conducted by UNICEF with children who are internet users in 11 countries (2017), it was stated that most children access the internet using more than one device. According to this research, children use laptops and tablets provided by the government in some countries. While desktop computers are common in Europe and North America, mobile phones are used more frequently in Southern countries. These children find it attractive that using a phone is simpler, easier to carry, and has multiple functions. The number of devices is also increasing for older children with a better income. In these 11 countries, while children spend 2 hours a day on the internet on weekdays, this number doubles on the weekend. Internet access prevalence seems to be the same for girls and boys.

It is a fact that the internet has benefits for education and socialization, but effective use of resources is also an important issue. Technological advances make access to information faster and easier. However, it is necessary to make sure that it is reliable, valid, and of good quality (UNICEF, 2017).

Particular concerns for parents are addiction, screen time, health problems, and privacy risks. Children indeed face the risk of addiction, obesity, and depression due to the time they spend online. However, researchers note that the impact on children who experience these problems offline at home is greater. Instead of focusing on how long children spend on the internet, focusing on what they do during this time helps protect them and enables them to spend their time efficiently (UNICEF, 2017).

One of the reasons parents impose restraint is because they think their child's digital abilities are better than their own (Livingstone et al., 2019). Reports show that the digital skills of children who participate in more online activities are better than those who participate less. Instead of blocking internet use, if parents help their children and enable them to discover new things, they help them develop personally. But the results also show that the more active children are exposed to greater risks. For these reasons, learning to deal with these risks is an important process. If it is precautions are taken the risks may not turn into harm (Winther et al., 2019).

To minimize these risks and protect children, it is important to know them well and to be able to teach children correctly. While protecting children from risks and harms, it is necessary not to prevent them from taking advantage of opportunities.

3.2. Children's Media Use in Turkey

As across the world, children in Turkey use digital media more frequently for various reasons. While they face risks during these uses, they also have opportunities and rights. When children are consciously educated and guided, digital media can be used more effectively and positively.

In Turkey, for the first time in 2013, research was conducted on information technologies used by children in the 6-15 years age group, their frequency of use, and their purposes, within the *Research on the Use of Information Technologies in Children* by Turkish Statistical Institute (TÜİK, 2021).

To observe the change that has taken place since then, the research was repeated in the same age group in 2021. According to the research, while internet usage was 50.8% in 2013 for children in this age group, it became 87.7% in 2021. The internet usage rate of boys was 83.9% and that of girls was 81.5%. The rate of children using the internet regularly, every day, or at least once a week, is 98.6%. It is thought that the most effective reason for the high increase in these rates is the Covid-19 pandemic, which started in 2019 and continues.

When it is looked at the internet usage purposes of children, participation in online classes with 86.2% and using the internet for homework or learning purposes with 83.6% is in the first place. Between 66.1% and 55.5%, there are activities such as playing or downloading games, watching videos, and making audio or video calls. The least activity performed by children on the internet was shopping online at a rate of 9.1%. The social media usage rate of children who use the internet regularly is 31.3%. This means that they spend about 3 hours a day on social media.

In addition to the purposes of using the internet, children preferred their smartphones with a rate of 64.4%. This situation shows 75% between the ages of 11-15. Children

who regularly use smartphones use them mostly for online lessons 77.7%, while at least 37.9% use them for social media. In addition, 32.3% of children state that they check their phones at least every 30 minutes. Besides smartphones, computer usage was 55.6%, while tablet computer usage was 57.2%.

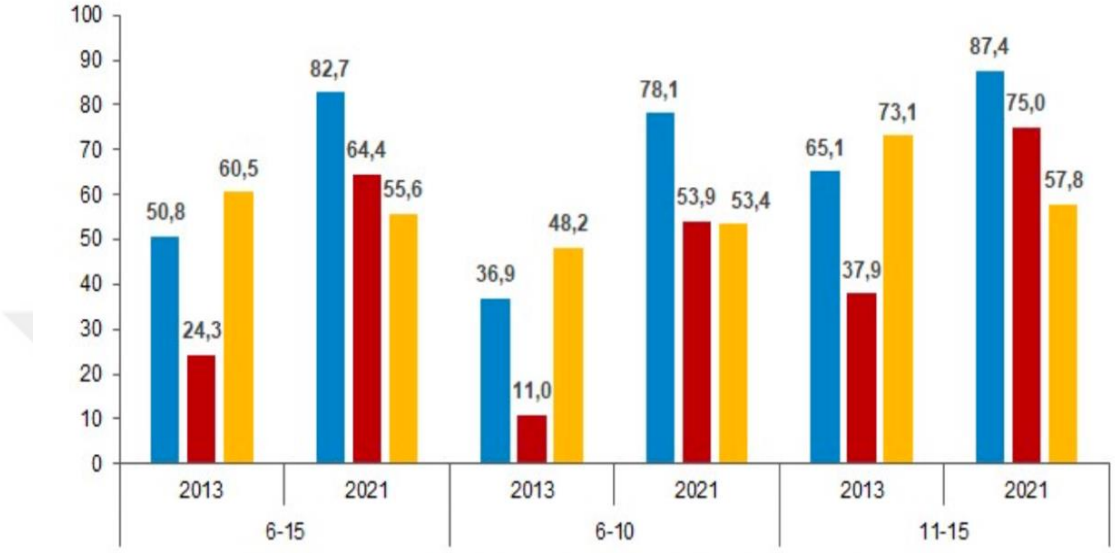

Figure 3.1. TÜİK, Information Technology Use of Children by Age Group (%), 2013, 2021

Source: TÜİK. (2021). Çocuklarda Bilişim Teknolojileri Kullanım Araştırması.
(In figure 3.1 above, the blue indicates internet usage, the red the smart mobile phones, and the yellow color, the computer usage.)

As can be seen in the figure above, the use of information technologies increases as children get older. Mobile phones are more preferred than computers in all age groups.

Besides, the proportion of children who only use at least one information technology product on their own has increased to 66.6%. Compared to 2013, this rate has nearly doubled in 2021.

Another occupied point in the research was digital games because the rate of boys playing digital games is 20.7% more than girls. Therefore, boys spend more time in front of the screen to play games than girls. On the other hand, the type of game that boys prefer to play the most was war games, while girls preferred adventure games more.

The more the time spent in front of the screen increased, the more the rate of reading books decreased. Some other causes of this increase were studying less, spending less time with family, meeting less face-to-face with friends, and sleeping less. Another important point children mentioned is that their parents thought they were playing digital games too much. The children also stated that they spent more time playing games than they planned and that they neglected their responsibilities. However, children felt anxious when they did not play at a rate of 28.0% (TÜİK, 2021).

Based on the results of the research, it can be stated that the use of the internet and information technology devices has increased considerably in the last eight years in Turkey. However, although this increase is mostly for educational purposes, other reasons are also undeniably high. A balance could not be established between the efficiency of the time spent in front of the screen and the activities that should be done/planned off the screen.

Alongside these rates, Kaspersky Safe Kids research revealed the online content that kids were most interested in in the summer of 2021. During this period when children were on holiday and they did not have lessons and homework, the activities they did were mostly for entertainment purposes. Children spend most of their time on Youtube with 35.3%. It is followed by Whatsapp with 14% and TikTok with 9.7%. The most preferred game in the summer months was Minecraft with 25.9%. The most prominent search on Youtube was about music (Kaspersky, 2021).

In a study conducted in 2019 to determine the digital literacy practices of young children at home in Turkey, it is revealed that 68.6% of parents recognize the value of digital education materials in children's learning. However, 75.2% of parents stated that they thought traditional education materials were better than digital education materials. In addition, parents were concerned about the negative effects of technology use on children’s development. However, they found it valuable that children watched informative videos and use language learning applications (Ozturk & Ohi, 2019).

On the other hand, Turkey is a country that signed the General Comment on children’s rights concerning the digital environment, which was adopted in 2021 (OHCHR, 2021). Therefore, governments, schools, companies that produce content and materials

and parents have responsibilities regarding the rights of children in the digital world.

The Republic of Turkey Ministry of National Education, TRT Çocuk (Turkish Radio and Television Corporation for Kids), EBA (Educational Information Network), and BTK (Information Technologies and Communications Authority) carry out various studies in Turkey to inform and raise awareness for parents and children. These projects include education, publications, and reports. However, it is not known whether parents and children are aware of these studies and how much they benefit.

Parental awareness is important to effectively benefit from these applications and to protect children from the harms of the digital world while at the same time ensuring that they take from its opportunities. Developing parents' digital media literacy skills and positively guiding their children will greatly contribute to the correct implementation of children's best interests and digital children's rights.

3.3. Risks and Opportunities in The Digital World

Digital environments can offer children great opportunities and help reduce inequalities, but they can also bring risks. Digital risks can negatively affect children's ability to benefit and damage many of their rights, especially privacy. For this reason, some precautions should be taken in an age-appropriate and reasonable manner before being harmed, and digital security should be ensured (OECD, 2019).

It should not be overlooked that society has become increasingly digital. In such a situation, access to digital technologies contributes to children getting the digital skills and digital media literacy necessary to prepare for the future (Stoilova et al., 2021).

Children may face risks while acquiring digital skills such as detecting the credibility of online information, possessing social skills, understanding whether the people they meet are the same, personal safety, and device security knowledge, but they also have more online opportunities and equipment to acquire these skills. Having these skills allows them to reduce the risks related to their privacy. Children with improved digital skills act by knowing how personal information will be protected, what they can share

with whom, and how their data can be used by some institutions. This is a situation in which they can learn only by experience (Stoilova et al., 2021).

The digital world can also facilitate access to health, education services, and information. It has been observed that children who use digital media to do homework with their schoolmates get good results in their school performance. Access to health-related information in the digital world is also quite high. Children do research on the internet about healthy nutrition, exercise, sports, sexual health, mental health, weight loss and weight gain, food intake, and body appearance. Children especially care about the confidentiality of their research on mental health and sexual health. A study of 527 boys in Northern Ireland found that a quarter of children were looking for information about mental health problems, but did not tell anyone about these problems (Stoilova et al., 2021).

In addition, children enjoy socializing in the digital world. It has been observed that children who use social media develop emotional and cognitive empathy. They share their feelings with the people around them and try to understand them. In a study conducted in Belgium, it was revealed that children who self-disclose have positive experiences thanks to the support they receive from their peers (Stoilova et al., 2021).

For some vulnerable children, the internet makes it easier to access information and seek help on negative issues such as drug use, mental health problems, and self-harm. It can be ensured that this information on the internet positively guides children (Stoilova et al., 2021).

In addition to these, children's political views, civic identities, and participation can also take place in social networks as digital citizens. It has been observed that children who research and interpret political content on the internet have an increased interest in politics and their rights. Children's online participation in political issues can help them to come up with independent opinions by being exposed to different perspectives (Stoilova et al., 2021).

It is also important that children can benefit from educational opportunities in the digital environment. Developers, software and hardware vendors, and educational

institutions create new opportunities for children's educational opportunities. ICTs improve the quality of education with content such as course and video materials, educational games, and distance education tools. However, children all over the world cannot benefit from these opportunities equally (UNICEF, 2017).

In addition, teachers need to acquire the necessary skills for future education policies to guide children. Digital skills and critical thinking skills should be taught in schools. Children's digital media literacy education is one of the most important elements of protecting them from the risks of the internet and making them aware of their rights (Winther et al., 2019).

As children are active in the digital world, they can take advantage of opportunities and experience the right use, but they may be exposed to some risks as well as opportunities while they are active. The existence of risks does not mean that harm will occur. While risk is a possibility, harm is an emotionally, physically, or mentally negative outcome. Similarly, an activity may be an opportunity for some children and a risk for others (Smahel et al., 2020).

It is important to be able to define the risks well. It is possible that these risks harm children's rights and negatively affect their well-being. The harmful consequences depend both on the regulation of the digital world and on the children and the circumstances in which they live. For this reason, the risks were categorized by scholars within the scope of the CO:RE Project, and the risks encountered in each category were listed (Livingstone et al., 2021).

The purpose of this classification is to understand the experiences and consequences of growing up in a digital world. For this purpose, when the "contract" group is added to the "3C" risks, which consists of content, contact, and conduct, presented by EU Kids Online in 2009, the "4C" risk classification has emerged. This classification has been made to be effective in revealing studies to reduce or prevent harmful consequences. These risks may also arise when children make a contract with public or third sector organizations. In addition, a "cross-cutting" section has been added to the table. This section includes risks to all kinds of health and privacy of the child (Livingstone et al., 2021).

Table 3.1. The CO:RE Classification of Online Risk to Children (2021)

	Content	**Contact**	**Conduct**	**Contract**
CO:RE	Child engages with or is exposed to potentially harmful content	Child experiences or is targeted by potentially harmful *adult* contact	Child witnesses, participates in or is a victim of potentially harmful peer conduct	Child is party to or exploited by potentially harmful contract
Aggressive	Violent, gory, graphic, racist, hateful or extremist information and communication	Harassment, stalking, hateful behaviour, unwanted or excessive surveillance	Bullying, hateful or hostile communication or peer activity e.g. trolling, exclusion, shaming	Identity theft, fraud, phishing, scams, hacking, blackmail, security risks
Sexual	Pornography (harmful or illegal), sexualization of culture, oppressive body image norms	Sexual harassment, sexual grooming, sextortion, the generation and sharing of child sexual abuse material	Sexual harassment, non-consensual sexual messaging, adverse sexual pressures	Trafficking for purposes of sexual exploitation, streaming (paid-for) child sexual abuse
Values	Mis/disinformation, age-inappropriate marketing or user-generated content	Ideological persuasion or manipulation, radicalisation and extremist recruitment	Potentially harmful user communities e.g. self-harm, anti-vaccine, adverse peer pressures	Gambling, filter bubbles, micro-targeting, dark patterns shaping persuasion
Cross-cutting	**Privacy violations** (interpersonal, institutional, commercial) **Physical and mental health risks** (e.g., sedentary lifestyle, excessice screen use, isolation, anxiety) **Inequalities and discrimination** (in/exclusion, exploiting vulnerability, algorithmic bias/predictive analytics)			

Source: Livingstone and Stoilova (2021). *The 4Cs: Classifying Online Risk to Children.* (CO:RE Short Report Series on Key Topics).

As explained in Table 3.1, online risks consist of content, contact, conduct, and contract risks, and all these risk categories are examined in the aggressive, sexual, and values sections. In addition, there are risks related to privacy, health and equality, and discrimination in the cross-cutting section.

Content risk includes children dealing with or exposure to harmful content. Violent, hateful and extremist, pornographic, and sexual publications are content risks. ***Contact risk*** is one of the risk categories created by an interaction initiated by a harmful adult or by targeting a child. This includes content such as all forms of harassment, sexual abuse, and hateful behavior. In the ***Conduct risk*** category, the child witnesses get involved or become a victim of negative behavior such as bullying, sexual messages, coercion, or harassment. ***Contract risk*** is a party to and abused contracts for child harm in this section. These include situations such as gambling, fraud, and abuse.

In addition, these contracts may have other parties and this can be achieved by processing data algorithmically (Livingstone et al., 2021).

In a study conducted by Global Kids Online (2016), children who saw sexual content online or had harmful experiences reported harassment, pop-ups, and fraud as the main reasons for this. When these children experienced negative things, they mostly turned to their friends. Few of them sought help from their teachers or any professionals. The friends are followed by their parents and later by siblings as the people they asked for help. Very few children have received digital media literacy training in the face of these risks.

The use of personal data by companies in the context of contract risk, which is later included in the classification, may also be among the risks for children. It is necessary to question how and for what purpose the personal data received from children are used. The Children's Commissioner for England (2018) predicts that data collected from children may be used for dangerous purposes in the future. It expresses the view that children may affect their education and business life in the future. In addition, a false identity can be created with the collected data of children aged 18. Thus, they may be shaping their future with their data footprints.

According to the report, there are some points where children's data are collected. These are connected baby cameras, connected toys, smart speakers, children on social media, parents on social media, browsing the web, smartphones and tablets, medical records, the red book, retail loyalty schemes, school databases, biometric data in schools, study and behavior apps, location tracking watches, travel passes. Through all of these, important data such as image, sound, location, identity information, education and health information, address, and travel information are transmitted to companies by children and parents (Children's Commissioner, 2018).

In addition, parents should be aware that when sharing their children's information on their social media accounts, they transmit this data and violate the child's right to privacy. Children's rights specified in the UN Convention on the Rights of the Child (1989) and General Comment No. 25 (2021) should be actively implemented by governments, companies and parents to protect them from these risks.

3.4. Parenting in the Digital Age

With the presence of digital media in almost every aspect of life, new responsibilities have emerged for parents as well. It has become primarily the responsibility of parents to guide their children positively by being aware of innovations and taking the necessary precautions before digital risks turn into harm. The diversity and high usage purposes in digital technologies make it difficult to manage this situation. Therefore, parents may be worried.

On the other hand, children see their parents with various digital media elements. Therefore, rather than hiding and forbidding, trying to create a balance and harmony can provide more positive results. As parents' purchasing power, education level, and digital media consumption increase, children's digital media use also increases. In addition to these concerns, parents have positive thoughts about preparing their children for the future and benefiting from the internet. Considering that children take their parents as an example, it is important to be a good role model to ensure their best interests by observing their rights (Bleeker, 2020).

In the book *Parenting for a Digital Future* published by Sonia Livingstone and Alicia Blum-Ross, parents' hopes and fears for the future of their children are included. The survey of 2000 families from the UK and the interviews with 73 families from London provides descriptive examples of families of different ethnic groups, cultures, and incomes. Not only the responsibilities of parents but also the pressure they experience to be correct and good parenting are mentioned. They said that the definitions of good parents led them to question themselves constantly (Livingstone & Blum-Ross, 2020).

While the parents expressed that they were worried about risks, long screen time, inappropriate content, and concepts such as bullying, they also stated that they wanted their children to be knowledgeable about the technologies that will shape their future. Sometimes, they stated that they did not see themselves as adequate to prepare their children for the future and they tried to learn. Each family tried to take a precautions and maintain order in line with their living standards, knowledge, and income. However, at this point, the authors invited policymakers, journalists, educators, designers, and the industry to take responsibility for their preparation for the future to eliminate inequalities and support parents (Livingstone & Blum-Ross, 2020).

On the other hand, there are some methods that parents can apply to manage risks, opportunities, and rights in the digital world. Parents can shape their attitudes towards their children in line with these methods.

3.4.1. Parental Mediation

Parental mediation refers to the management of the relationship between children and the media by parents through activities such as restriction, speaking, and monitoring. Children are not in a passive position here, on the contrary, they are active subjects in the family's harmony and system-building. They can influence parents' attitudes. Mediation is shaped by children's media activities and skills. That is why it is important to understand children's online behavior. Parental mediation can also be seen as a "new" form of parenting (Smahelova et al., 2017).

Parents, in other words, may have conflicts about what it means to be a "digital mentor" to their children and how to do it. For this reason, it is examined in three

different types. These are called active, restrictive, and parental control or monitoring. In active mediation, parents actively participate in children's digital activities. Restrictive mediation means limiting children's digital activities in different ways. Parental control or monitoring means checking the children's online activities (Kuzmanović et al., 2019).

These types of mediation may vary according to the age of the children, their activities, and parenting styles. Parents need to be able to maintain a balance between social and technical forms of mediation. Setting the rules for the active participation of the child in their online activities is social mediation. On the other hand, supervision and monitoring are forms of technical mediation and occur with parental control (Kuzmanovic et al., 2019).

In active participation, parents talk with their children about digital technologies and the internet, become involved in activities such as playing games and watching videos, exhibit positive exemplary behavior and habits, and follow the agreements made in the family regarding the use of digital technologies. While doing this, rules are determined on how many hours a day can be spent on the internet, with whom and how one can interact, and what to see and do (Kuzmanović et al., 2019).

In supervision and monitoring, the child's use of digital media is monitored through activities such as internet history, password, and access to his profile. In addition, using digital tools, applications, or programs to monitor the child's activities is also considered within the scope of technical mediation. These applications include parental control software, filtering access to certain websites, and time restrictions. (Kuzmanovic et al., 2019).

In addition, parental values and preferred mediation methods may show differences and similarities between countries. The results of the European survey published by EU Kids Online on parental mediation, internet use of children, and the risks they face, shed light on the approaches and needs of countries on parental mediation (2013).

Differences and similarities between countries may have reasons such as social, cultural, technological opportunities, welfare levels, and digital experiences of parents.

The countries were classified by the answers given to the questionnaire. Accordingly, in passive cluster countries (Bulgaria, Hungary, Lithuania, Romania, and Slovenia), parents may not have the appropriate skills for mediation as the internet penetration is low. Restrictive cluster countries (Austria, Belgium, France, Germany, Greece, Ireland, Italy, Portugal, Spain, Turkey, and the UK) have parents who choose to engage in inactive, restrictive mediation. There is a lot of diversity in all-rounders cluster countries (Cyprus, the Czech Republic, Estonia, and Poland). It was observed that parents combined mediation methods. Finally, active cluster countries (Denmark, Finland, Netherlands, Norway, and Sweden) have adopted the active mediation method.

Almost all Western, Southern, and Central European countries preferred restricted mediation. These countries are more focused on protecting children, which can mean they miss out on many online opportunities. Scandinavian countries are exceptions to active mediation. It has been observed that parents have higher digital skills in these countries. Therefore, it is thought that parents can provide active guidance when children encounter risks. Passive mediation is common in most Eastern European countries. Studies can be carried out to inform parents in these regions. Policymakers, industry, and parents should act together (Helsper et al., 2013).

However, another issue that differs is time, special circumstances, and activities. For example, mediation can be variable for reasons such as weekends, holidays, and travels. However, apart from such reasons, it is important that parents behave consistently (Smahelova et al., 2017).

Besides, parents should inform children about what to do before accessing content. They should explain the reasons for the content they want to restrict to children in a way children can understand. They should interpret the content they make and watch together and discuss with questions. As a result, talking to children is an important point. Talking about the benefits, risks and useful content of the digital world increases the confidence in children and they do not hesitate to ask adults for help in a negative situation. In such situations, they learn what to do. Children's applications such as Youtube Kids and Google for Kids should be encouraged to use. Parents can limit the time children spend on the internet, online content, platforms, and games with violence

and sexuality, where they can post personal information, and chat with strangers. However, their excessive application in every subject negatively affects the development and skills of children. These limitations should not turn into restrictions on the opportunities and rights of children. Selecting quality content, taking technical measures and active participation provide appropriate mediation (Kuzmanović et al., 2019).

3.4.2. Positive Parenting

The principles and benefits of positive parenting are clearly explained in UNICEF's *Handbook of Positive Parenting* (2018). Accordingly, positive parenting is an approach that aims to establish a good parent-child relationship and puts the parent in a leading position in the child's development. Its principles are attachment, respect, proactive parenting, empathic leadership, and positive discipline. Positive parenting stems from the child's interests and dissolves boundaries through love and requires accepting and respecting their rights.

The principle of attachment is a essential need. This connection shapes children's future relationships and enhances their ability to cope with setbacks. When this connection is established correctly, a sense of trust develops and it ensures not to be afraid to apply to a parent in a negative situation. ***The principle of respect*** gives the child the feeling that he is someone important to his parents. This does not mean allowing all their wishes, but showing respect helps the child respond positively and respect himself and those around him. Children with this strong connection can be stable and open to positive discipline. Self-confidence develops. ***The principle of proactive parenting*** emphasizes that parents should not think reactively. These parents anticipate any problems and take precautions, but if any crisis occurs, they solve problems before they get out of control. They value participation in children's lives and getting to know their children. ***The principle of empathic leadership*** is based on the concepts of compassion and empathy. Emotional stability and verbal expressions are very important. It is shown as spending time together, using positive words, and sharing feelings. This concept of parenting is collaborative and makes them feel understood by understanding their children's needs. ***The principle of positive discipline*** does not mean punishing the child. It teaches acceptable behavior, sets clear

boundaries and rules, requires consistency and realistic expectations, is free of fear and threat, and is cooperative.

To realize all these principles, it is necessary to plan, establish a routine, consult the child, be consistent, communicate positively, be willing and patient, and approach with empathy. At the same time, it is necessary to allow the child to bear the responsibilities himself (Petrovska et al., 2018).

Positive parenting also adapts to digital parenting. This positive behavior towards children helps their development and protection in the digital world. The Council of Europe highlights positive digital parenting styles (2020).

This approach emphasizes parents' thinking about their behavior. It states that parents should question their use of digital technology and their competence in accompanying and guiding their children correctly. The Council also includes in its definition of "positive parenting" an empowering and non-violent style of parenting in addition to recognizing of guidance. Furthermore, it states that while defining this concept, it includes parents who respect the principle of children's rights and the best interests of children stated in the United Nations Convention on the Rights of the Child (UNCRC).

In line with the child's digital rights, parents are expected to give importance to the digital development of the child, ensure their participation and guide them. Parents should talk to their children about the risks and opportunities in the digital world. They should participate in their digital activities and learn about opportunities, sometimes while guiding them. Five key elements are important to positive digital parenting. These are communication, critical thinking, citizenship, continuity, and community. While communication paves the way for sharing, it enables the use of critical thinking and analysis skills effectively. Citizenship makes children relevant, knowledgeable, literate, responsible, and rights-defending individuals in their social environment. Continuity aims to maintain communication regardless of the subject. It adopts an orderly, open, and exchanged approach. And the community represents people who come together and exchange information for the improvement of children's rights in the digital environment (Council of Europe, 2020).

3.4.3. Digital Media Literacy

Digital media literacy is the ability to find, describe and use information effectively. It is a concept that applies to content from sources such as digital technologies and the internet. In addition, digital media literacy includes not only basic skills but also ethical responsibilities (Common Sense Media, 2021).

Digital literacy requires skills such as problem-solving, communication, collaboration, content creation, and knowledge management. There are five areas through which it is defined. These are: Information and data, communication and collaboration, digital content creation, safety, and problem-solving. Information and data involve searching, selecting, organizing, and reusing information. Communication and collaboration consist of interaction through technology, data and information sharing, social participation, cooperation, codes of conduct, and digital identity management. It consists of areas such as digital content creation, digital content development, programming, copyright, and licenses. Safety consists of health and well-being, privacy, and personal data. Problem-solving, on the other hand, consists of solving technical problems, defining needs and boundaries, and creative use. Parents are expected to have these skills to direct children's use of digital technologies and to use the benefits of the internet effectively (Kuzmanović et al., 2019).

For parents to use the internet correctly with their children, they should learn, participate, know how to search effectively, choose appropriate applications for children, communicate about online content, what information can be shared, privacy and security, and filtering tools (Wise Kids, 2021).

Not only parents but also children must acquire these skills at home and school. They must learn to search effectively on the internet, protect their information, understand their digital footprints, and not violate and respect the rights of others (Common Sense Media, 2021).

In addition, digital media literacy helps to counter the effects of disinformation and fake news. The European Commission brings together media literacy stakeholders to

promote skills and projects as part of media literacy week (European Commission, 2019).

3.4.4. Digital Resilience

Digital Resilience is the ability to develop a critical perspective to eliminate vulnerability to harmful content. Digital resilience skills include features such as getting the information correctly, coping with the risks encountered, and protection from harm (Child Protection Company, 2017).

Digital resilience evolves by interacting with opportunities and difficult situations in online environments. Understanding that you are at risk, knowing where to get help, learning from experience and healing are the core issues of digital resilience. Providing these allows children to be more secure in the digital environment and to take advantage of the opportunities offered by the internet. It increases resilience by improving the ability to stay away from risks. Parents can help their children develop their digital resilience skills through active participation, but uncontrolled restrictions or simply observing may reduce the child's benefits and skills (Manning, 2021). Digital resilience is formed through experience and children can understand what is harmful and what is not, as it develops self-control skills. However, to develop this, they need parents who provide them with the necessary knowledge and confidence, to guide and support them. In addition, children must have developed feelings of self-confidence and determination to cope with the challenge (UKCIS, 2020).

It is not possible to constantly monitor the digital life of children in a digital environment that is open to all information and risks. Therefore, it is possible to contribute to children’s learning to use the benefits by improving their ability to recognize and respond to risks. Understanding what affects children, rather than how long and how they use the internet, can improve digital resilience. It is important to support and encourage them, but they need to be able to tell their parents when they need help with any problem. Having 21st-century skills will benefit children in the long run and prepare them for the future. Therefore, explaining to children how and why they benefit in the digital world and why they need all these skills will positively encourage digital resilience (Przybylski et al., 2014).

3.4.5. Parenting in Turkey

According to the Conscious and Safe Internet Usage Experience and Habits of Children and Parents in Turkey Report (2022), parents in Turkey access the internet daily and they do this mostly with smartphones. In the study conducted with 1,111 parents from 24 provinces, it was found that 28.9% of male parents and 20.6% of female parents almost always use the internet, while one out of every 10 parents has never used the internet.

As well, economic reasons may affect parents' internet use. These include expensive electronic devices and internet subscription fees. Apart from economic reasons, 79.1% of parents stated that the internet takes a lot of time, and 73.2% of them are concerned about privacy on the internet. Another remarkable point is that 36.4% of the parents stated that they cannot use the internet because they do not have adequate skills.

Information about operational, information/scanning skills, social/privacy skills, and creative and mobile skills was obtained through the questions directed to the parents. The results show that parents have the best performance in downloading and saving a file as an operational skill, while the ability to use any programming language is the lowest. These skills are similar to the skill ratios that their children have. Looking at their knowledge/screening skills, it is seen that parents give a high result at an average of 76%. While male parents have higher skills compared to women, it is seen that children's skills are lower in this area than their parents. In terms of social/privacy skills, parents stated that they know what information to share with 88.1%, while 57.4% stated that they do not have the ability to delete their browser history. This skill of parents exceeds that of their children. In terms of creative skills, while the parents are best at publishing content on the internet, they have the least skills in editing the content created by others. In addition, it was observed that parents were able to actively use most of the mobile skills, but they had the least skills in how to purchase the applications.

In the study, it was determined that girls received help more than boys in parental mediation. Besides, parents reduce their support as their children get older. It has been observed that parents mediate more by giving advice, but the activities they perform

in practice, such as doing together, are much lower. The issues that parents give their children the most advice on are safety, exploration, and learning.

In addition, even if children talk to their parents about what they are doing online, they talk less about the issues that upset and disturb them. Although this issue differs according to age and gender, very few parents are aware of it. Girls seem to seek advice more than boys. Besides, parents think that boys face more internet risks than girls. Among these risks, the most striking of the parents were the images of fear and violence, while the issues they encountered the least were ways of causing physical harm and messages of hate.

While 93% of parents allow their children to use the internet for homework, this percentage decreases when it comes to sharing photos and videos or video chatting and is allowed under supervision. Male parents play a more active role in technical situations, while female parents control social content more. Schools, family, and friends are the sources that parents get the most advice about safe internet. In contrast, parents followed websites and government agencies the least for safety (BTK & GİM, 2022).

According to the report by Helsper et al. (2013), children in Turkey constitute the group with the lowest online risk in Europe. Parents in Turkey also adopted the most restrictive parenting role. This shows that parents in Turkey do not exhibit active mediation behaviors. At this point, children in Turkey encountering online risks and parents' active mediation are directly proportional to each other (Helsper et al., 2013).

Parents shape the media environment in the home and play a key role in setting the rules. They are involved in both decision-making and practicing activities on the use, duration, and application contents of digital devices. In a study that reveals how Turkish parents make decisions about content, tablet use, and screen time, parents in Turkey state that they have difficulty in finding suitable digital content for their children and are worried about their safety in the digital world. They usually let their kids make their own decisions before downloading an app. However, more than half of the parents download the applications themselves, while a third of them listen to their children and make decisions together (İzci et al., 2021).

In the survey, 83.6% of Turkish families prefer free apps for their children but are more inclined to pay for ad-free apps because they are worried about exposure to inappropriate content. Parents are concerned about the use of devices they have not observed. They feel comfortable when children use devices for educational purposes or seek help. The most popular application used was YouTube (İzci et al., 2021).

A study on children's digital media literacy practices at home, published in 2019, revealed that the most common activities parents do with their children are watching online videos and video chatting. They stated that their children improved their social skills through videos and adapted new information to their lives. Although parents find digital educational materials useful, they believe that traditional educational materials are better. In addition, parents think that children's use of digital technologies harms their brains. On the other hand, they need professional support because they do not know how to guide their children in education and entertainment and how to use digital technologies accordingly (Ozturk & Ohi, 2019).

Parents become role models for children to use digital technologies. Children use digital media by observing their parents. Therefore, all family members need to follow the set rules. Parents in Turkey are most concerned about their children being harmed and spending long hours in the digital environment. Therefore, they mostly use prohibition and restriction methods (Ozturk & Ohi, 2019).

Besides, parents in Turkey try to learn ways to keep their children away from digital media. The main reason for this is that they want to prevent excessive use and protect them from risks. This causes them to limit their children's use of digital media and assume the role of restrictive parenting. They want their children to use the internet only for useful purposes. Content and contact risks are among the risks they are most concerned about, while conduct risks are the ones they are least aware of. In addition, parents want their children to learn the ways to protect themselves from these risks by getting an education. They prefer that their children know how to solve the problem. Parents who focus on reducing risks worry less about missed opportunities. In addition, some parents make use of their children's time on the internet as an opportunity to spend their time personally (Bayraktar & Yılmaz, 2018).

It is seen that parents in Turkey need to improve themselves in digital media literacy. Often, parents learn the use of digital media from their children, rather than guiding them. When children encounter a negative situation, they prefer to consult their friends instead of their parents. This lack of information puts a distance between parents and children. In addition, parents see themselves as inadequate in taking precautions (Yaman, 2018).

Parents with relatively low digital media literacy in Turkey find their children's relationship with the media unusual. They believe that computers and mobile phones negatively affect human relations. They think that their children postpone their basic needs because of computer games. Parents criticize their children's use of the internet other than for educational purposes and state that it should be controlled. According to them, excessive internet use negatively affects family communication. In addition, some parents consider the behavior of children living in the digital age normal and consider internet use necessary. It can be said that parents in Turkey mostly have a restrictive and controlling approach, but at the same time normalize the use of digital media. The common concern of parents is to protect their children from the negative effects of digital media (Özkan & Hıra, 2017).

In Turkey, there are media platforms and educational materials prepared by institutions, educators, and the government, which can guide parents, children, and youth. Among these, there are guides published by the Information Technologies and Communications Authority and the Safer Internet Center on topics such as digital privacy, online protection, risk, and preventive policies, and digital media literacy. These institutions have online and telephone support platforms. Children, young people, educators, and parents are informed by various training and seminars (GİM, 2022).

In addition, TRT Çocuk (Turkish Radio and Television Corporation for Kids), a national channel established to educate families and enable children to learn, supports the development of children with cartoons, games, and educational content. It offers parents the opportunity to choose content that appeals to their children's age and achievements (TRT Çocuk, 2022). Besides this, in the project carried out by the Dijital Medya ve Çocuk's (Digital Media and Children) team within the body of Istanbul Bilgi

University, studies are carried out to convey the basic information and discussions that stand out in the world and Turkey to parents, educators, and all relevant stakeholders in Turkey. The Dijital Medya ve Çocuk website contains current issues, information for parents, and academic studies. These studies aim to raise awareness about children's rights in digital media by creating a social impact (Dijital Medya ve Çocuk, 2022).

Parents in Turkey believe that digital technologies are important in today's world and the future, and they should be embraced rather than avoided. On the other hand, they are also concerned about exposing their children to the effects of digital technologies. (Ozturk & Ohi, 2019).

More research is needed on the influence of parents on children's use of digital media in Turkey. It is seen that a large part of children's experiences with digital technologies is shared learning with their parents. The media industry, educators, governments, and all stakeholders need to listen to parents and children, get their views and provide the necessary support. In this way, children will be supported to learn from digital technologies and use them more consciously (İzci et al., 2021).

It is not known whether the parents are conscious of the awareness-raising studies conducted in Turkey and whether they follow these studies. Likewise, it is not known how much parents are aware of the risks and opportunities their children may encounter during their use of digital media, and whether they defend their children's digital rights. Working together with the government and education sector can bring positive results to increase parents' awareness of children's digital rights and guide their children positively. With more research to be done, it may be possible to produce more efficient solutions by taking the opinions of parents and children. In this way, it can be ensured that the studies carried out outreach to more parents.

In this research, parents' awareness of children's rights in the digital world is measured. Hereby, a new perspective will be presented to the research reflecting the digital media consumption habits, whether there is the awareness that affects the formation of these habits, and how they are reflected in the behaviors. It is aimed to state that high awareness of parents will have a positive effect on their consumption

habits and, as result, on children's being conscious consumers in the digital medium. In the next chapter, detailed information is given about the methodology of the research and the way it was implemented.

CHAPTER IV

METHODOLOGY AND IMPLEMENTATION

A verbal method is a way of directly asking if someone knows about something. However, this can lead to some complications. For example, people may avoid providing information or have acquired some prejudices over the time of their experience. In a study, participants were shown four identical socks, and the participants noted that the last sock they examined was different. Instead of stating that they are the same or that they may have made an arbitrary choice, most people supported their choice by mentioning the qualities of the socks. This shows that people tend to construct knowledge. For this reason, researchers mostly rejected the subjective method and turned to the objective method. Objective methods expect people to choose between different correctly constructed options, rather than describing what they see. In this way, they will answer whether they know the questions directly without interpreting them (Overgaard, 2015).

Previously, measuring awareness was not aimed at creating content, but at revealing its lack. The purpose of developing a measure of awareness is to look at the unconscious state. It is to determine how human behavior is affected by information that is not consciously perceived or is interpreted differently. Afterward, forced-choice questions became known as “objective measures of awareness”, which means that to distinguish between two options, a person must be aware of them. Therefore, what is needed is a study that can show the existence of knowledge in the absence of consciousness and skills of distinction. For this, objective measures are considered the best possible standard as they are independent of strategy and bias. This is because, on a subjective measure, it cannot be verified whether the participants answered precisely because they had that experience or because they were inclined to give that answer. In cognitive science, the researcher should avoid subjective reports as much as possible and verge on objective measurements (Overgaard, 2015).

It is problematic to reveal a person’s subjective experience with an objective measurement. The challenge of measuring awareness based on behavioral measures has persisted over the years. Since the researcher does not have direct access to people's subjective experiences, inferences must be made by relying on the answers given. To evaluate awareness, it is necessary to reduce potential confusion as much as possible. Straight questions should be prepared to be able to draw conclusions from them so that participants are not unintentionally influenced by the survey content. Two points are particularly important for these questions to be effective. One is using details correctly and the other is theory. Since method will not be independent of theory, it provides a way to clarify the relationship between behavior and awareness (Overgaard, 2015).

Based on this information, it was decided to prepare a questionnaire with closed-ended questions using the quantitative research method. The reason for applying this method is that it is the most reliable and valid method of measuring awareness. For this reason, surveys on children, digital media, and parental relations in the world were examined.

At this point, the questionnaire sample published by Global Kids Online as a guide to quantitative research was examined. This Child and Parent questionnaire was conducted face-to-face with 9 to 17 year olds and one of their parents and examined how children and young people engage with digital technologies in their daily lives. The survey was created according to the Global Kids Online model (Global Kids Online, 2022). The questionnaire, which contains many different contents, was used as an example in this research. The relevant titles among the subjects in their content were examined and taken as a guide. However, although the survey that was created takes this study as an example, it is different in content and will only be aimed at parents. The survey is prepared according to the basic elements of the Global Kids Online model. Although this helped to create a survey in categories as an idea, it is a survey consisting of completely original questions due to variables such as content, participant, age group, and sample. Since the questions and categories were not suitable for this study, the scale was not used. An approach is taken to the survey questions from the framework of children’s rights in digital media.

In the questionnaire, the details of the subject and the theory are the basis which are two important points mentioned by Overgaard (2015). Accordingly, the questions were formed considering, particularly children's rights in the digital media, the areas which are evaluated within these rights and categorized and theorized by CO:RE (2021). These questions are addressed to the participants in the form of multiple-choice and single-answer questions in different categories. Only the "other" option is given as an open-ended question in the required questions.

Survey questions were delivered to the determined audience online. While analyzing the data, one of the data analysis programs Survey Monkey was used. Thus, the answers were statistically analyzed. Performing a multivariate analysis, digital media elements in the awareness of parents about risks, opportunities, and digital rights were conclusively determined concerning specific causes, whether they are present or absent, to be interpreted in the framework of conditions in Turkey. And different profile information is examined by comparing it with other questions.

4.1. Method

The quantitative research method was preferred to present observable and measurable research. It is aimed to measure the level of parents' awareness of the elements of risks and opportunities their children are exposed to in digital media and to reach a result on the implementation of children's digital rights. For this reason, questions that measure their awareness were asked to the parents of children between the ages of 6-18 years by using the questionnaire method.

In this method, it was decided to use stratified random sampling, which is a probability sample type. This is because this method allows statistical generalization to large populations. It also makes it easy to compare different groups in the population. In this research, the groups have categories such as female-male (parents), primary, secondary, high school graduates-higher education graduates, and having children in different age groups. In addition, men and women participated randomly, not equally. Thus, which gender participates more was also measured.

The questionnaire begins with demographic questions, in line with the purpose of the research. In the second part, it is desired to measure whether parents are aware of the opportunities that children have in the digital world. The third part is aimed to measure the awareness of parents of their children about the risks they face, while the fourth part, is desired to measure different parental approaches. In the fifth part, there are questions about the responsibilities of the stakeholders. In the sixth section, there are questions about children's rights in the digital world, while in the last section there are questions about the institutions and networks that parents follow to gain information and raise their awareness. The questionnaire consists of multiple-choice questions and rating scales.

4.2. Participants

The questionnaire included mothers and fathers who have different education statuses from primary school graduates to higher education graduates, and those having children between the ages of 6-18 years. Since parents' awareness of children's rights in the digital media and the studies and their actions in this field are measured, the participants were determined as mothers and fathers.

Compulsory education in Turkey was increased to 12 years in 2012-13 (TÜSEB, 2019). It was assumed that parents who have received this training know how to use digital technologies. Thus, it was desired to measure the differences that may occur in their awareness as the education level of parents who consume/produce digital technologies increases. However, parents who graduated from primary and secondary school were also included in the study. Thus, it was desired to measure whether the differences between education levels caused a change in the approach of parents.

It was decided to conduct research with parents of children aged 6-18 years. This age range consists of primary, secondary and high school students in Turkey (TÜSEB, 2019). School-age children need help learning social, emotional, and cognitive skills. These are topics such as how to be friends, how to trust others, how to solve problems, and how to set goals. They are more extroverted in terms of social and emotional skills and have opportunities to socialize outside of the family. The warmer and more accepting the parents are, the more effective the children will communicate. When it

comes to cognitive development, they learn about cause and effect, what is real and what is not, and can take logical steps to solve problems. Parents must engage in active mediation. It is important to be involved in their children's activities and education, listen to them and ask questions (OUNCE, 2022).

“The Concrete Operational Stage” is the third of Piaget's theories on the cognitive development process. It lasts between 7-11 years of age. He considers this stage as the beginning of logical and operational thinking. Children begin to think logically about concrete events. As a result of biological maturation and environmental experience, mental processes are reorganized. They cannot yet think systematically about representations of objects or events. Piaget argued that cognitive development is largely due to independent explorations by which children form their knowledge. Vygotsky, on the other hand, argues that children learn through social interactions and build knowledge by learning from more knowledgeable people such as peers and adults. In other words, Vygotsky believed that culture influences cognitive development. However, both theories see children as actively constructing their knowledge of the world; they are not seen as merely passively assimilating information (McLeod, S. A.,2018b). Bruner also agrees with Vygotsky. They think that adults should be active in assisting the children’s learning. Bruner thinks that a child can understand concepts with correct expression (McLeod, 2019).

In addition, according to Piaget’s moral development studies, in this phase, which he calls “Heteronomous Morality” and coincides with the Concrete Operational Stage, children generally believe in the sanctity of rules. They think that not following the rules will lead to negative consequences. Therefore, most of them follow the rules to avoid punishment (Practical Psychology, 2022). On the other hand, according to Erikson, this period is the time when children become “Industry vs.Inferiority.” This is the period in which they learn to do business on their own. They want to be appreciated by their peers and teachers and are proud of this achievement. If they are encouraged and empowered, they feel competent. If they are not encouraged, they feel inferior (McLeod, 2018a).

Piaget's cognitive development stage is “The Formal Operational Stage”, which includes children aged 12 years and older. It involves the development of an understanding of abstract ideas. Children between the ages of 12-18 years begin to produce different solutions to problems and think more scientifically during this period. They express more of their thoughts on ethical, moral, social, political, and philosophical issues. Deductive logic begins to dominate. Their reasoning skills develop in hypothetical situations (Cherry, 2022).

According to Vygotsky, adults teach children what and how to think. To him, cognitive development is a social process in which children learn from experienced adults. This means that the social process takes place through language. It means that the social language that children internalize helps them to reason. He argues that as interactions with this social environment increase, mental abilities also improve (McLeod, 2021).

To Bruner, children’s experiences need to be included in their learning processes. In addition, learning by discovery is very important. According to him, what they experience today also shapes how they will use them in the future. It includes children aged 7 year old and over in the symbolic representation category and states that they transform the action into a symbolic system to encode information (McLeod, 2019).

The fifth step of the stages in which Erikson defines the psychosocial development of individuals covers the 12-18 years age group and It is called “Identity vs. Confusion.” This period is the process in which children examine their goals and values in life and form an identity. They begin to ask many existential questions. Therefore, parents need to support their children. At this stage, their experiences and social interactions shape their behavior and life goals. Therefore, it is important to encourage them to form their identities in a healthy way (Lewis, 2020).

In brief, when we look at the characteristics of the 6-18 years age group, we see that they are extroverted, learning, and discovering people. We can also express that they need a parent to help them, guide them and remind them of the rules. This age group is also a period when they socialize, question, experience, and learn from these experiences. At this point, it is useful to remind the importance of active parental mediation.

The UN Convention on the Rights of the Child defines a child as a person from birth to 18 years of age. Therefore, in this study, the concepts of “child and children” are used accordingly (Livingstone & Stoilova, 2021b). Children need to learn by doing and living, in terms of gaining digital resilience. When all these cognitive development processes are examined, it is seen once again that the rights of children to express themselves, to be heard, and to socialize should be actively implemented. It is very important to include their ideas while these rights are being implemented. Finally, exhibiting content and approaches appropriate to the evolving capacity of children will yield positive results.

For this reason, the research was decided by considering the cognitive development of the children, as well as the overlapping of the 6-18 years age group with the primary, secondary, and high school periods in Turkey. The reason for this is that they are both in the abstract period and the transition period to adolescence according to their developmental period. This research was conducted by measuring parents' awareness of their children.

4.3. Sample

The participants of this study included parents with different education levels, and genders and have different ages of their children. The city that can best reflect these differences and reach various answers has been determined as Istanbul. According to the *Address-Based Population Registration System Results* carried out by TÜİK in 2020 and published in 2021, the population of Istanbul was 15,462,452 people. The number of people per square meter in Istanbul increased to 2976 (TÜİK, 2021). According to the immigration statistics published in 2020, Istanbul was the province that received the most immigration with 45.3% (TÜİK, 2020). Based on these results, since Istanbul would be the most suitable province for the different parent profiles needed in the research, it was deemed appropriate for the research.

Accordingly, it would be appropriate to survey, taking into account the population of Istanbul, with a 5% margin of error and 95% reliability, in the calculation made over the Survey Monkey application. When the margin of error is taken into account, it is predicted that the completed answer will be a net of 320 people. This figure is not

distributed equally between male and female parents. It is aimed to make another inference about the participation rates of male and female parents. Participants who do not live in Istanbul are not able to continue the survey.

The questionnaire prepared in this direction was opened to the participants online for two weeks after the approval of the ethics committee. In this process, it was not possible to work with a survey company as no financial thesis support could be used. The research, which currently has to be narrowed down to the sample of Istanbul instead of Turkey, was concluded with the participation of 131 participants in the online questionnaire distributed with individual effort. Although the planned number of participants could not be reached due to the limitations of the study, the answers generally gave the predicted results. Since these answers will not greatly affect the results to be interpreted even if the number of people increases, the number of participants was deemed adequate. The answers of the participants provide the information to be reached and the necessary comparisons. Therefore, the questionnaire of the research serves its purpose.

CHAPTER V

ANALYSIS OF FINDINGS AND DISCUSSION

5.1. Analysis of Findings

In this chapter, the results of the research on *Approach of Parents Living in Istanbul to Children's Digital Rights* are given. 131 parents with children between the ages of 6-18 years and residing in Istanbul, with different education levels, participated in the study. With the results of the research, inferences were made about the awareness of parents in Turkey about children's digital rights in the sample of Istanbul.

The results of the research both provided information about their awareness and were evaluated within the framework of their comparison with criteria such as mother and father, age, gender, and educational status. The results and analyzes were obtained through the Survey Monkey questionnaire portal.

Table 5.1. Proportion of Participants (Parents)

Answered: 120 Skipped: 11

Answer Options	**Answers**	
"I am the mother of…"	88.33%	106
"I am the father of…"	10.83%	13
I do not have a child in this age group.	0.83%	1

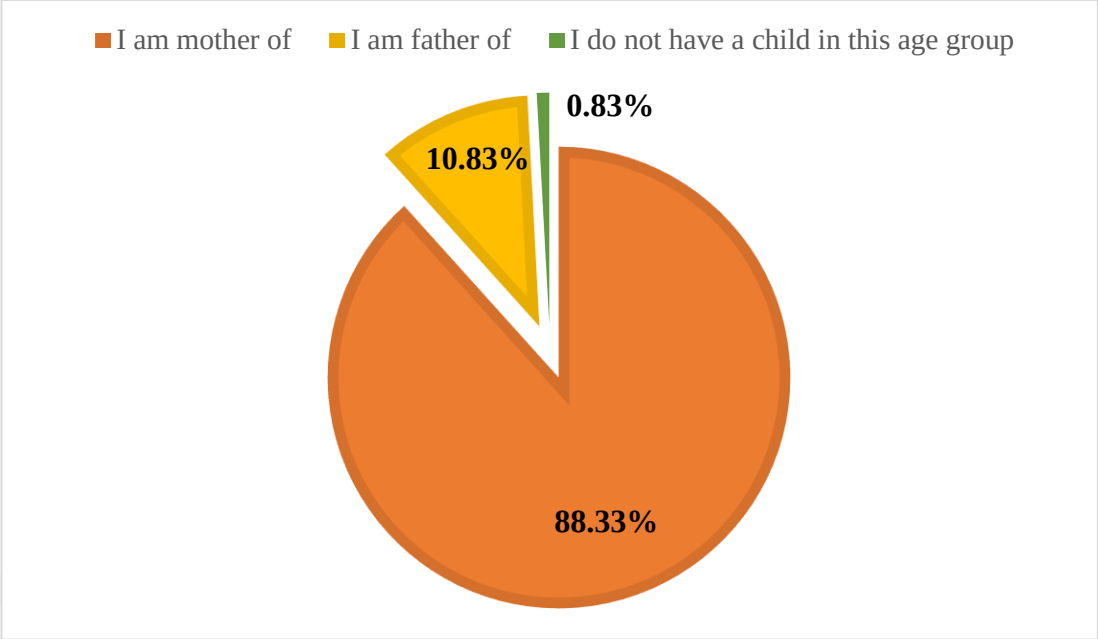

Figure 5.1. Proportion of Participants (Parents)

Figure 5.1 shows the distribution of parents who participated in the questionnaire as mothers and fathers. Accordingly, while the rate of mothers participating in the questionnaire is 88.33%, the rate of fathers is 10.83%. The number of mothers participating in the questionnaire is more than fathers. This result may indicate that the parental role is more common in mothers.

Table 5.2. Age Distribution of Children as Parents Stated

Answered: 120 Skipped: 11

Answer Options	**Answers**	
6-9	51.67%	62
10-13	46.67%	56
14-18	27.50%	33

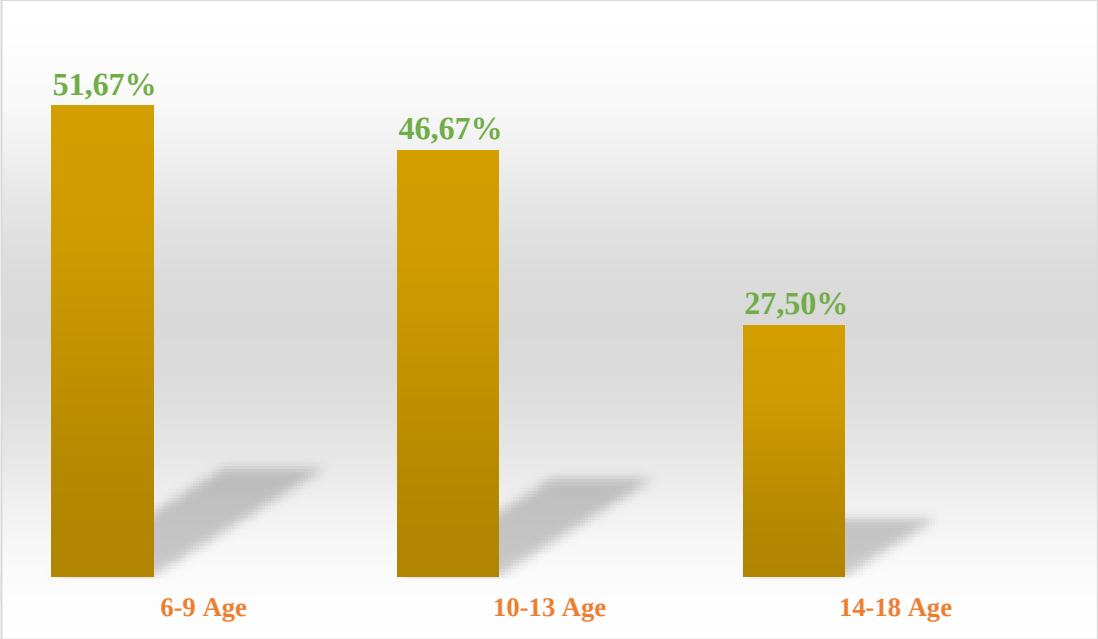

Figure 5.2. Age Distribution of Children as Parents Stated

Figure 5.2 shows the age ranges of the children of the parents who participated in the questionnaire. Accordingly, while the most participating parents have children between the ages of 6-9 (51.67%), the least participants have children between the ages of 14-18 (27.50%). Parents who have children between the ages of 10-13 years are in second place at 46.67%. As children get older, parental participation in the questionnaire decreases.

Table 5.3. Gender Distribution of Children That Parents Have

Answered: 120 Skipped: 11

Answer Options	**Answers**	
I have a daughter/daughters	28.33%	34
I have a son/sons	41.67%	50
I have both a daughter/son and daughters/sons	30.00%	36

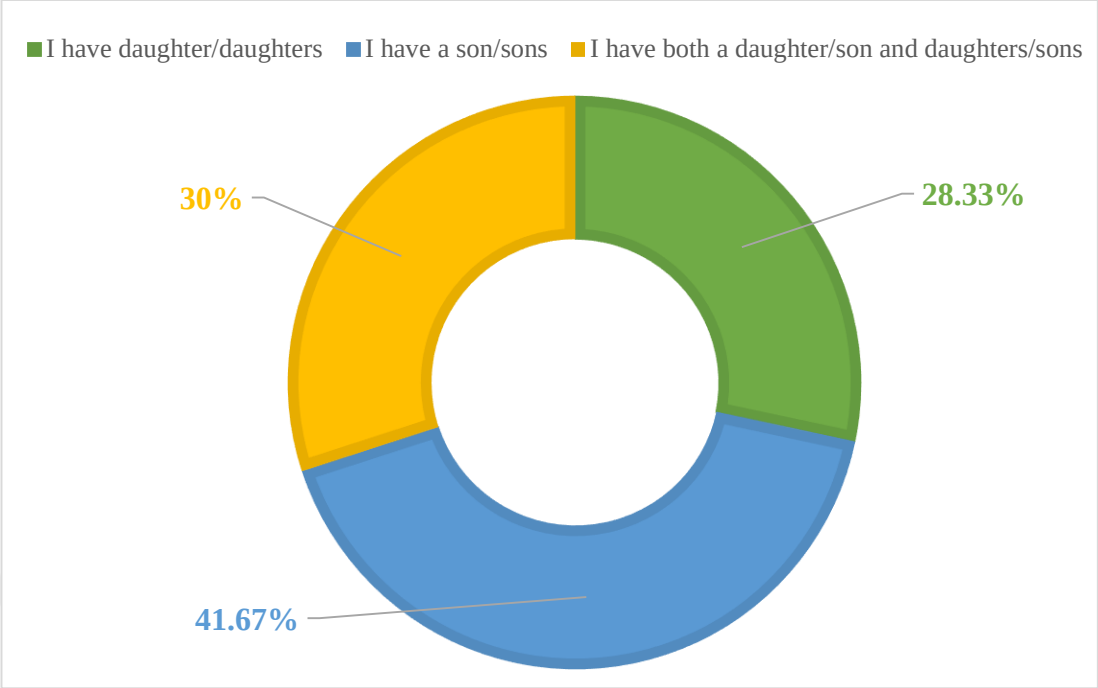

Figure 5.3. Gender Distribution of Children That Parents Have

Figure 5.3 shows the gender distribution of children that parents have. Accordingly, 41.67% of the surveyed parents have a son/sons and 28.33% have a daughter/daughters. The rate of parents who have both daughter and son is 30.00%. In this case, parents with sons participated in this research mostly.

Table 5.4. The Distribution of Educational Status of Participants

Answered: 120 Skipped: 11

Answer Options	**Answers**	
Primary / Secondary School Graduate	11.67%	14
High School Graduate	24.17%	29
Associate Degree / Bachelor's Degree Graduate	46.67%	56
Master's / Doctorate Degree Graduate	17.50%	21

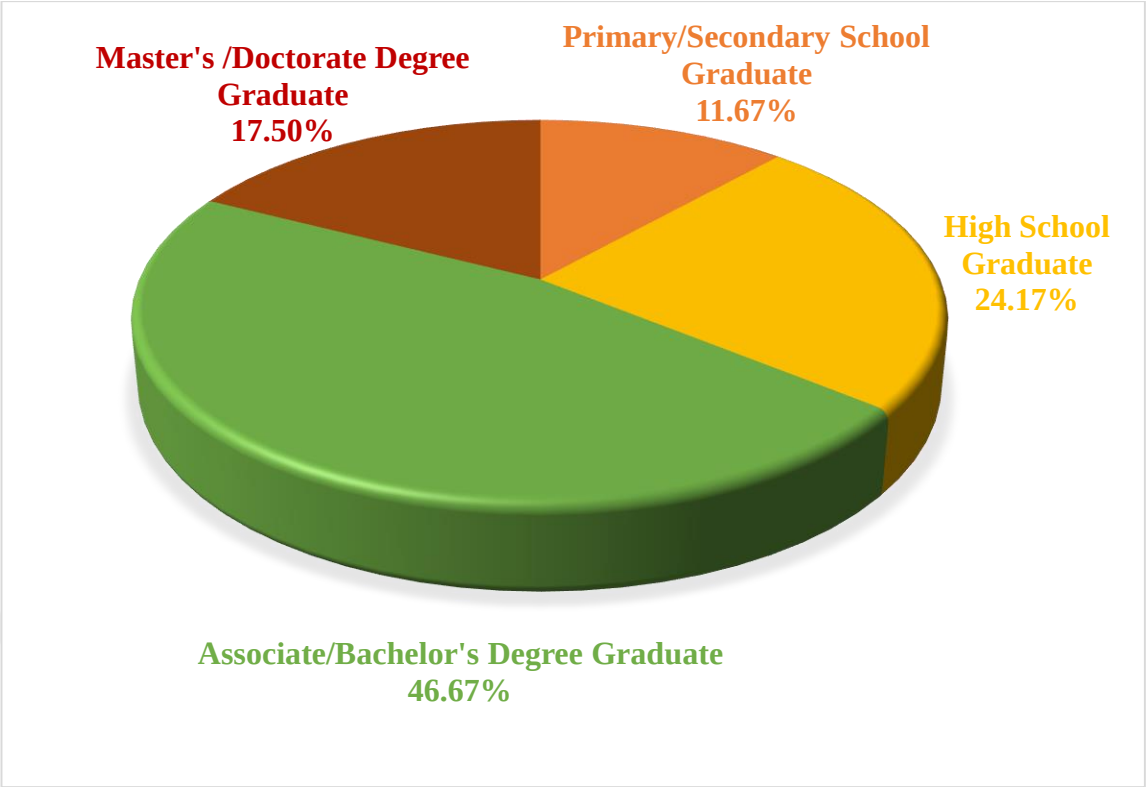

Figure 5.4. The Distribution of Educational Status of Participants

Figure 5.4 shows the distribution of the educational status of participants. Accordingly, 46.67% of the respondents are associate/bachelor's degrees, 24.17% are high school graduates, 17.50% are master's/doctorate degrees and 11.67% are primary/secondary school graduates. Participation in the questionnaire was mostly realized by parents with associate/bachelor's degrees. The graduates from primary/secondary school participated in the questionnaire the least.

Table 5.5. Parents' Awareness Scale of Opportunities in The Digital World

Answered: 112 Skipped: 19

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
My child can spend time on the Internet for fun.	4.46% 5	15.18% 17	10.71% 12	64.29% 72	5.36% 6	112	3.51
My child can acquire new information via the internet.	0.00% 0	3.57% 4	4.46% 5	76.79% 86	15.18% 17	112	4.04
My child can use the internet for school research.	0.00% 0	0.89% 1	1.79% 2	71.43% 80	25.89% 29	112	4.22
My child can use the internet to socialize and communicate.	7.14% 8	31.25% 35	18.75% 21	38.39% 43	4.46% 5	112	3.02
My child can use the internet for social responsibility and charity purposes.	2.68% 3	15.18% 17	15.18% 17	54.46% 61	12.50% 14	112	3.59
Online environments can be places where my child can express their thoughts on various topics.	8.04% 9	31.25% 35	32.14% 36	23.21% 26	5.36% 6	112	2.87

Table 5.5. (cont.)

I think that digital technologies prepare children for the future.	4.46% 5	10.71% 12	31.25% 35	49.11% 55	4.46% 5	112	3.38
My child can access health services and related information online.	3.57% 4	16.96% 19	16.96% 19	53.57% 60	8.93% 10	112	3.47
My child can develop programming and coding skills in a digital environment.	0.89% 149	7.14% 8	14.29% 16	61.61% 69	16.07% 18	112	3.85

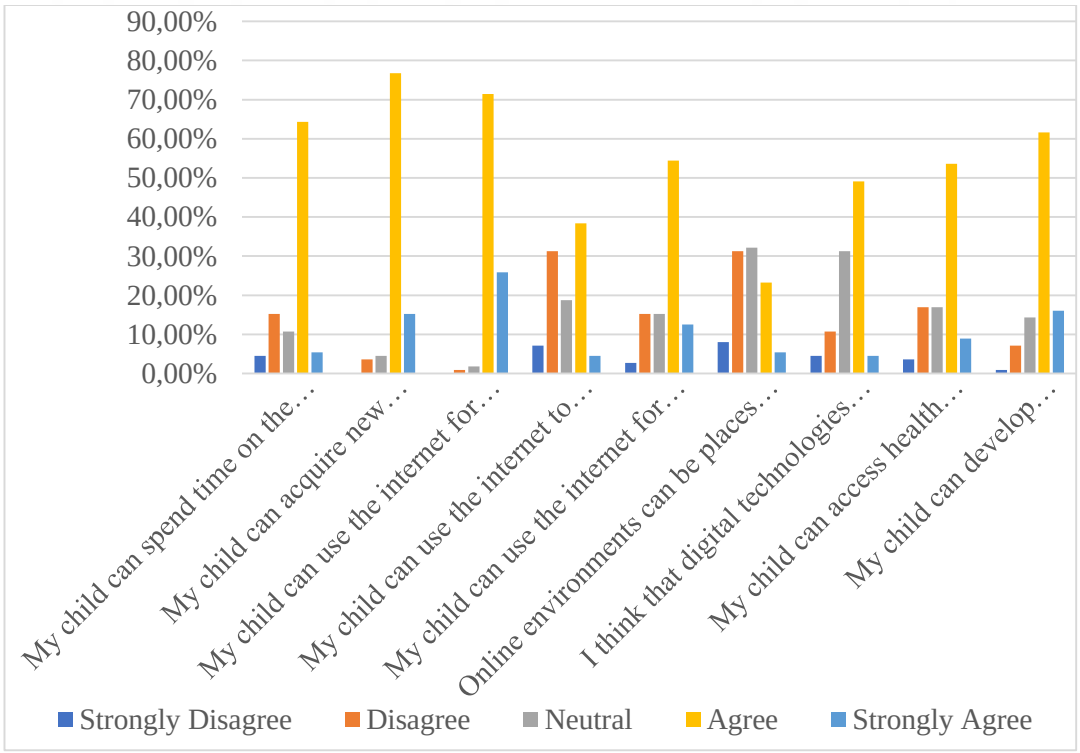

Figure 5.5. Parents' Awareness Scale of Opportunities in The Digital World

Figure 5.5 includes the answers to the awareness questions about opportunities in the digital world addressed to parents. Responses consisted of “Strongly Disagree/Disagree/Neutral/Agree/Strongly Agree.” Accordingly, parents stated that their children can spend time on the internet for fun (64.29%). At the same time, parents stated that their children can use the internet to acquire new information (76.79%) and for school research (71.43%).

While 38.39% of parents answered “agree” with their child’s use of the internet to socialize and communicate, the rate of parents who said “disagree” is 31.25%. From this point of view, the fact that the difference is not much may indicate that the parents are divided on this issue. The rate of those who stated that they were "neutral" on this issue was 18.75%.

On the other hand, parents responded positively to their children’s use of the internet for social responsibility and charity purposes with a rate of 54.46%. However, parents answered close to each other but differed about their children’s expressing their thoughts on various issues online. While 32.14% of the parents answered “neutral”, 31.25% chose “disagree” and 23.21% marked the “agree” option.

While parents think that their children are prepared for the future with digital technologies (49.11%), the rate of those who answer “neutral” is quite high (31.25%). In addition, they answered “agree” at a rate of 61.61% for the development of their children's programming and coding skills in the digital environment.

Parents support their children’s access to health services at 53.57%. However, those who express “neutral” and “disagree” are equal at 16.96%.

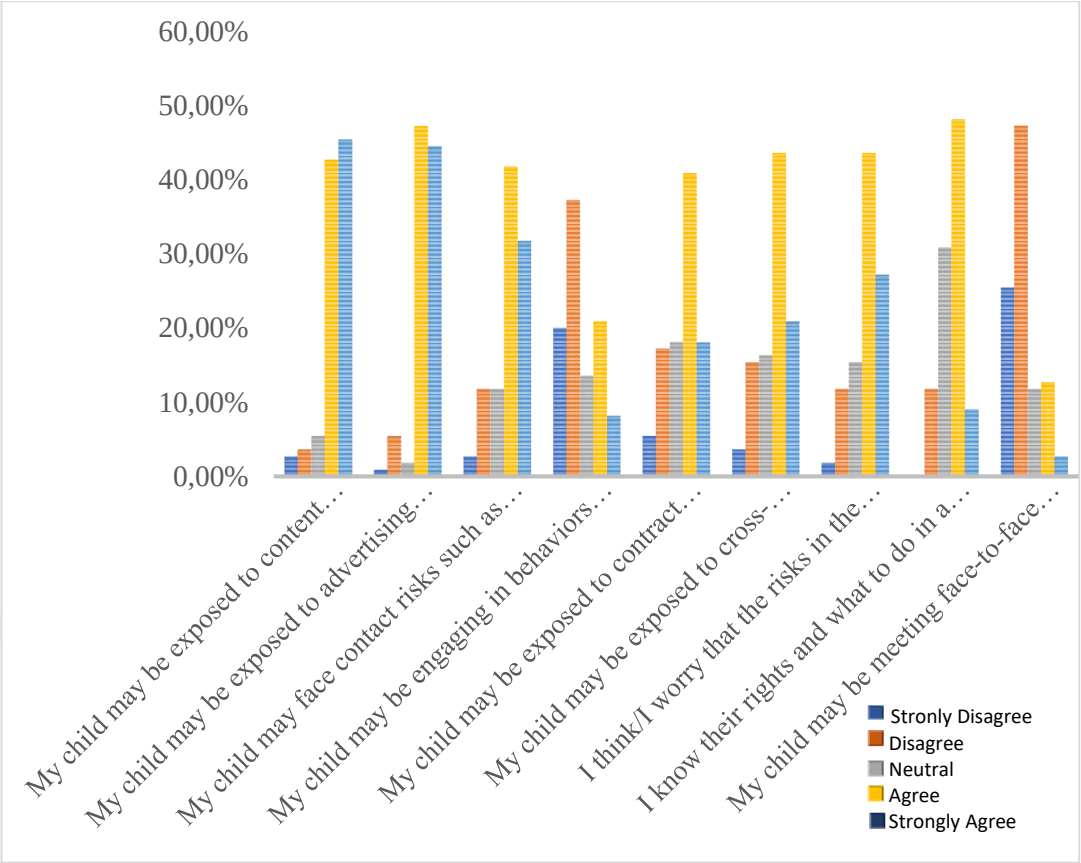

Figure 5.6. Parents' Awareness Scale of Risks in The Digital World

Table 5.6. Parents' Awareness Scale of Risks in The Digital World

Answered: 110 Skipped: 21

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
My child may be exposed to content risks such as violence, racism, pornography, and misinformation in the digital world.	2.73% 3	3,64% 4	5.45% 6	42.73% 47	45.45% 50	110	4.25

Table 5.6. (cont.)

My child may be exposed to advertising content that I do not find appropriate to see in the digital world.	0.91% 1	5.45% 6	1.82% 2	47.27% 52	44.55% 49	110	4.29
My child may face contact risks such as sexual harassment, stalking, hate behaviors, blackmail, abuse, and persuasion.	2.73% 3	11.82% 13	11.82% 13	41.82% 46	31.82% 35	110	3.88
My child may be engaging in behaviors such as bullying, harassment, abuse, hostility, pressure, ostracism, embarrassment, etc.	20.00% 22	37.27% 41	13.64% 15	20.91% 23	8.18% 9	110	2.60
My child may be exposed to contract risks such as identity theft, fraud, security, gambling, persuasion, and purchasing.	5.45% 6	17.27% 19	18.18% 20	40,91% 45	18.18% 20	110	3.49

Table 5.6. (cont.)

My child may be exposed to cross-cutting risks such as privacy, physical and mental health, and discrimination.	3.64% 4	15.45% 17	16.36% 18	43.64% 48	20.91% 23	110	3.63
I think/I worry that the risks in the digital world will definitely turn into harm.	1.82% 2	11.82% 13	15.45% 17	43.64% 48	27.27% 30	110	3.83
I know their rights and what to do in a negative situation my child may face.	0.00% 0	11.82% 13	30.91% 34	48.18% 53	9.09% 10	110	3.55
My child may be meeting face-to-face with someone he/she met online.	25.45% 28	47.27% 52	11.82% 13	12.73% 14	2.73% 3	110	2.20

Figure 5.6 includes awareness questions about risks in the digital world addressed to parents. Responses are composed of “Strongly Disagree/ Disagree/ Neutral/ Agree/ Strongly Agree.” Accordingly, parents think that their children may be facing content risks. 45.45% of the parents answered this “strongly agree” and 42.73% “agree.” They also think that their children are exposed to inappropriate advertising content. 47.27% of them answered “agree” and 44.55% of them “strongly agree” to this question.

41.82% of the parents think that their children may face contact risks with the answer “agree” and 31.82% of them “strongly agree”. The rate of those choosing “neutral” and “disagree” is equal to 11.82%.

Parents gave rather contradictory answers regarding conduct risks. Most of them do not think that their children may have negative behaviors towards someone else in the digital environment. 37.27% of the parents chose “disagree” and 20.00% of them marked “strongly disagree.” In addition, 20.91% of them expressed they “agree,” which is very close to those who say they “strongly disagree.” The rate of those who answered “neutral” is 13.64%.

40.91% of parents think that their children are exposed to contract risks. The rate of those who answered “neutral” and “strongly agree” is the same at 18.18%. The rate of those who stated that they “disagree” is very close to these two categories at 17.27%. 43.64% of parents think that their children may face cross-cutting risks. While 20.91% of them answered “strongly agree”, 16.36% marked “neutral.” On the other hand, 15.45% of them are close to those who say they are neutral with the answer of "disagree."

47.27% of parents do not think that their children may be coming together face-to-face with someone they met online. The rate of those who answered “strongly disagree” to this question is 25.45%. The rate of those who answered “agree” is 12.73% and the rate of those who answered “neutral” is 11.82%. This may indirectly indicate that they are not aware that contact risks in the digital environment may occur in real-life, too.

43.64% of parents think that the risks will definitely turn into harm. 27.27% of them answered, “strongly agree.” While the rate of those who remain “neutral” on this issue is 15.45%, the rate of those who state that they disagree is 11.82%. In this case, it is possible to say that most parents are worried about their children being harmed by digital risks. On the other hand, it can be said that parents are not aware that risks do not always turn into harm and can be preventable.

Parents stated that they do not know their children’s rights or what to do in a negative situation their children may encounter in the digital environment at a rate of 48.18%.

The rate of those who answered “neutral” to this question is 30.91%. The rate of those who state that they know what to do is 11.82%.

When it is looked at the answers given to awareness questions about opportunities in the digital world in general, it is seen that parents have a higher awareness of children’s education, getting information, social responsibility and charity, access to health services, and coding. These rates decrease when it comes to socialization, expressing thoughts, and preparing for the future.

In the general framework of risks, parents stated that their children may be exposed to content, contract, cross-cutting, and contact risks, but their children do not have negative behaviors in the conduct risk category. In addition, they think that their children cannot come together face-to-face with people they met online. But they worry that risks in the digital environment will always result in harm. They also do not know exactly about their children's rights and what to do in a negative situation.

When these two categories of questions are compared, it can be said that parents’ awareness of risks is higher than that of opportunities. However, for children’s digital rights to be implemented correctly and effectively, children should be protected from risks while also benefiting from opportunities equally. There must be a balanced relationship between risks and opportunities. In addition, all statements in the questions have been prepared within the framework of digital children’s rights. Therefore, it can be concluded from most of the parents’ responses that they are not aware that all of these statements are indistinguishable from one another and that children have all these as digital rights.

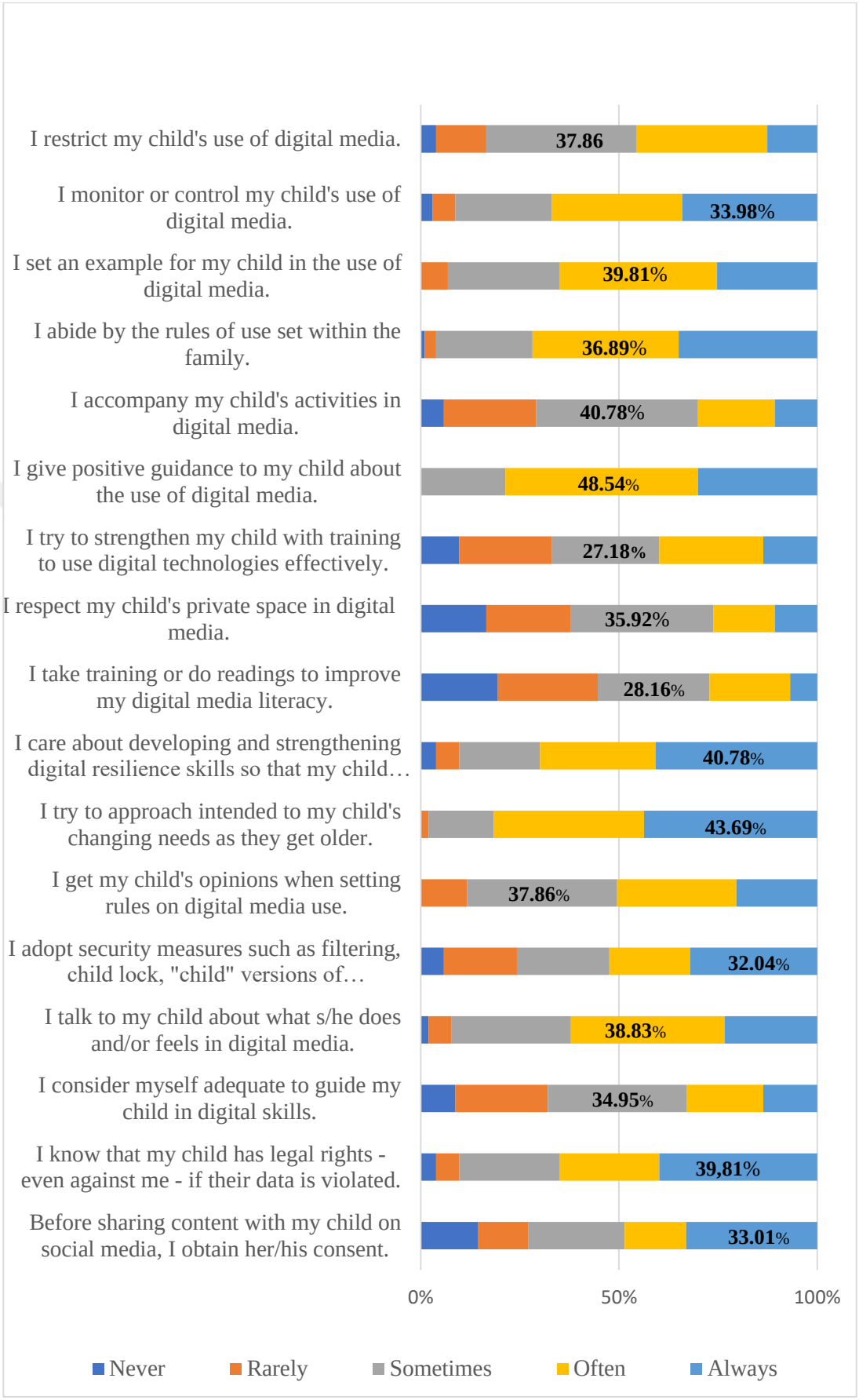

Figure 5.7. Different Parental Approaches Scale

Table 5.7. Different Parental Approaches Scale

Answered: 103 Skipped: 28

	Never	Rarely	Sometimes	Often	Always	Total	Average
I restrict my child's use of digital media.	3.88% 4	12.62% 13	37.86% 39	33.01% 34	12.62% 13	103	3.38
I monitor or control my child's use of digital media.	2.91% 3	5.83% 6	24.27% 25	33.01% 34	33.98% 35	103	3.89
I set an example for my child in the use of digital media.	0.00% 0	6.80% 7	28.16% 29	39.81% 41	25.24% 26	103	3.83
I abide by the rules of use set within the family.	0.97% 1	2.91% 3	24.27% 25	36.89% 38	34.95% 36	103	4.02
I accompany my child's activities in digital media.	5.83% 6	23.30% 24	40.78% 42	19.42% 20	10.68% 11	103	3.06
I give positive guidance to my child about the use of digital media.	0.00% 0	0.00% 0	21.36% 22	48.54% 50	30.10% 31	103	4.09
I try to strengthen my child with training to use digital technologies effectively.	9.71% 10	23.30% 24	27.18% 28	26.21% 27	13.59% 14	103	3.11

Table 5.7. (cont.)

I respect my child's private space in digital media.	16.50% 17	21.36% 22	35.92% 37	15.53% 16	10.68% 11	103	2.83
I take training or do readings to improve my digital media literacy.	19.42% 20	25.24% 26	28.16% 29	20.39% 21	6.80% 7	103	2.70
I care about developing and strengthening digital resilience skills so that my child can protect her/himself from the risks in the digital world.	3.88% 4	5.83% 6	20.39% 21	29.13% 30	40.78% 42	103	3.97
I try to approach intended to my child's changing needs as they get older.	0.00% 0	1.94% 2	16.50% 17	37.86% 39	43.69% 45	103	4.23
I get my child's opinions when setting rules on digital media use.	0.00% 0	11.65% 12	37.86% 39	30.10% 31	20.39% 21	103	3.59

Table 5.7 (cont.)

I adopt security measures such as filtering, child lock, "child" versions of applications, and protection program.	5.83% 6	18.45% 19	23.30% 24	20.39% 21	32.04% 33	103	3.54
I talk to my child about what s/he does and/or feels in digital media.	1.94% 2	5.83% 6	30.10% 31	38.83% 40	23.30% 24	103	3.76
I consider myself adequate to guide my child in digital skills.	8.74% 9	23.30% 24	34.95% 36	19.42% 20	13.59% 14	103	3.06
I try to strengthen my child with training to use digital technologies effectively.	15.63% 5	25.00% 8	25.00% 8	18.75% 6	15.63% 5	103	2.94
I know that my child has legal rights - even against me - if their data is violated.	3.88% 4	5.83% 6	25.24% 26	25.24% 26	39.81% 41	103	3.91
Before sharing content with my child on social media, I obtain her/his consent.	14.56% 15	12.62% 13	24.27% 25	15.53% 16	33.01% 24	103	3.40

Figure 5.7. shows different parenting approaches. Responses are composed of "Never/Rarely/Sometimes/Often/Always." Accordingly, 37.86% of parents answered "sometimes" and 33.01% "often" in terms of restricting their children's use of digital media. The rate of those who answered "always" and "rarely" is the same at 12.62%. Looking at these results, it can be said that parents tend to restrict their children's use of digital media.

33.98% of parents stated that they "always", 33.01% "often", and 24.27% "sometimes" that they monitor or control their children's digital use. EU Kids Online conducted a research on the approaches of countries to parental mediation, internet use of children, and the risks they face (2013). According to this research, Turkey has parents who prefer to engage in restrictive mediation. In this survey research I conducted in 2022, it is possible to see that parents tended to still prefer to continue their restrictive, controlling, and monitoring parent roles.

39.81% of the parents "often", 28.16% "sometimes" and 25.24% "always" state that they set an example for their children in using digital media. Participants answered as 36.89% "often", 34.95% "always" and 24.27% "sometimes," follow the rules of use determined within the family. At the same time, parents think that 48.54% "often", 30.10% "always" and 21.36% "sometimes" guide their children in the use of digital media positively.

Considering the rate of parents accompanying their children's activities in the digital environment, it is seen that 40.78% of them answer "sometimes", 23.30% "rarely" and 19.42% "often." With these results, it can be said that parents are not inclined to social and active mediation.

In addition, parents stated that they try to support their children with training "sometimes" (27.18%), "often" (26.21%), and "rarely" (23.30%) so that their children can use digital technologies effectively. On this issue, it is seen that the answers of the parents differ.

35.92% of parents stated that they "sometimes" respect their children's private space in digital media. 21.36% of them chose "rarely", 16.50% "never", 15.53% "often."

Considering these rates, it can be predicted that parents may be dissatisfied with their children having a private space in digital media and may be inclined to adopt a more visible way of use.

While parents stated that they get training or read to improve themselves in digital media literacy, 28.16% chose “sometimes”, 25.24% “rarely”, 20.39% “often” and 19.42% “never.” It seems that parents may be more conscious to improve themselves in this regard.

Parents stated that they care about developing their children’s digital resilience skills at a high rate (40.78%). While they chose the option “often” at 29.13%, they preferred the option “sometimes” at 20.39%. These rates show that they support their children in digital resilience skills. However, this issue is open to research because the number of parents who tend to be restrictive and controlling is quite high. Therefore, it may be appropriate to learn in another study how they apply methods to develop digital resilience.

Parents are in high agreement on the age-based approach, which is stated in another proposition and has an important place in the scope of children’s rights in the digital world. They stated that they try to approach their children's changing needs as they get older, with the “always” option at a rate of 43.69%. 37.86% of them chose “often” and 16.50% of them preferred “sometimes.”

Children’s opinions were obtained while determining children's rights in the digital world. In another question, parents were asked whether they got their opinions while determining the rules for their children’s use of digital media regarding this important criterion. Parents answered this question at 37.86% “sometimes”, 30.10% “often” and 20.39% “always.” This means that when making decisions, parents tend to include their children’s views.

Parents answered “always” at a rate of 32.04% regarding filtering, child lock, and using “child” versions of applications. 23.30% answered “sometimes”, 20.39% “often” and 18.45% “rarely.” These rates coincide with the rates of restrictive, monitoring, and controlling parents.

Parents of 38.83% stated that they “often” talk to their children about what they do and feel in the digital environment. 30.10% of parents expressed that they talk to them “sometimes” and 23.30% “always.” These rates present a very positive impression. Since speaking to children is important in terms of both learning, sharing, being aware, trusting their parents, and not being afraid to tell them if a negative situation happens.

On the other hand, 34.95% of parents answered “sometimes” about seeing themselves competent in digital skills to guide their children. This is followed by “rarely” at 23.30% and “often” at 19.42%. The rate of those who say “always” is 13.59%. These results are similar to the responses of parents about getting training on digital media literacy and developing digital skills.

Another statement is “I know that my child has legal rights even against me if their data is violated.” 39.81% of the parents answered “always” to this statement. The rate of those who answered “often” and “sometimes” was the same at 25.24%. These results mean that parents are mostly aware that their children have legal rights.

From this point of view, parents stated that they “always” receive their consent when they share their children’s data on social media (33.01%). The rate of those who say “sometimes” is 24.27%, the rate of those who say “often” is 15.53%, the rate of those who say “never” is 14.56%, and the rate of those who say “rarely” is 12.62%. Although most parents stated that they received their consent, the ratios of “often, never, and rarely” options are close to each other when looking at the distribution of the remaining options. This may indicate that parents who know their children have legal rights even against them are conflicted about getting their children’s consent.

Table 5.8. The Awareness Scale of The Responsibilities of The Stakeholders

Answered: 99 Skipped: 32

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
I know that my child's digital participation should be supported by the state so that s/he can express her/his views.	4.04% 4	8.08% 8	24.24% 24	49.49% 49	14.14% 14	99	3.62
I am aware that states have a responsibility to ensure that digital service providers take measures appropriate to the age of children.	1.01% 1	10.10% 10	25.25% 25	44.44% 44	19.19% 19	99	3.71
I think that children's views should be taken to effectively implement children's rights in the digital world.	2.02% 2	1.01% 1	15.15% 15	58.59% 58	23.23% 23	99	4.00

Table 5.8. (cont.)

I know that states must protect children by law from business companies that violate or do not uphold their digital rights.	1.01% 1	8.08% 8	27.27% 27	46.46% 46	17.17% 17	99	3.71
I know my responsibilities as a parent so that my child's physical and mental development in the digital world is not adversely affected.	0.00% 0	1.01% 1	19.19% 19	55.56% 55	24.24% 24	99	4.03
I expect the state to support my child's right to education by providing the physical infrastructure in schools regarding information technologies.	0.00% 0	0.00% 0	1.01% 1	48.48% 48	50.51% 50	99	4.49

Table 5.8 (cont.)

I think that teachers should be adequately educated to support our children in digital media literacy	0.00% 0	2.02% 2	2.02% 2	42.42% 42	53.54% 53	99	4.47
I think that the states have to make the necessary arrangements against the storage, use, and sharing of my child's data through digital applications.	0.00% 0	0.00% 0	5.05% 5	39.39% 39	55.56% 55	99	4.51
I think that I should take precautions against the negative use of the trails of personal information my child leaves on the internet today and in the future.	1.01% 1	1.01% 1	4.04% 4	48.48% 48	45.45% 45	99	4.36

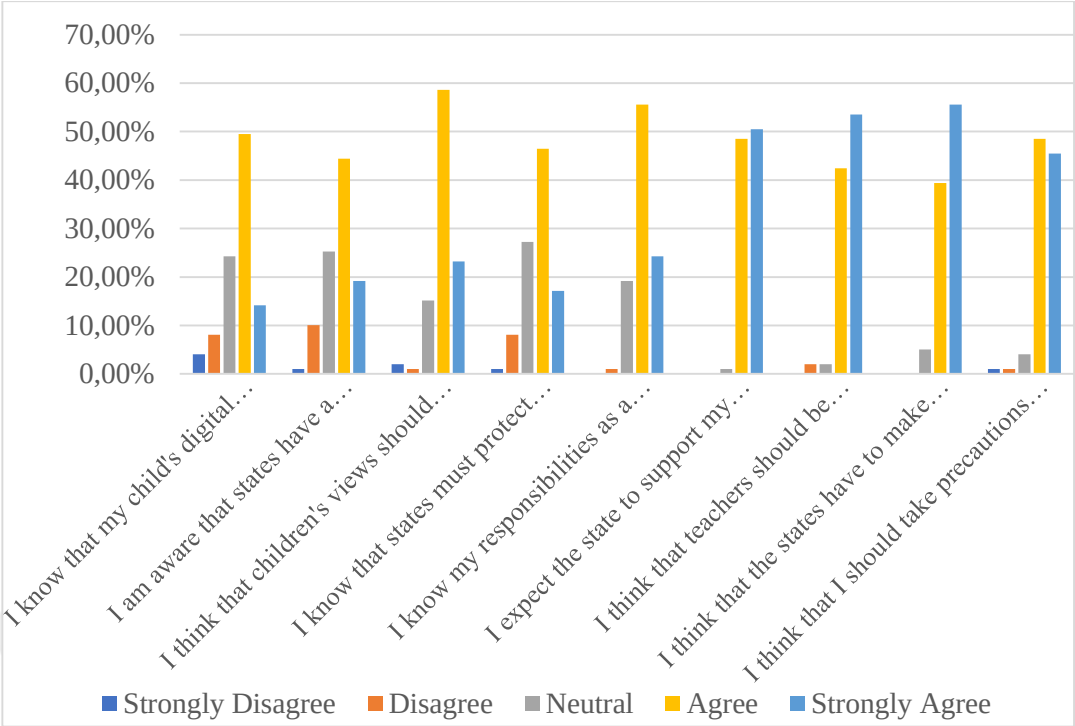

Figure 5.8. The Awareness Scale of the Responsibilities of the Stakeholders

Figure 5.8 shows the results of questions measuring parents' awareness of the responsibilities of stakeholders. Responses consist of "Strongly Disagree/ Disagree/ Neutral/ Agree/ Strongly Agree." The rate of parents expressing "agree" that the digital participation of children should be supported by the states is 49.49%. While 24.24% answered "neutral", 14,14% of them marked "strongly agree." Therefore, parents know that states are responsible for children's digital participation.

The rate of those who chose the "agree" option to the state is responsible for ensuring digital providers take measures to provide the safety of children is 44.44%. Those who stated "neutral" are at 25.25% and "strongly agree" is 19.19%.

Parents answered "agree" (58.59%) that it is necessary to take the views of children to effectively implement children's rights in the digital world. While 23.23% of them answered "strongly agree", 15.15% marked the "neutral" option. The fact that this rate is high gives hope for the correct implementation of digital rights.

The rate of parents who think that states have a legal duty to protect children against technology companies that violate children's digital rights is 46.46%. "Neutral" is

27.27% and “strongly agree” is 17.17%. They also think that the state is responsible for the protection of personal data and its storage and use for malicious purposes. While 55.56% of them expressed “strongly agree”, 39.39% chose “agree.” In this case, parents are aware that the states are responsible for the necessary legal regulations.

Parents stated that they know their responsibilities (agree: 55.56%) so that their children’s development has not been adversely affected. The rate of those who say “strongly agree” is 24.24% and the rate of those who say “neutral” is 19.19%. Knowing the responsibilities of both themselves and the states is very important for the active implementation of children’s digital rights. It is necessary to demand all these rights and follow whether they are implemented or not.

Parents showed that they are of one mind with the options “strongly agree” (50.51%) and “agree” (48.48%) about the states’ support of children’s right to education by providing the physical infrastructure in schools. Similarly, they agree that teachers should be adequately trained in digital media literacy. The rate of those who say “strongly agree” is 53.54% and the rate of those who say “agree” is 42.42%.

With respect to the question regarding the need for parents to take precautions against the negative use of the trails and personal data left by children in the digital environment today and in the future, 48.48% answered “agree” and 45.45% “strongly agree.” Therefore, it is possible to say that parents are aware of their responsibilities to take precautions. However, looking at the answers above, it can be said that there is uncertainty between them about what kind of precautions they should take, and it can be concluded that while parents are aware of certain issues, their awareness should be increased on other issues that they mentioned.

Table 5.9. Awareness Rating on the Children's Rights in the Digital World

Answered: 92 Skipped: 39

Answer Options	Answers	
The Right to Personal Data and Privacy	75.00%	69
The Right to Health, Education and Justice	46,74%	43
The Right to Online Participate	27.17%	25
The Right to Information	56.53%	52
The Right to Play and Rest	44.57%	41
The Right to be Safe	48.91%	45
The Right not to be Exploited	29.35%	27
The Right to Protection from All Kinds of Violence	58.70%	54
The Right to be Heard	35.87%	33
None	9.78%	9

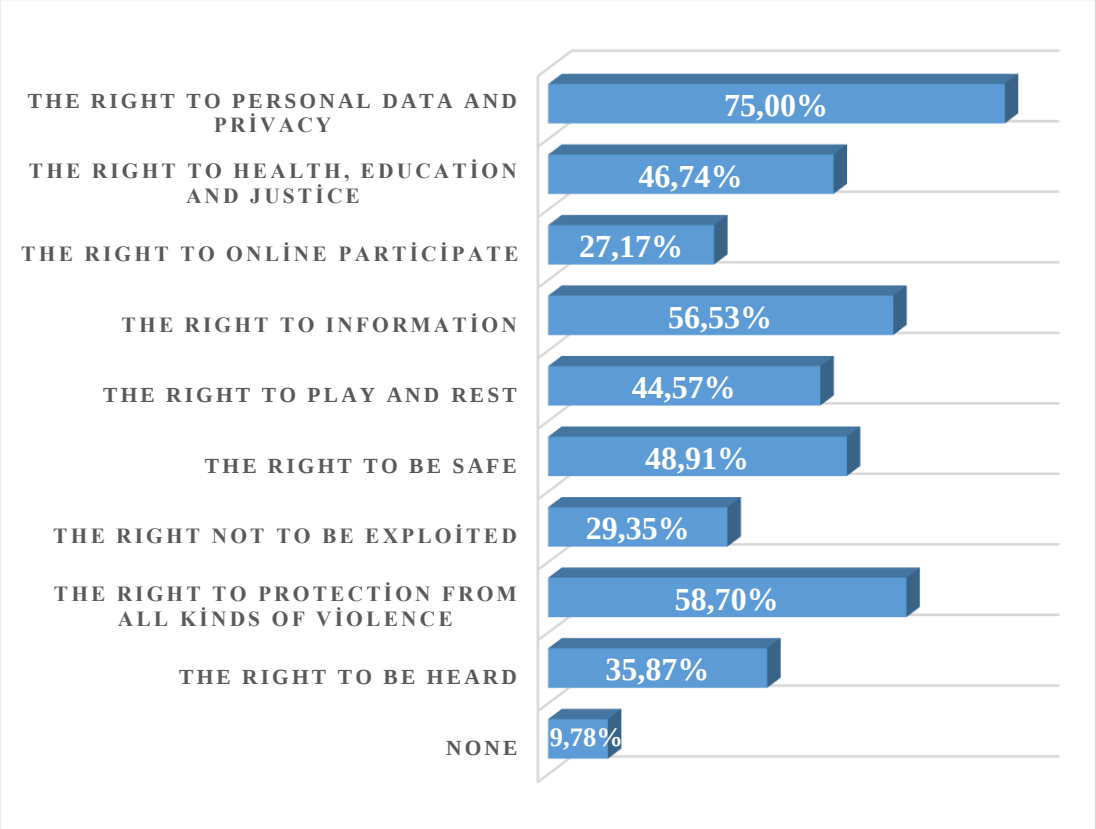

Figure 5.9. Awareness Rating on the Children's Rights in the Digital World

Figure 5.9 shows which rights of the given options parents know about children's rights in the digital world. Looking at the graph, it is seen that the most known is "the Right to Personal Data and Privacy" at 75.00%. The second is "the Right to Protection from All Kinds of Violence" at 58.70% and the third is "The Right to Information" at 56.52%. These rights are respectively "The Right to be Safe" (48.91%), "The Right to Health, Education, and Justice" (46.74%), "The Right to Play and Rest" (44.57%), "The Right to be Heard" (35.87%), "The Right not to be Exploited" (29.35%), and "The Right to Online Participation" (27.17%). The parents rate who are not aware of any rights is 9.78%.

While parents are mostly aware of and focus on the rights of safety, education, health, and justice, rights such as non-exploitation, being heard, and online participation are less known. These answers match their concerns and awareness of risks.

Table 5.10. Awareness Scale for General Comment No. 25

Answered: 92 Skipped: 39

Answer Options	Answers	
Yes	9.78%	9
No	90.22%	83

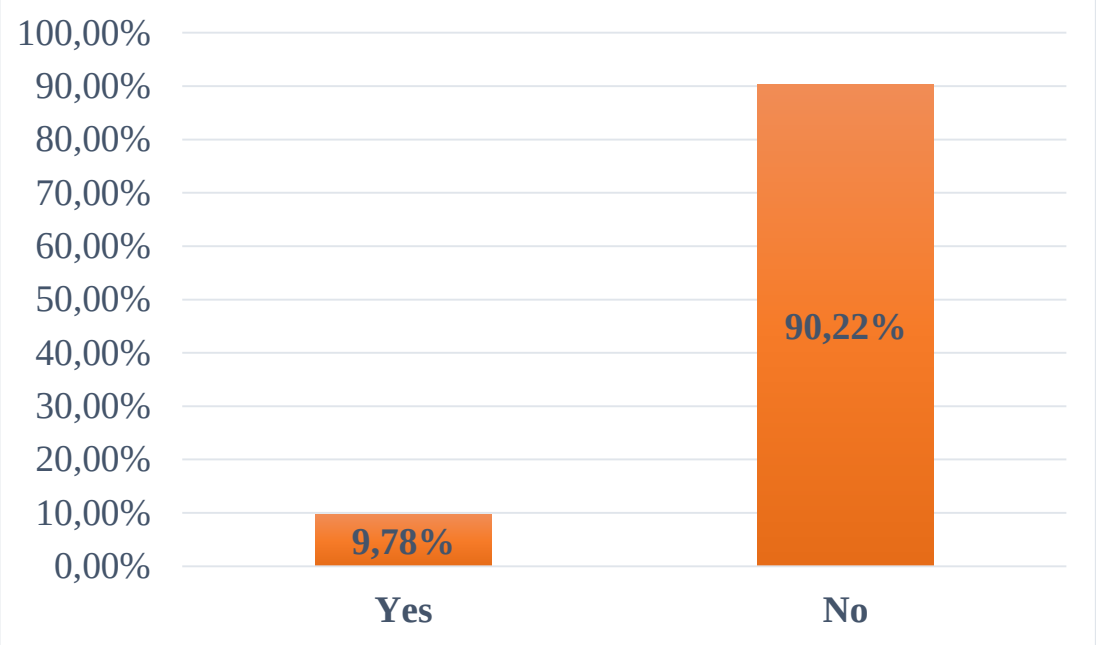

Figure 5.10. Awareness Scale for General Comment No. 25

Figure 5.10 is a scale that directly shows whether parents know the purpose of General Comment No. 25, adopted by the United Nations on March 24, 2021, for children's digital rights. Accordingly, it is seen that the parents do not know for what purpose General Comment No. 25 was prepared and accepted. This clarifies the reason for many of the issues as being that parents are not aware of the subject. Knowing that this document guarantees children's rights can enable parents to actively demand and support these rights and their implementation. Proper knowledge of children's rights in digital media can also pave the way for active parental mediation. Thus, parents with high awareness can both improve themselves and protect their children, together with other stakeholders, and contribute to being effective internet users at the same time.

Table 5.11. Platforms That Parents Follow

Answered: 92 Skipped: 39

Answer Options	**Answers**	
TRT Kids	51.09%	47
Ministry of Education	65.22%	60
Information Technology and Communications Authority	21.74%	20
Safer Internet Center	13.04%	12
Digital Media and Children	27.17%	25
Other (Please State)	5.43%	5

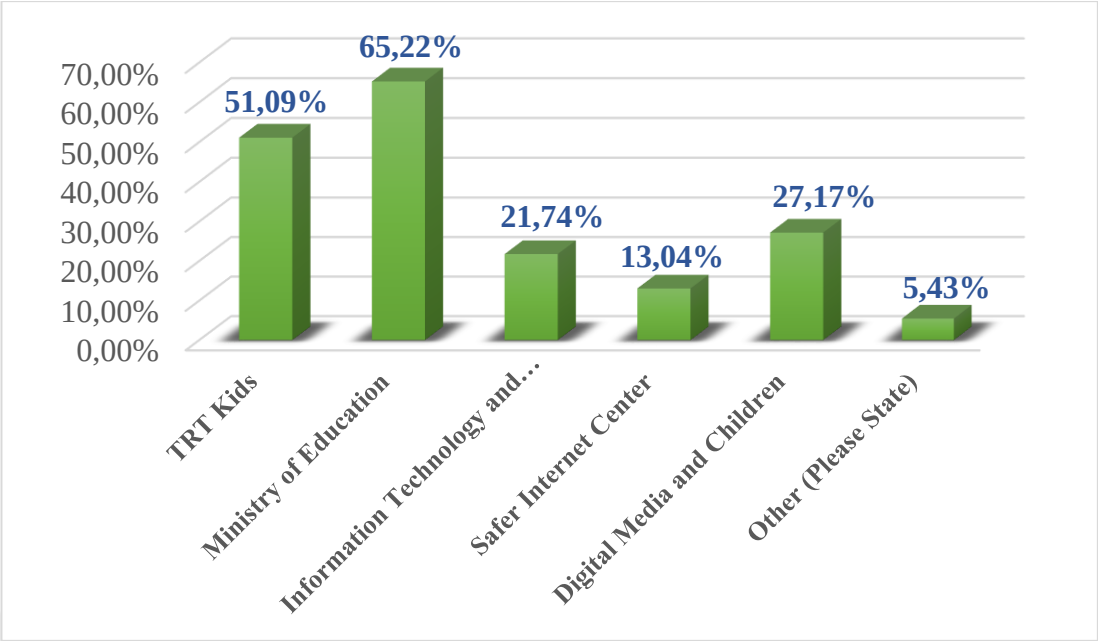

Figure 5.11. Platforms That Parents Follow

Figure 5.11 shows which of the organizations working for children and parents in Turkey are followed more by parents. Accordingly, parents mostly chose MEB at 62.22%. TRT Çocuk comes right after it at 51.09%. These two institutions are followed by BTK at 21.74% and Dijital Medya and Çocuk at 21.17%, respectively. Among them, GİM was the one whose work was followed the least.

Table 5.12. Platforms That Parents Follow: The Other Option

#	Other (Please State)	Date
1	Nothing	6/3/2022 – 1.32 PM
2	I use it for getting information but do not use it for following	6/3/2022 – 12.39 PM
3	I do not follow any of them	5/30/2022 – 9.30 PM
4	A few foundations on Instagram	5/23/2022 – 8.59 PM
5	EBA	5/23/2022 – 3.19 PM

While two of the five comments to the "Other" option stated that they do not follow any of them, one stated that s/he does not follow and only looks to get information.

While one of the participants stated EBA, another stated that s/he follows some Instagram accounts.

Table 5.13. The Last Question: Comment Box

#	Answers	Date
1	Promotion should be increased, along with advertising, and information delivery towards beneficial use of the digital environment! Like a knife, if you use it in a good way, you can cook and be full up by eating it, or you can make a shelter for yourself. But if you misuse it, it becomes a crime tool. It should be thought that the child should always use it well.	6/3/2022-2.31 PM
2	To act more quickly on this issue, I suggest that private school representatives get together and take part in the press in the form of an announcement after they work together. Then, each school should continuously carry out the awareness-raising program created by its parents, and there should be a supervisory board. I think there should be a system. If we can create a spark, we can slowly get participation to turn it into a fire, so it spreads across the state. Just like the ANTI-BULLYING PROGRAM. It is not in Turkey at the moment, but it WILL BE. Sooner or later.	6/3/2022-2.02 PM
3	I want the full implementation of what is written in the survey.	5/30/2022-9.30 PM
4	Good luck. The questions were very enlightening.	5/30/2022-9.10 PM
5	When using the restricted mode of digital communication, I want advertisements and suggestions not to contain immoral content.	5/25/2022-11.07 PM
6	A good study, thank you.	5/25/2022-3.04 PM
7	Short informational videos for children can be made and published.	5/24/2022-5.39 PM
8	I would like ads to be filtered out as well as inappropriate content. Both in television and digital media.	5/24/2022-10.47 PM
9	Children's rights must always be protected. Thank you for your interest. Have good work.	5/24/2022-8..41 PM
10	Thank you.	5/23/2022-10.21 PM
11	I want more useful and productive publications for our children.	5/23/2022-10.06 PM
12	I think that children and families should be informed about the internet.	5/23/2022-9.03 PM
13	I think that these rights, which I am not aware of, are not announced adequately.	5/23/2022-9.01 PM

A few of the thirteen participants who commented found the study useful, enlightening and thanked the researcher. Apart from these, in general, the expectation of the parents is the full implementation of the rights, increasing the awareness activities with videos, publications, explanations, organizational movements, and informing the parents. In addition, parents also complain about inappropriate advertising content. Besides, parents want useful publications not only for themselves but also for their children.

Based on these comments and the responses to the entire questionnaire, it can be assumed that the higher participation rate of mothers indicates that the concept of parenting is perceived through the "mother" or that mothers are more interested in this issue. It is seen that the majority of the children of the parents participating in the questionnaire are between the ages of 6-13 years and the participation decreases as the age gets older. The parents can be more concerned and protective towards the younger age group, and the parental interest may decrease in the issue as the children get older since they learn to manage their digital media practices themselves.

On the other hand, parents do not seem to be aware that the statements given in questions about opportunities are also children's digital rights. It has been observed that there is less awareness of opportunities compared to awareness of risks. Despite the awareness of the risks, parents stated that they are inadequate in taking necessary precautions, guiding, and protecting them from harm.

When we look at the way parents approach their children, it is seen that they mostly assume the roles of restricting, controlling, and watching. However, it is very important that they talk to their children and listen to them. On the other hand, parents are aware of the responsibilities of states to support their children and protect their rights. However, although states have the most important roles as stakeholders, the parenting approach is directly effective in children's digital media practices. In addition, the interest and demands of parents are very important in the implementation of children's digital rights. On the other side, the answers and comments of the parents show that they hold other stakeholders responsible for the information they do not know or come across. For example, in comment number 13, the participant expressed on the last question of the questionnaire that s/he thinks these rights, which s/he is not aware of, are not announced adequately.

This means that parents are not aware of the published content. There could be two reasons for this. Either institutions do not implement effective methods to reach parents or parents do not follow the right resources adequately. In this case, it is seen that both sides cannot be active effectively. It may be the responsibility of parents not to access existing publications, but on the other hand, the reason why these resources do not reach them or attract attention may also be related to the methods of the institutions.

Another issue is that parents are not aware of many of their children's rights in the digital world. While they are more concerned with the protection, safety, and education of children, there is less awareness of participation, non-exploitation, being heard, and expressing an opinion. General Comment No. 25 adopted by the United Nations is 90.22% unknown. This shows that parents do not have direct, detailed, and comprehensive information about rights. Not knowing and not applying children's rights and not demanding them from responsible persons and institutions are among the factors that negatively affect the implementation of these rights. On the other hand, one purpose of the recognition of these rights is to raise parental awareness. The responsibility for this belongs to the states that have signed it.

In our country, the increase in information technology use by children according to their ages has been reported last year by TÜİK (TÜİK, 2021). The fact that these rights are not heard at high rates may increase both the concern about risks and the damages that may occur in Turkey, where internet usage is high. If this research done in Istanbul is implemented throughout Turkey, various reasons such as the economic situation, accessibility, education level, cultural factors, and opportunities may affect the results more. There will probably be more serious consequences in some areas related to the lack of awareness.

Above all, children must be safe on the internet, have digital resilience, know their rights, and be good digital citizens. Children's best interests and well-being must be taken into account first. For this, as with all stakeholders, parents also have responsibilities.

5.1.1. The Comparison Between Mothers and Fathers

In this section, the different answers given by mothers and fathers participating in the research will be compared over the questions.

Table 5.14. Parent Comparison: Age Group of Children

Answered: 119 Skipped: 0

	6-9	10-13	14-18	Total
I am mother of…	53.77% 57	48.11% 51	25.47% 27	113.45% 135
I am father of…	30.77% 4	38.46% 5	46.15% 6	12.61% 15

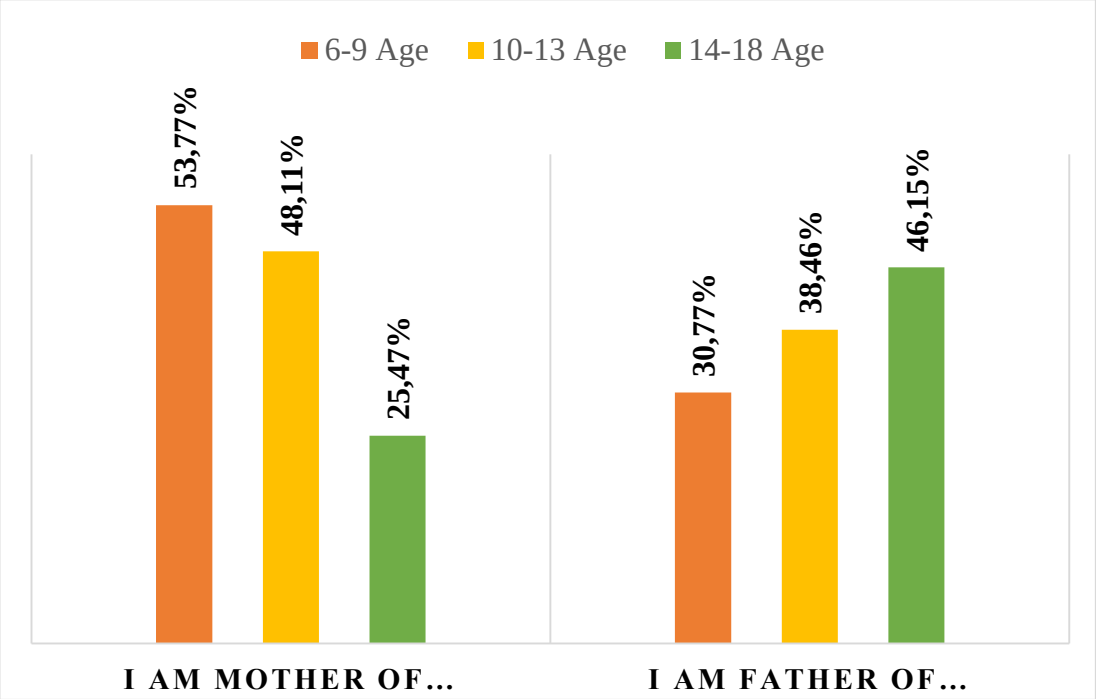

Figure 5.12. Parent Comparison: Age Group of Children

Figure 5.12 shows in which age group the parents have children. Accordingly, 53.77% of the participants who stated that they were mothers of at least one child had children

between the ages of 6-9 years, 48.11% between the ages of 10-13years, and 25.47% between the ages of 14-18 years. Looking at the fathers, 46.15% of them have children in the 14-18 years age range, 36.46% in the 10-13 years age range, and 30.77% in the 6-9 years age range. Mothers and fathers participated in such a way that they were the opposite of each other. While mothers have children in the younger age group, fathers have children from the older age group at higher rates.

Table 5.15. Parent Comparison: Gender of Children

Answered: 119 Skipped: 0

	I have a daughter/daughters	I have a son/ sons	I have both a son/daughter and sons/daughters	Total
I am mother of…	28.30% 30	41.51% 44	30.19% 32	89.08% 106
I am father of…	23.08% 3	46.15% 6	30.77% 4	10.92% 13

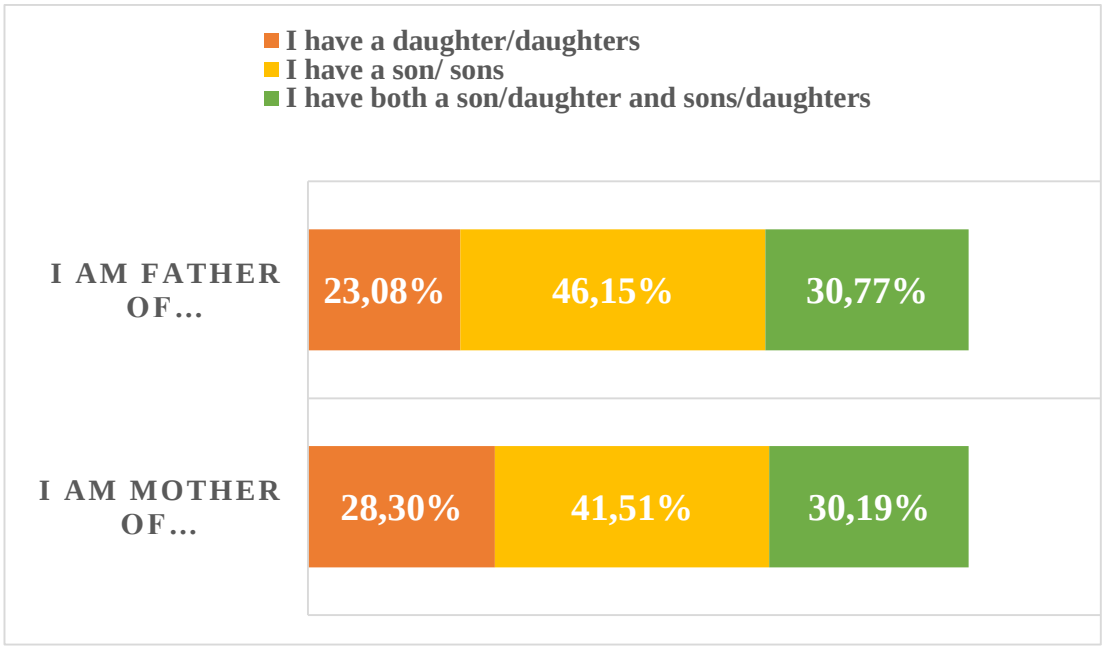

Figure 5.13. Parent Comparison: Gender of Children

Figure 5.13 shows the gender distribution of children whose parents participated in the questionnaire. According to the graph, the rate of mothers who state that they have at least a son is 41.51%, those who state that they have at least a daughter is 28.30%, and 30.19% of those who state that they have both daughters and sons. The rate of fathers who state that they have sons is 46.15%, those who have daughters 23.08%, and those who have both are 30.77%. Accordingly, both sides have the most sons.

Table 5.16. Parent Comparison: Education Status

	Primary/Secondary School Graduate	High School Graduate	Associate /Bachelor's Degree Graduate	Master's/ Doctorate Degree Graduate	Total
I am mother of…	13.21% 14	22.64% 24	46.23% 49	17.92% 19	89.08% 106
I am father of…	0.00% 0	38.64% 5	46.15% 6	15.38% 2	10.92% 13

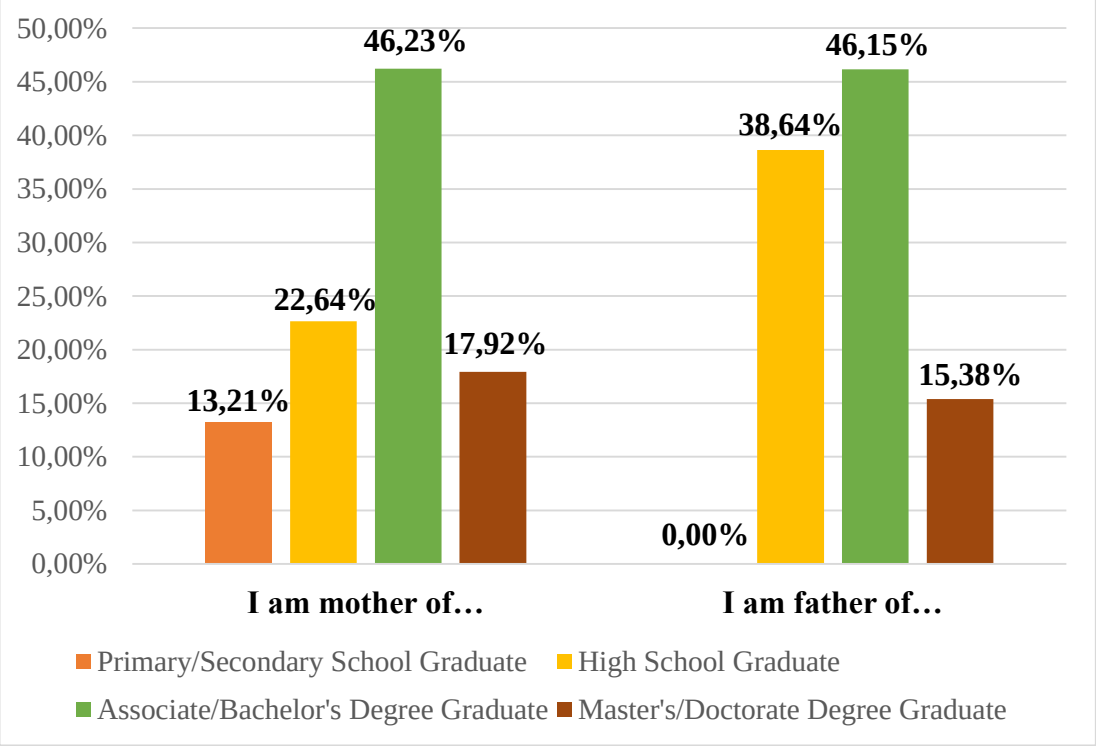

Figure 5.14. Parent Comparison: Education Status

Figure 5.14 shows the education status comparison of the parents who participated in the questionnaire. Accordingly, 46.23% of the mothers are associate/bachelor's degree graduates, 22.64% are high school graduates, 17.92% are master's/doctorate graduates, and 13.21% are primary/secondary school graduates. 46.15% of the fathers are associate/bachelor's degree graduates, 38.46% are high school graduates, and 15.38% are master's/doctorate graduates. There are no male participants who are primary/secondary school graduates.

My child can spend time on the internet for fun.

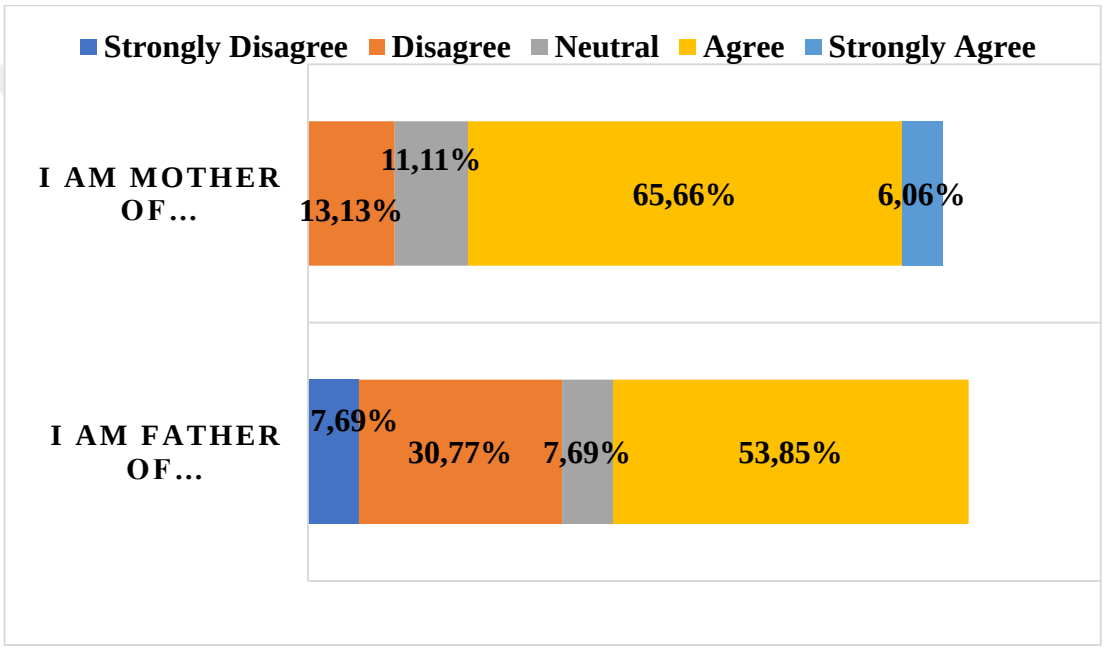

Figure 5.15. Parent Comparison: Awareness of Opportunities-Q1

Figure 5.15 shows that parents agree on their children's use of the internet for entertainment purposes. The rate of mothers who answered "agree" is 65.66% and the rate of fathers is 53.85%. Fathers who answered "disagree" are more common than mothers.

My child can acquire new information via the internet.

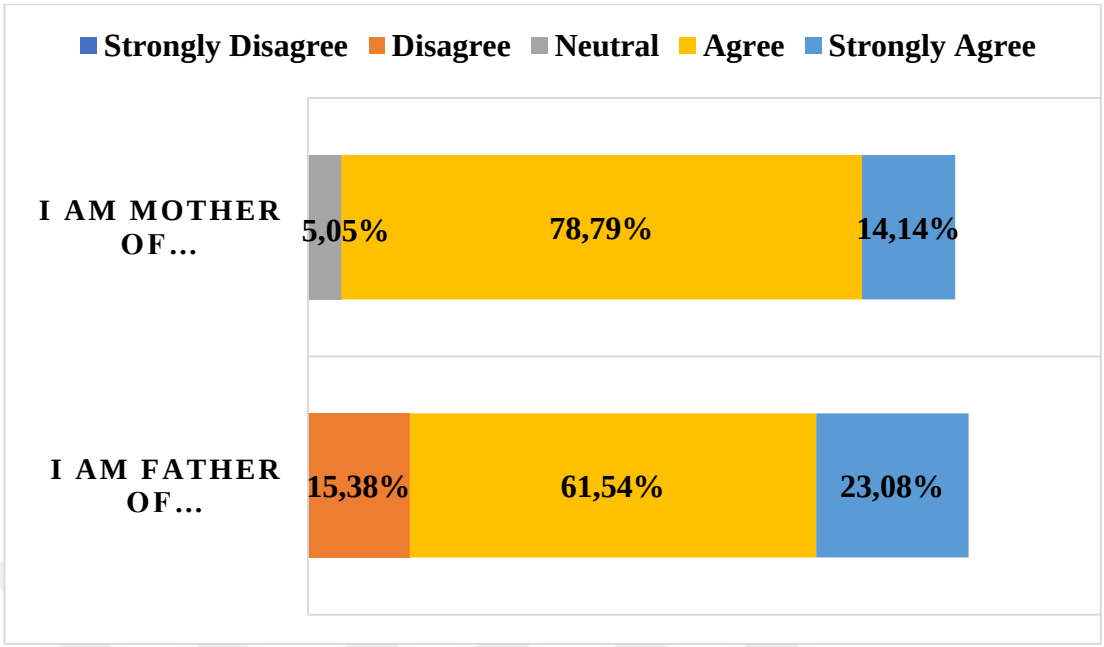

Figure 5.16. Parent Comparison: Awareness of Opportunities-Q2

Figure 5.16 shows the parents' approach to their children's acquisition of new information via the internet. While mothers say "agree" at a rate of 78.79%, fathers have a rate of 61.54%. Parents seem to agree on this issue.

My child can use the internet for school research.

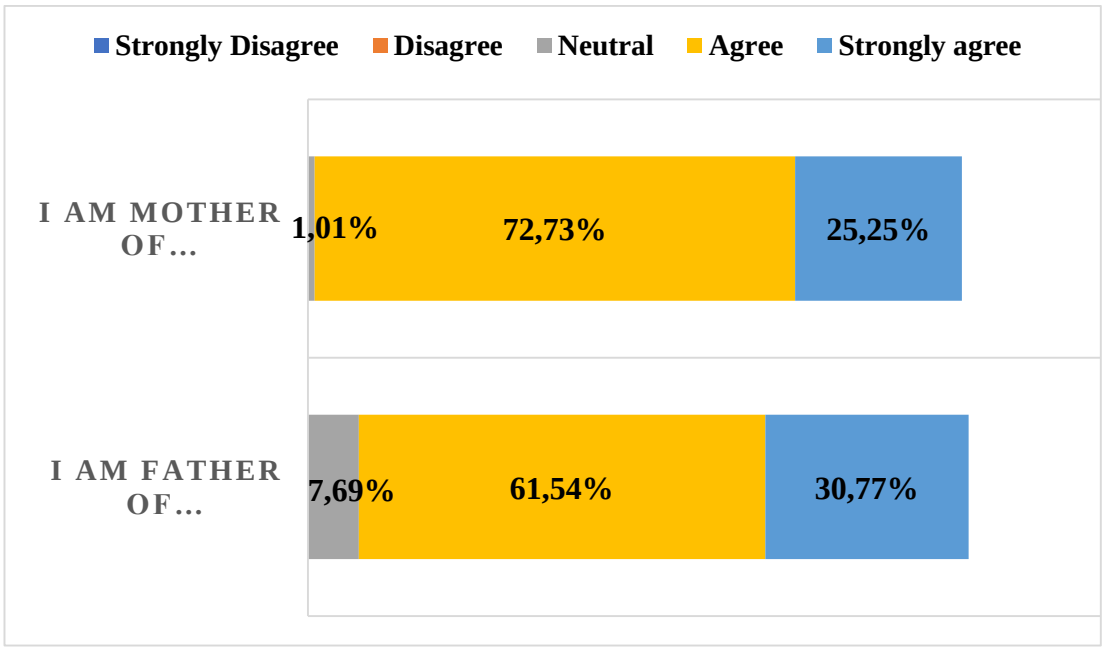

Figure 5.17. Parent Comparison: Awareness of Opportunities-Q3

Figure 5.17 shows that parents have a positive view of children's use of the internet for school research. The rate of mothers who marked "agree" is 72.73% and the rate of fathers is 61.54%.

My child can use the internet to socialize and communicate.

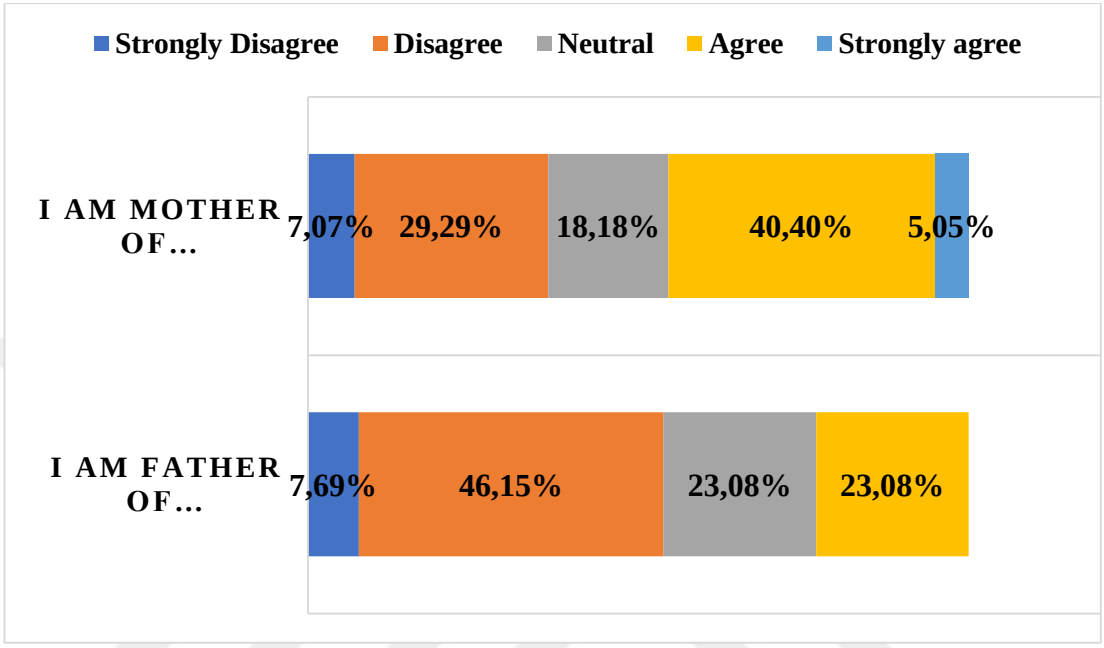

Figure 5.18. Parent Comparison: Awareness of Opportunities-Q4

Figure 5.18 illustrates the parents' approach to their children's use of the internet to socialize and communicate. Accordingly, the rate of mothers who marked "agree" is 40.40%, while the rate of fathers is 23.08%. While the rate of mothers saying "disagree" is 29.29%, the rate of fathers is 46.15%. Thus, the parents gave opposite answers to each other. While mothers mostly approved of this situation, fathers did not.

My child can use the internet for social responsibility and charity purposes.

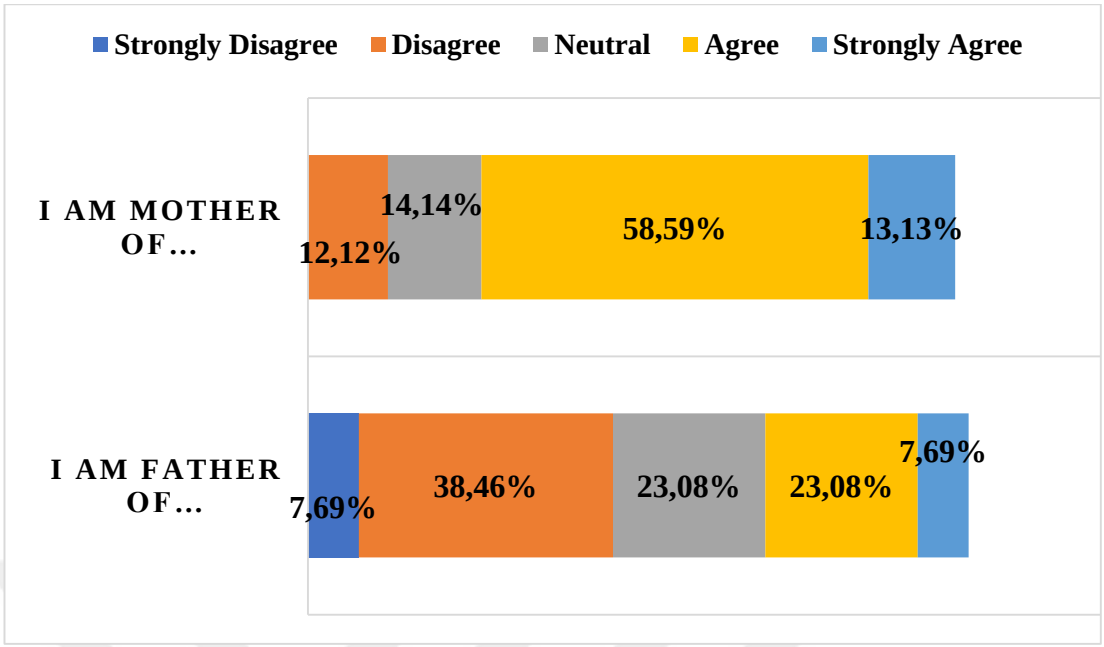

Figure 5.19. Parent Comparison: Awareness of Opportunities-Q5

Figure 5.19 shows the parents' approach to their children's use of the internet for social responsibility and charity purposes. While mothers answered "agree" at a rate of 58.59%, fathers answered "disagree" at a rate of 38.46%. There is a difference of opinion among parents on this issue.

Online environments can be places where my children can express their thoughts on various topics.

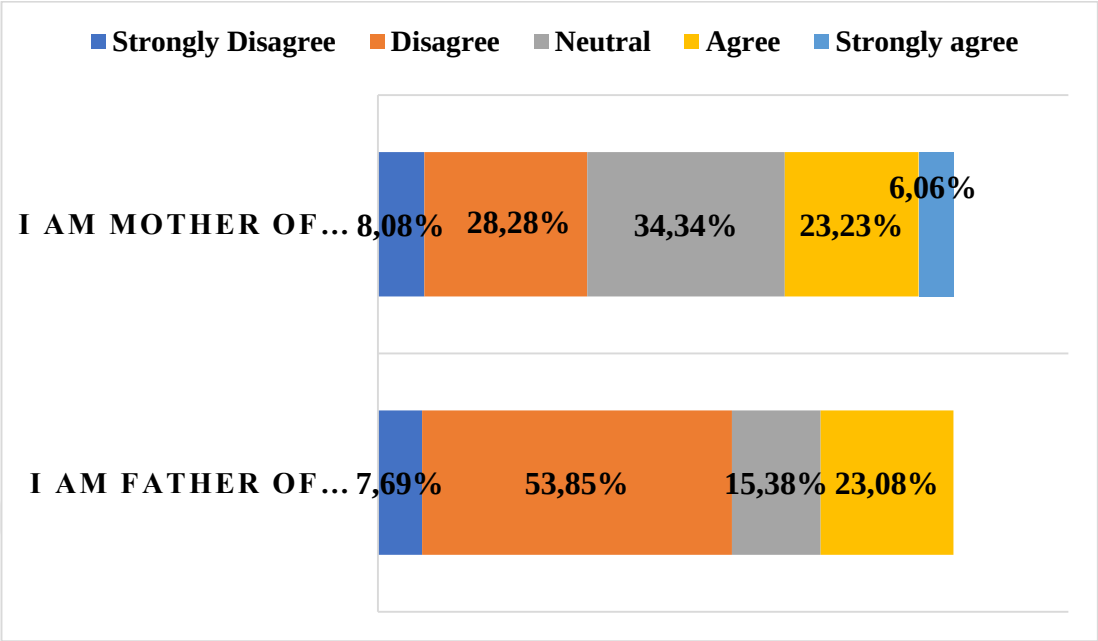

Figure 5.20. Parent Comparison: Awareness of Opportunities-Q6

Figure 5.20 shows parents' views on whether online environments can be places where children express their thoughts on various topics. Accordingly, 34.34% of mothers answered "neutral", while fathers marked "disagree" at a rate of 53.85%. 23.23% of mothers and 23.08% of fathers chose "agree." While mothers were hesitant on this issue, fathers stated that they disagree.

I think that digital technologies prepare children for the future.

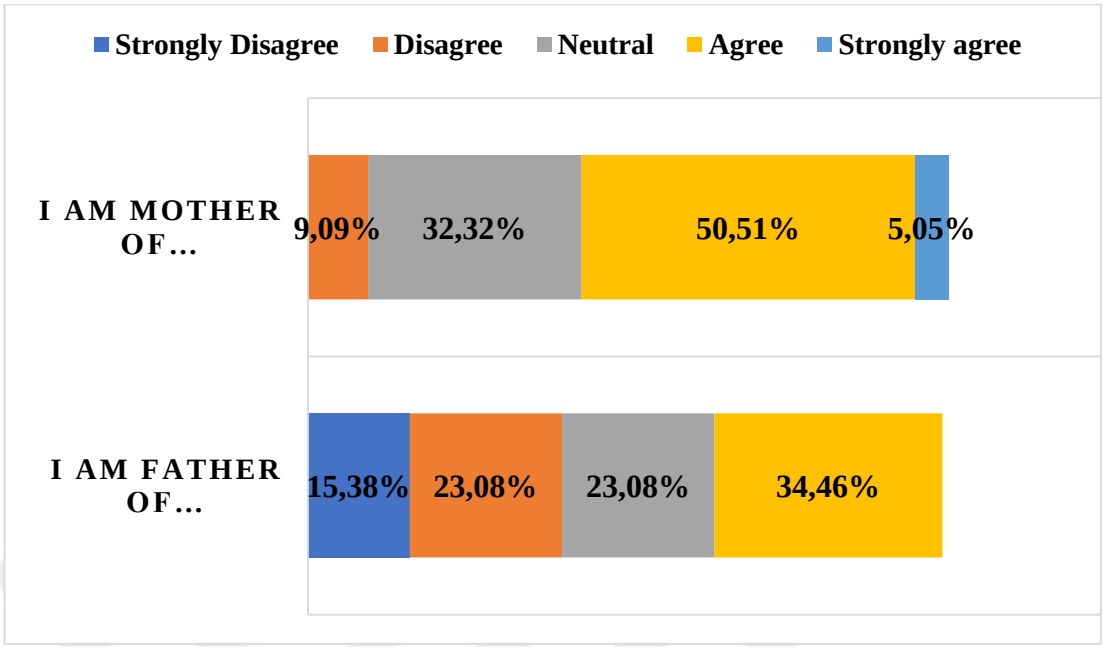

Figure 5.21. Parent Comparison: Awareness of Opportunities-Q7

Figure 5.21 includes parents' views on whether digital technologies prepare children for the future or not. While the mothers stated that they agreed with it at the rate of 50.51%, the fathers stated that they agreed at the rate of 38.46%. Although there is a difference in rates between mothers and fathers, they agree. In addition, the proportion of mothers and fathers who marked the "neutral" option is close to each other. (mothers 32.32%, fathers 23.08%) And fathers who chose "neutral" also answered "disagree" at the same rate (23.08%).

My child can access health services and related information online.

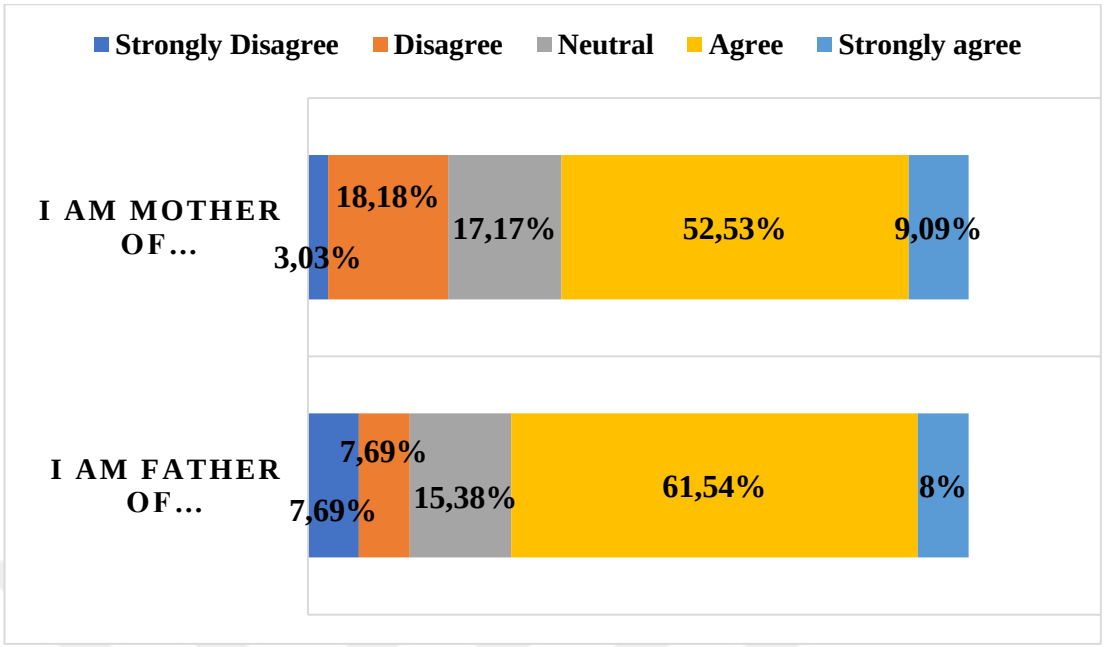

Figure 5.22. Parent Comparison: Awareness of Opportunities-Q8

Figure 5.22 shows the parents' approach to children's access to health services on the internet. 52.53% of mothers and 61.54% of fathers support this issue. Parents answered "agree" to this question.

My child can develop programming and coding skills in a digital environment.

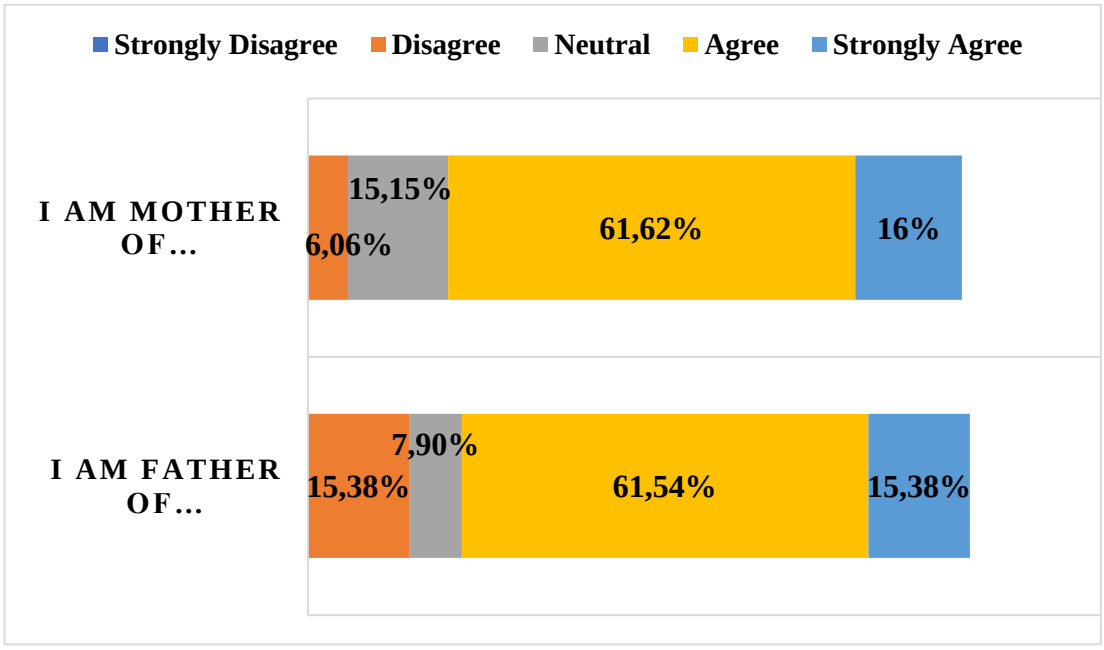

Figure 5.23. Parent Comparison: Awareness of Opportunities-Q9

Figure 5.23 shows the answers of parents to the question about children's development of programming and coding skills in the digital environment. 61.62% of the mothers and 61.54% of the fathers approached the development of these skills positively with the answer "agree."

My child may be exposed to content risks such as violence, racism, pornography, and misinformation in the digital world.

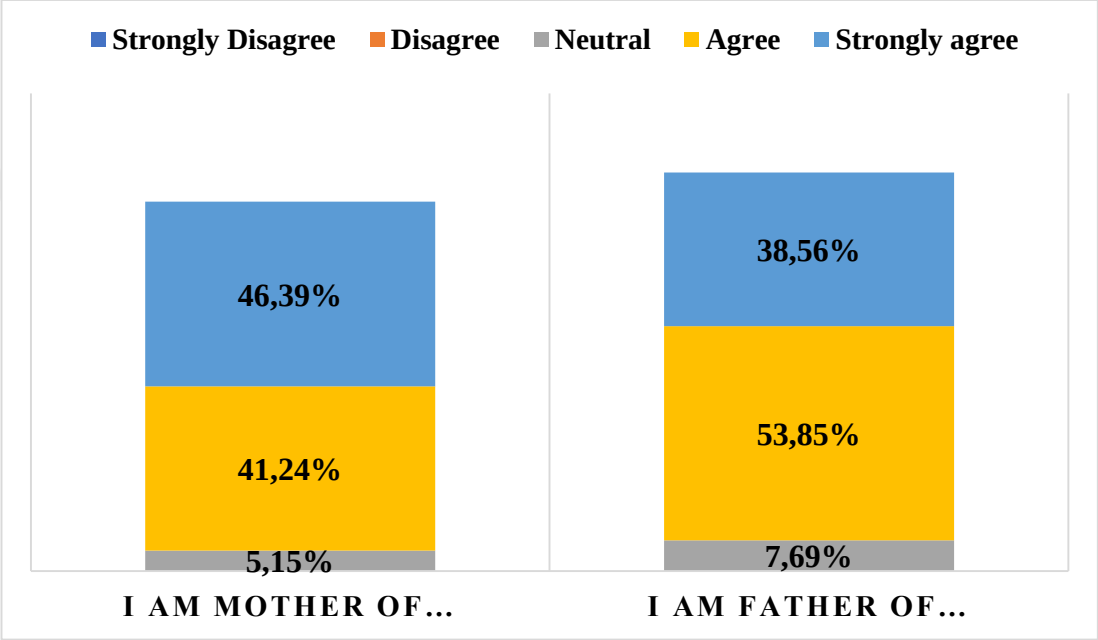

Figure 5.24. Parent Comparison: Awareness of Risks-Q1

Figure 5.24 shows whether parents think their children may be exposed to content risks in the digital environment. 46.39% of the mothers and 38.46% of the fathers answered with "strongly agree." The rate of mothers choosing "agree" is 41.24% and that of fathers is 53.85%. Parents agree that their children may be exposed to content risks.

My child may be exposed to advertising content that I do not find appropriate to see in the digital world.

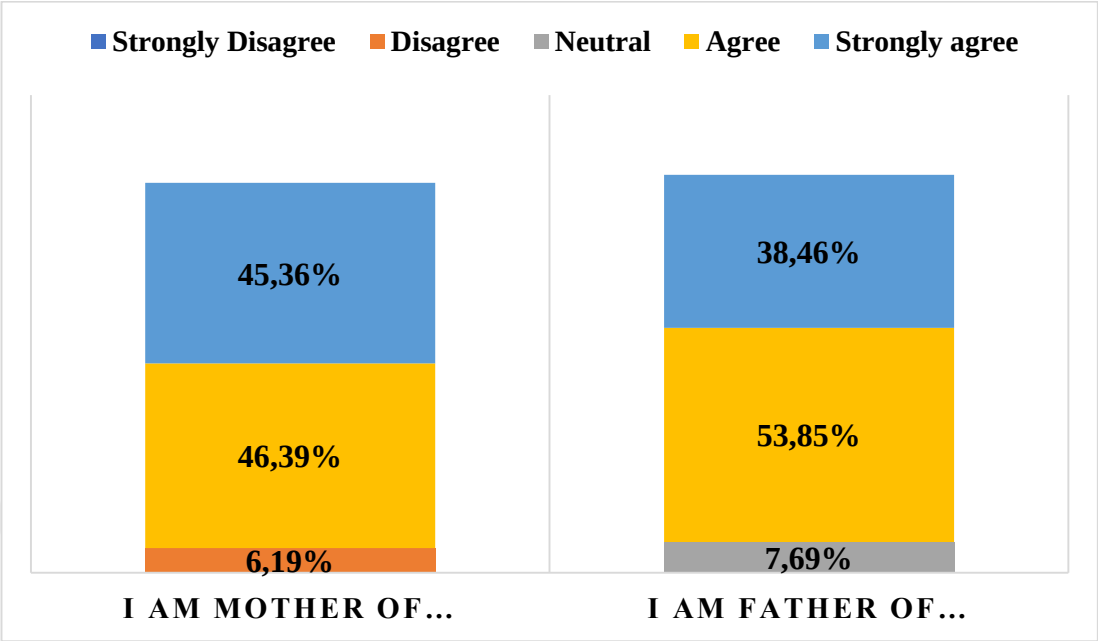

Figure 5.25. Parent Comparison: Awareness of Risks-Q2

Figure 5.25 shows parents' awareness of whether their children may be exposed to unwanted advertising content in digital media. 45.36% of the mothers answered "strongly agree" and 46.36% "agree." On the other hand, 38.46% of the fathers answered "strongly agree" and 53.85% "agree." In this case, both mothers and fathers are aware of inappropriate advertising content.

My child may face contact risks such as sexual harassment, stalking, hate behaviors, blackmail, abuse, and persuasion.

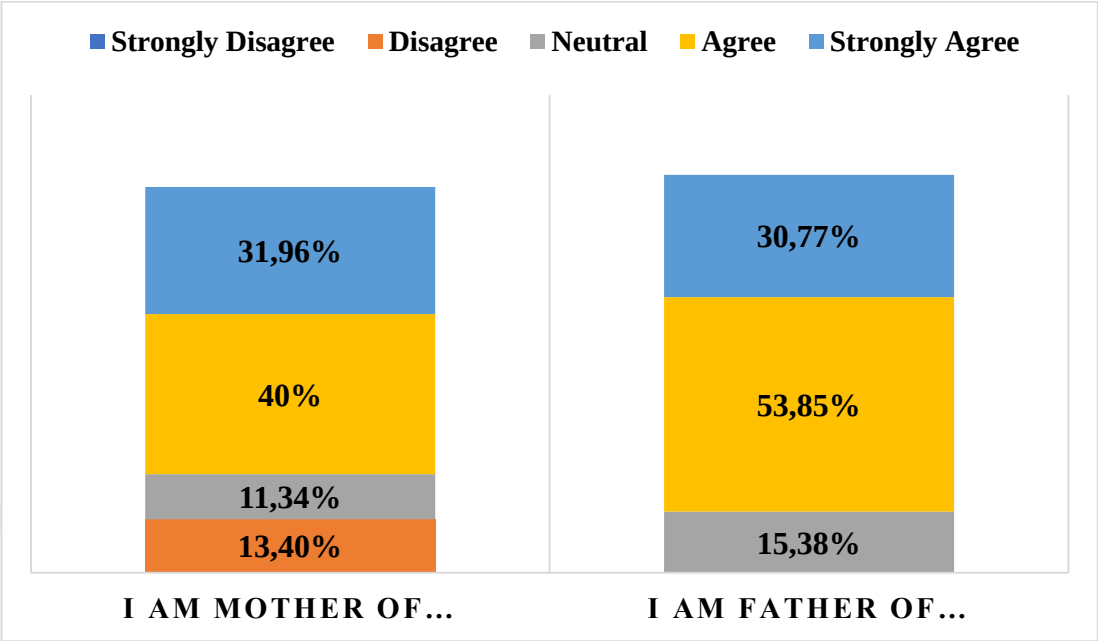

Figure 5.26. Parent Comparison: Awareness of Risks-Q3

Figure 5.26 includes the answers given by parents to the question about whether their children may be exposed to contact risks. 40.21% of the mothers answered “agree” and 31.96% “strongly agree.” On the other hand, 53.85% of the fathers stated “agree” and 30.77% “strongly agree.” Parents are aware of contact risks.

My child may be engaging in behaviors such as bullying, harassment, abuse, hostility, pressure, ostracism, embarrassment, etc.

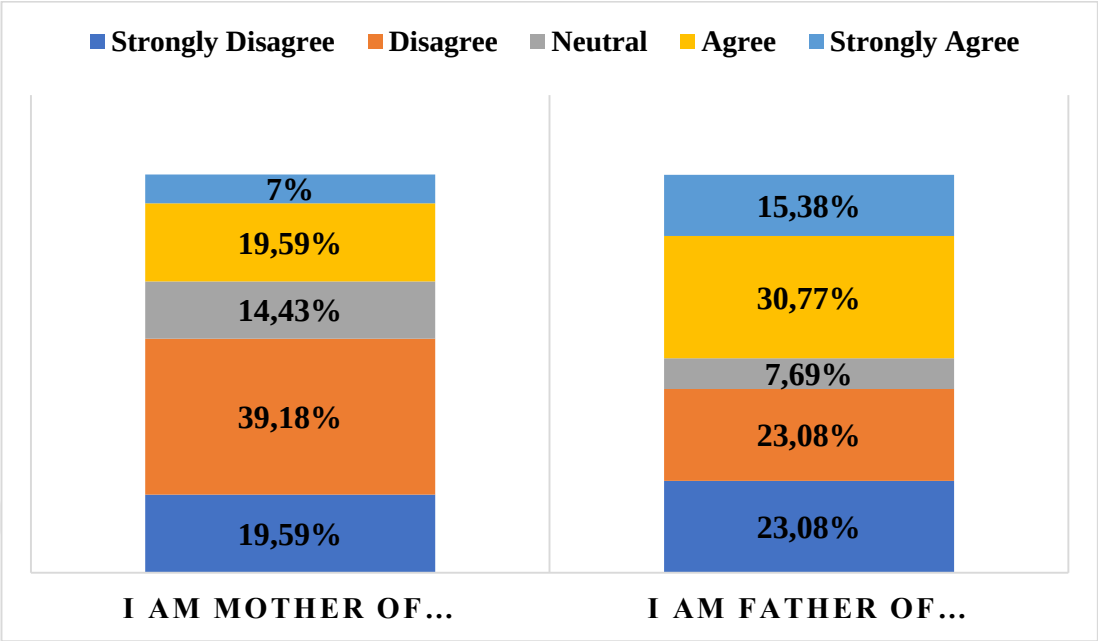

Figure 5.27. Parent Comparison: Awareness of Risks-Q4

Figure 5.27 shows parents' answers to the question of whether their children can expose someone else to conduct risks. While the mothers answered "disagree" at a rate of 39.18% to this question, the fathers answered "agree" at a rate of 30.77%. Fathers also gave the same answer to "disagree" and "strongly disagree" at 23.08%. While mothers thought that their children would not make a conduct risk, fathers stated that they might be.

My child may be exposed to contract risks such as identity theft, fraud, security, gambling, persuasion, and purchasing.

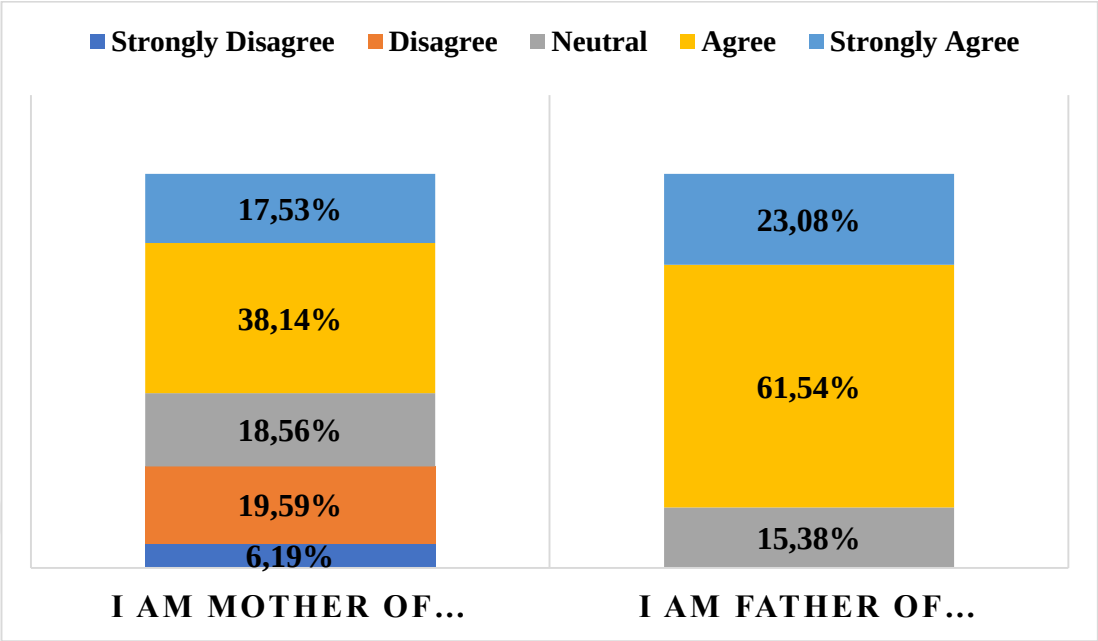

Figure 5.28. Parent Comparison: Awareness of Risks-Q5

Figure 5.28 shows parents' responses to whether their children may be exposed to contract risks. While 34.18% of the mothers stated that they might be exposed, 61.54% of the fathers stated that they agreed. In this regard, both parents think that their children are exposed to contract risks.

My child may be exposed to cross-cutting risks such as privacy, physical and mental health, and discrimination.

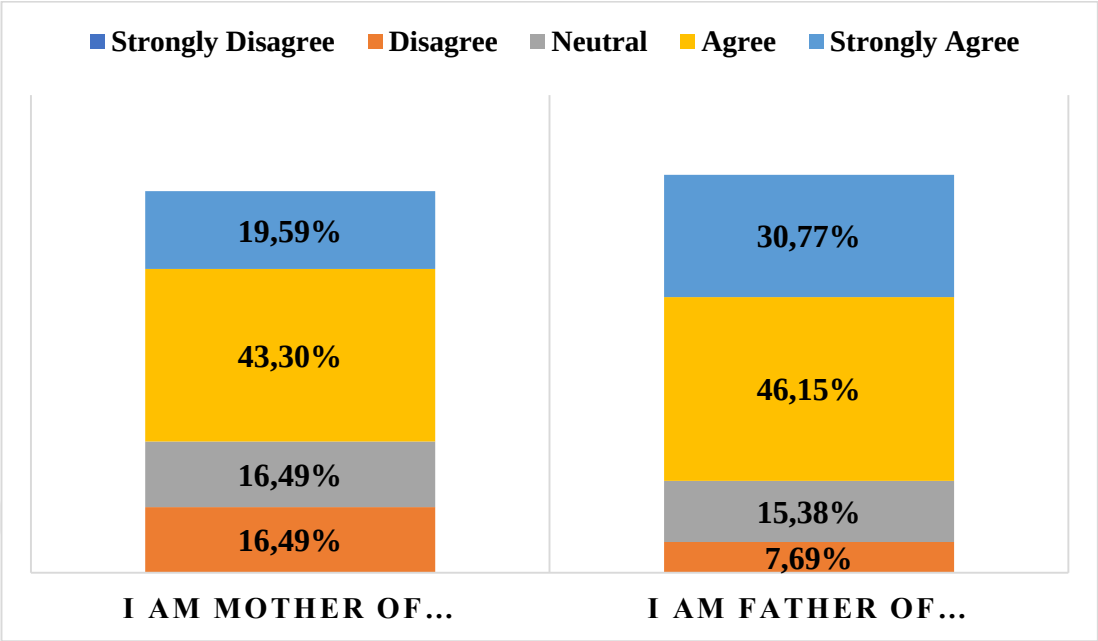

Figure 5.29. Parent Comparison: Awareness of Risks-Q6

Figure 5.29 shows the awareness of parents that their children may be exposed to cross-cutting risks. Accordingly, while mothers believe that they are exposed (43.30%), fathers agree with mothers at a rate of 46.15%.

I think/I worry that the risks in the digital world will definitely turn into harm.

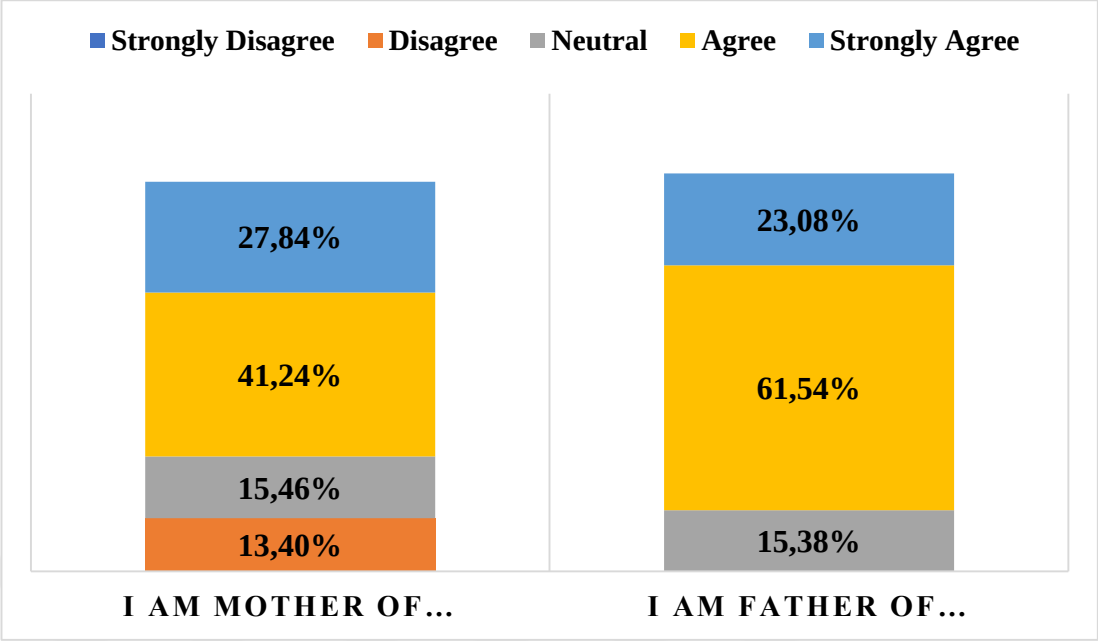

Figure 5.30. Parent Comparison: Awareness of Risks-Q7

Figure 5.30 shows parents' thoughts about whether risks will turn into harm. 41.24% of mothers and 61.54% of fathers think that risks will definitely turn into harm. Parents are not aware that risks can be prevented before they turn into harm.

I know their rights and what to do in a negative situation my child may face.

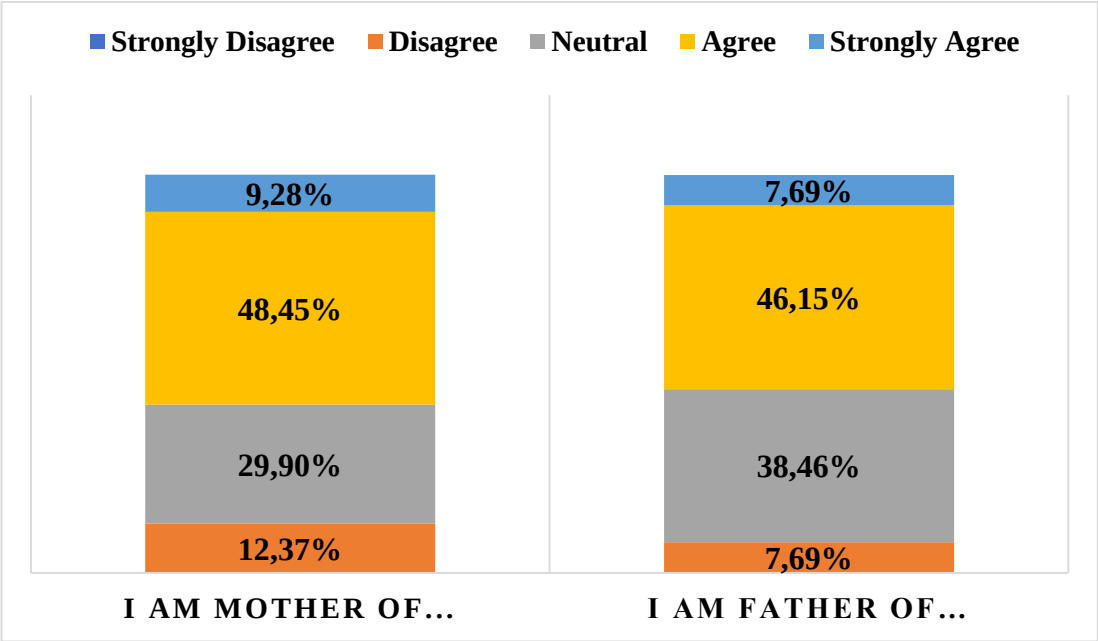

Figure 5.31. Parent Comparison: Awareness of Risks-Q8

Figure 5.31 shows whether parents know what to do in a negative situation that their child may encounter. Looking at this table, it can be said that the parents stated that they know what to do in such a situation (48.45% of mothers, 46.15% of fathers). At the same time, their answers as “neutral” are close to each other (mothers 29.90%, fathers 38.46%).

My child may be meeting face-to-face with someone s/he met online.

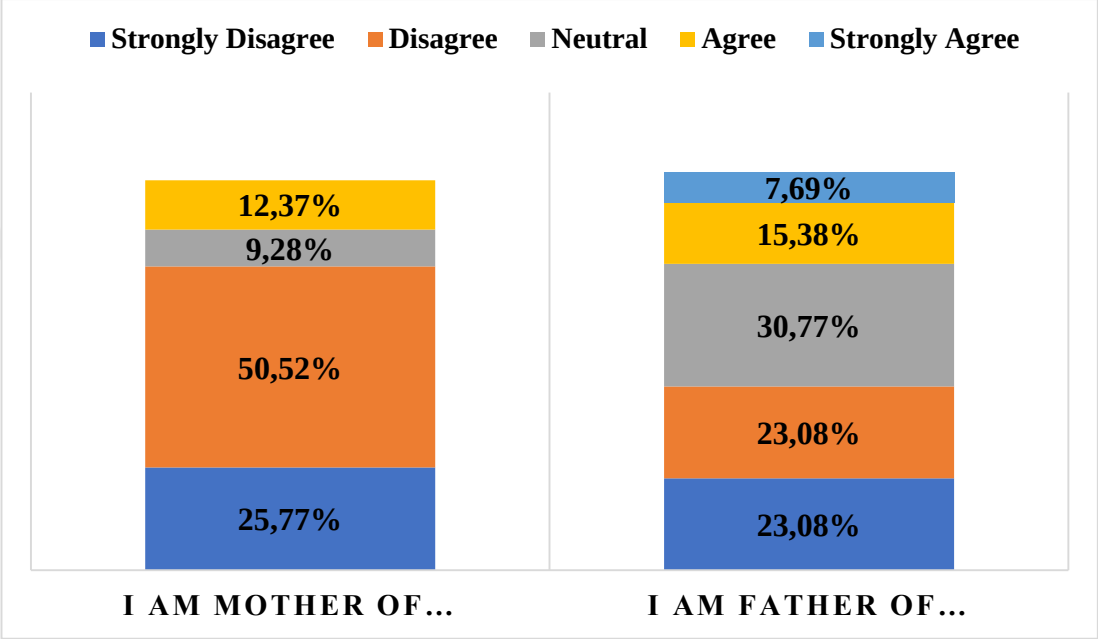

Figure 5.32. Parent Comparison: Awareness of Risks-Q9

Figure 5.32 shows parents’ thoughts on whether their children can come together face-to-face with someone they met digitally. Accordingly, 50.52% of the mothers answered “disagree” and stated that their children do not meet. While 30.77% of the fathers gave the “neutral” answer, 23.08% gave both “disagree” and “strongly disagree” answers. While mothers believed that this would not be possible, fathers preferred to abstain.

I restrict my child's use of digital media.

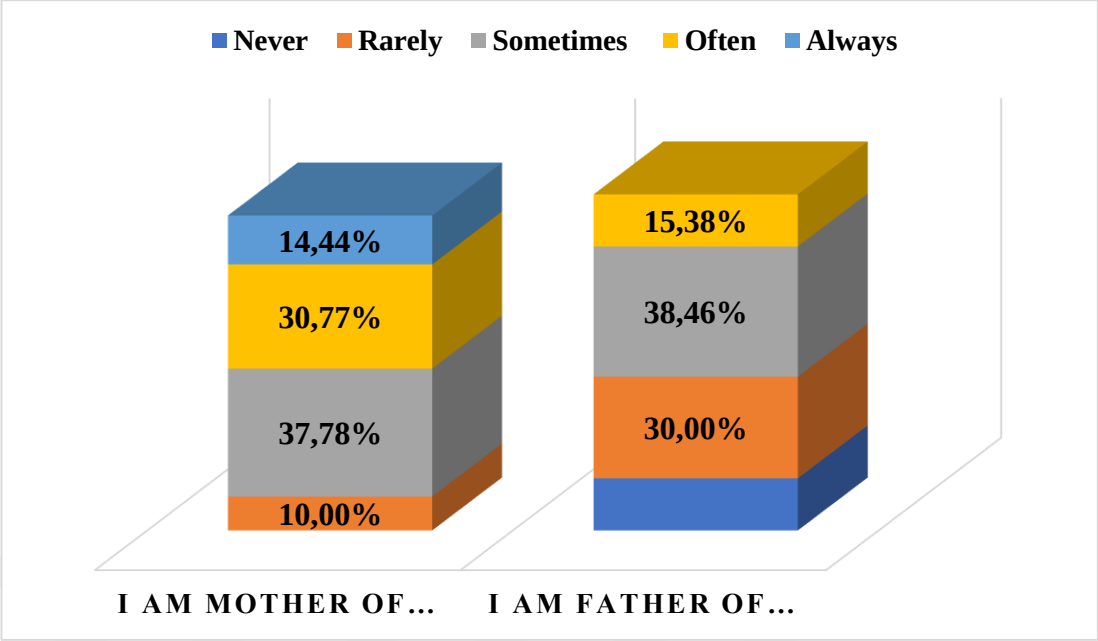

Figure 5.33. Parent Comparison: Parental Approaches-Q1

Figure 5.33 shows whether parents restrict their children's use of digital media. 37.78% of mothers and 38.46% of fathers answered "sometimes." While 35.56% of mothers answered "often", 30.77% of fathers answered "rarely." From this point of view, it can be said that mothers are more inclined to the restrictive parenting role than fathers.

I monitor or control my child's use of digital media.

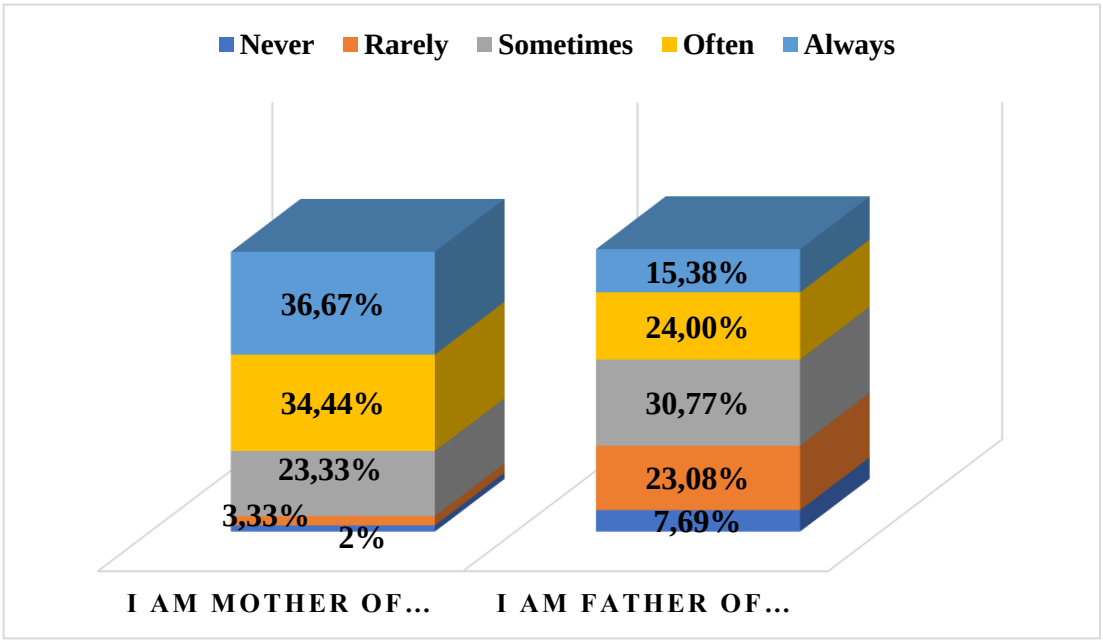

Figure 5.34. Parent Comparison: Parental Approaches-Q2

Figure 5.34 includes responses of parents about controlling and monitoring their children's digital media use. While 36.67% of mothers answer "always", only 15.38% of fathers do this. Fathers answered "sometimes" at 30.77%. In addition, mothers answered "often" at 34.44%, while fathers answered "rarely" at 23.08%. In this case, mothers are closer to the control and monitoring approach compared to fathers.

I set an example for my child in the use of digital media.

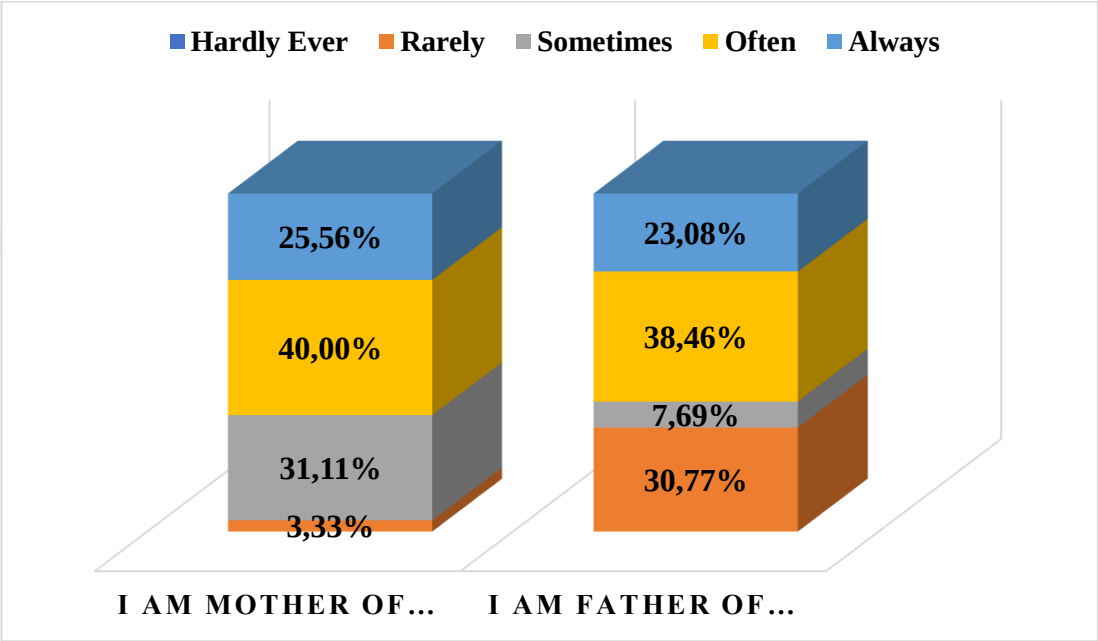

Figure 5.35. Parent Comparison: Parental Approaches-Q3

Figure 5.35 includes the answers of parents on whether they act as an example for their children in the use of digital media. 40.00% of mothers and 38.46% of fathers answered "often" to this question. Both sides often think that they set a good example.

I abide by the rules of use set within the family.

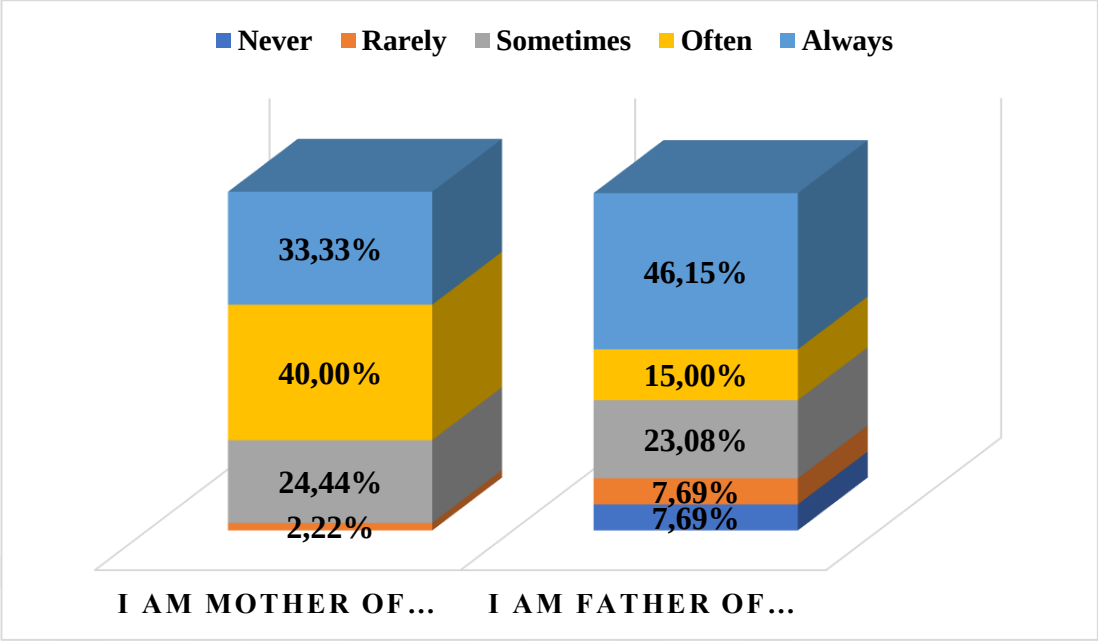

Figure 5.36. Parent Comparison: Parental Approaches-Q4

Figure 5.36 shows the answers of the parents whether they follow the rules set in the family or not. Accordingly, 40.00% of the mothers answered "often" and 33.33% "always", while 46.15% of the fathers answered "always." Here, parents state that they also comply with the rules set for the use of digital media.

I accompany my child's activities in digital media.

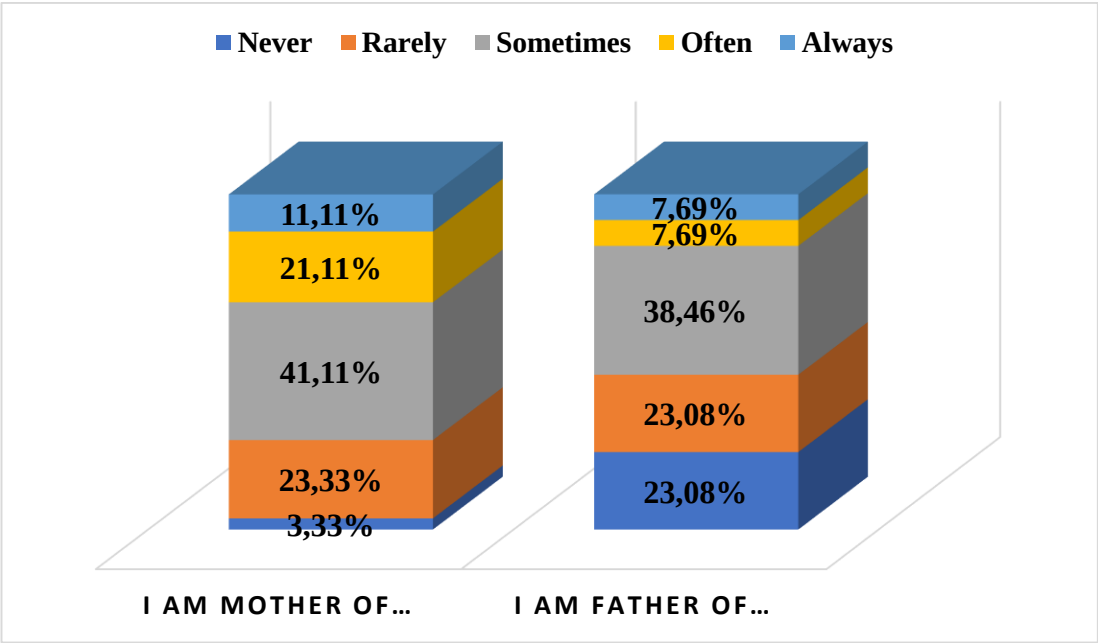

Figure 5.37. Parent Comparison: Parental Approaches-Q5

Figure 5.37 includes responses on active parenting. 41.11% of mothers and 38.46% of fathers stated that they "sometimes" accompany their children's activities in digital media. Parents are often not close to social and active parenting roles.

I give positive guidance to my child about the use of digital media.

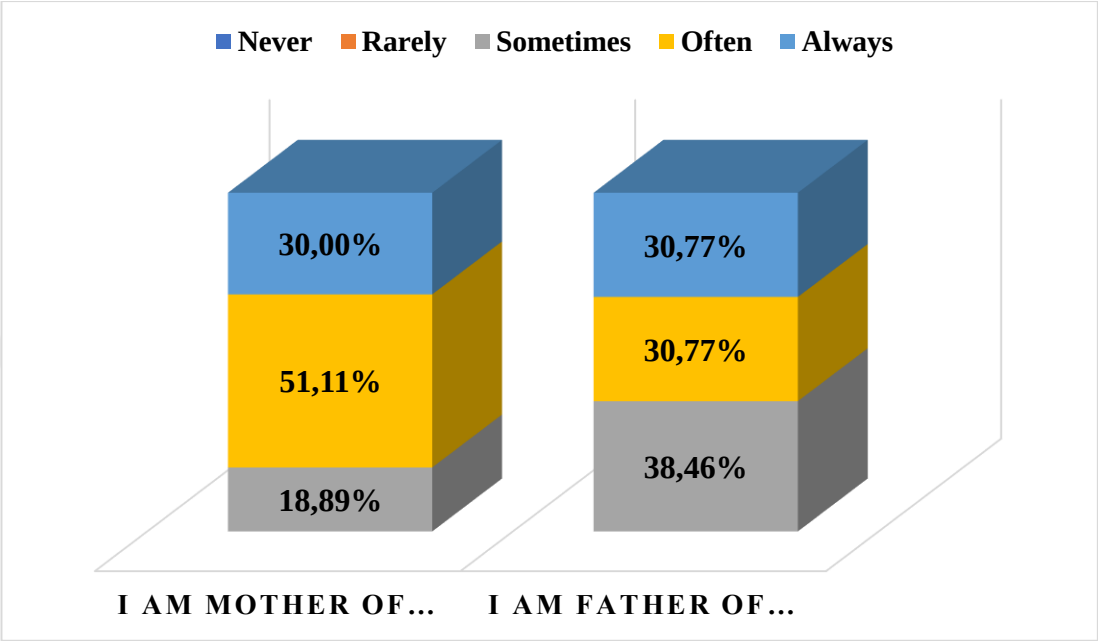

Figure 5.38. Parent Comparison: Parental Approaches-Q6

Figure 5.38 shows how often parents give positive directions about their children's use of digital media. To this question, mothers answered "often" (51.11%) and fathers "sometimes" at 38.46%. Mothers have more communication with their children than fathers in this regard.

I try to make my children strong by training them to use digital technologies effectively.

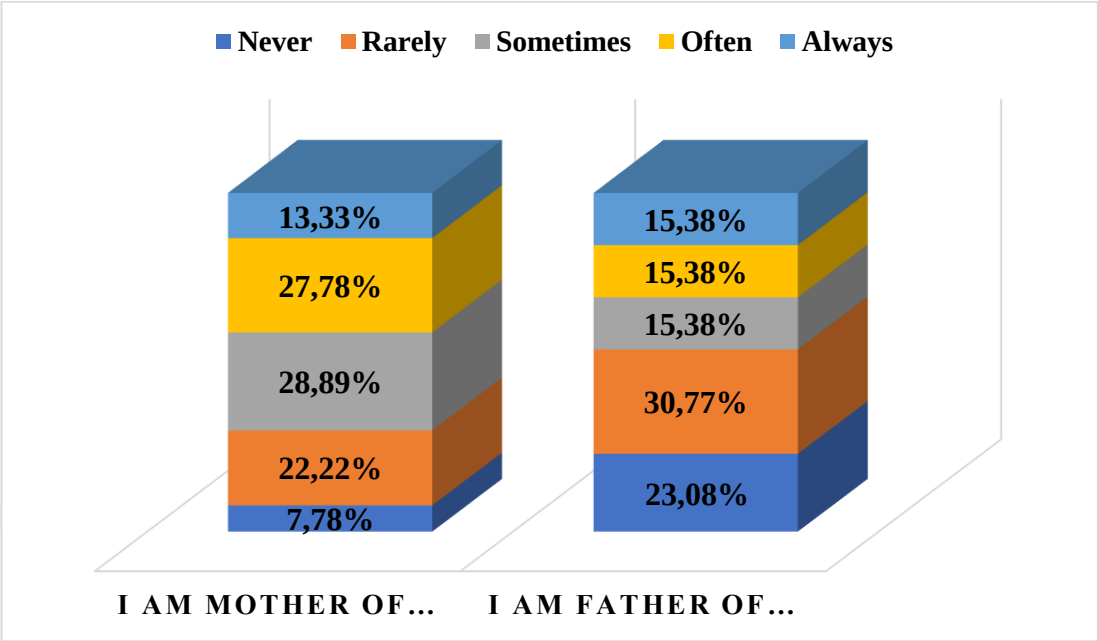

Figure 5.39. Parent Comparison: Parental Approaches-Q7

Figure 5.39 shows the answers to how often parents try to strengthen their children's use of digital technologies with training. Mothers answered this question at 28.89% "sometimes", 27.78% "often" and 22.22% "rarely." Fathers, on the other hand, answered 30.77% "rarely" and 23.08% "never." According to these results, mothers are more inclined to support their children with training to improve their digital skills compared to fathers. However, when we look at the rates, it is possible to say that the awareness of mothers on this issue is also low.

I respect my child's private space in digital media.

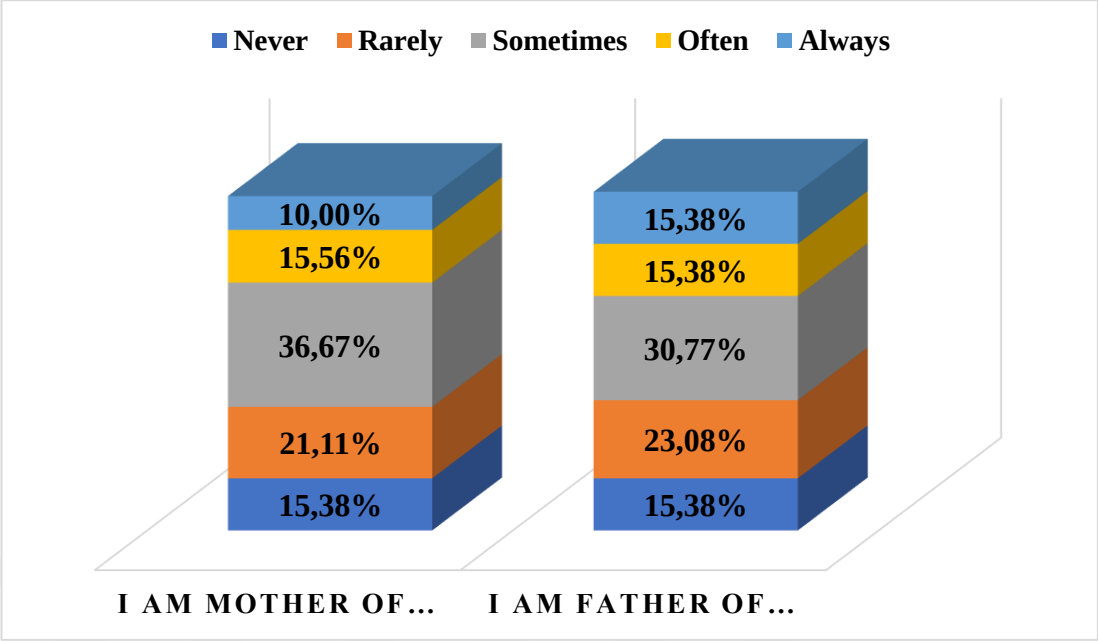

Figure 5.40. Parent Comparison: Parental Approaches-Q8

Figure 5.40 shows how often parents respect their children's private space in digital media. While 36.67% of the mothers answered "sometimes", 30.77% of the fathers gave this answer. These answers are followed by the "rarely" option. 21.11% of mothers and 23.08% of fathers gave this answer. It is seen that both parents gave abstain answers on respecting their children's private space in digital media.

I undertake training or read to improve my digital media literacy.

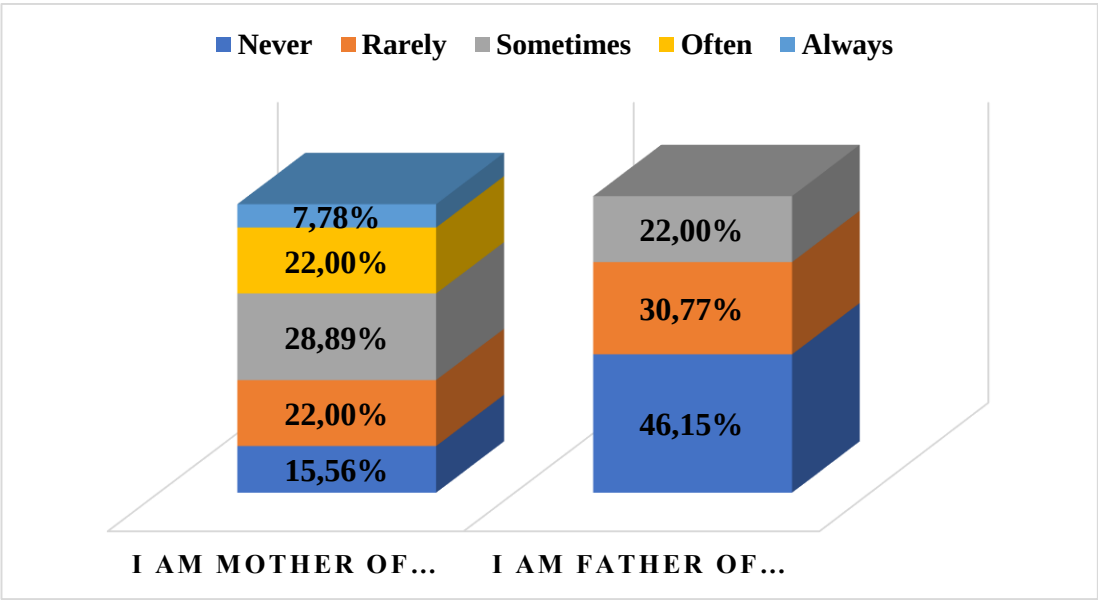

Figure 5.41. Parent Comparison: Parental Approaches-Q9

Figure 5.41 shows how often parents try to improve themselves in digital media literacy. While mothers answer “rarely, sometimes, and often” between 20-30% on average, fathers are more specific. They answered “never” at a rate of 46.15% to this question. Both mothers and fathers are expected to be open to self-development in digital media literacy to implement children’s rights and strengthen children’s digital resilience. And also states should support families to learn about this important issue.

I care about developing and strengthening digital resilience skills so that my child can protect her/himself from the risks in the digital world.

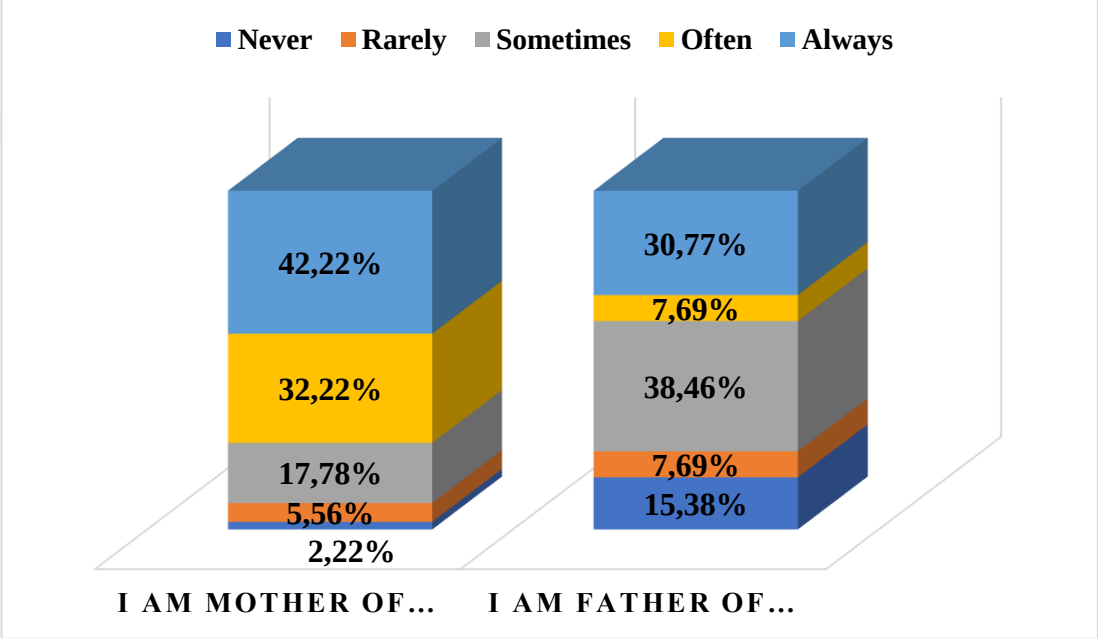

Figure 5.42. Parent Comparison: Parental Approaches-Q10

Figure 5.42 shows how much parents mind the development of their children’s digital resilience skills. While 42.22% of mothers answered “always”, 38.46% of fathers chose “sometimes.” It is seen that mothers attach more importance to this issue than fathers.

I try to approach my children with the intention of their changing needs as they get older.

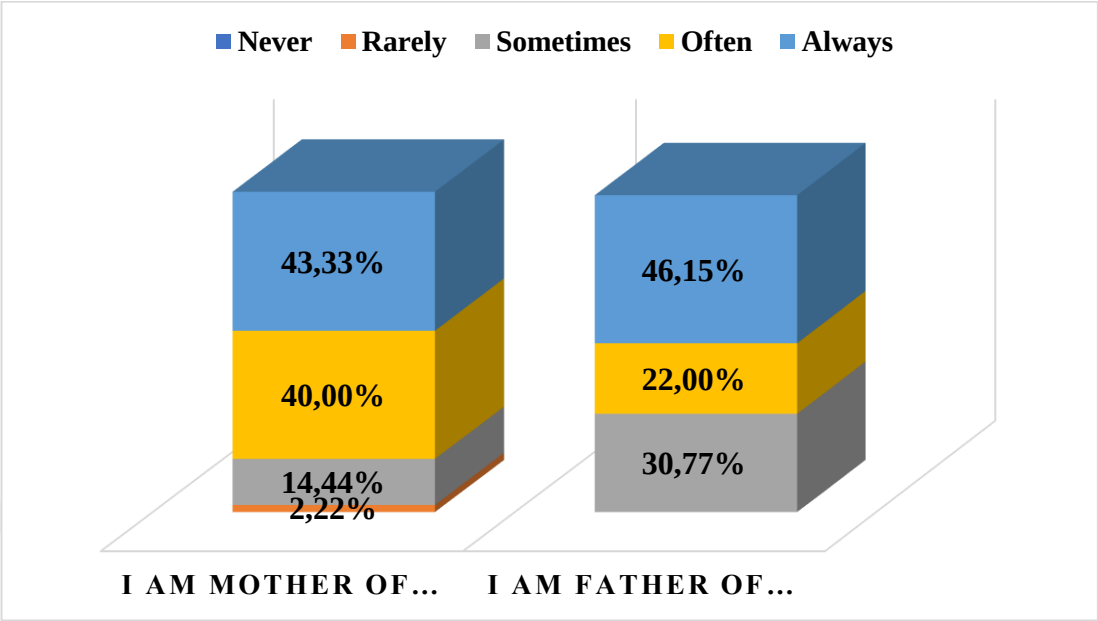

Figure 5.43. Parent Comparison: Parental Approaches-Q11

Figure 5.43 reflects the parents' approach to their children's changing needs as they get older. While 43.33% of mothers answered "always" and 40.00% "often", 46.15% of fathers answered "always" and 30.77% "sometimes." It is seen that the parents agree on their children's needs according to their age.

I get my child's opinions when setting rules on digital media use.

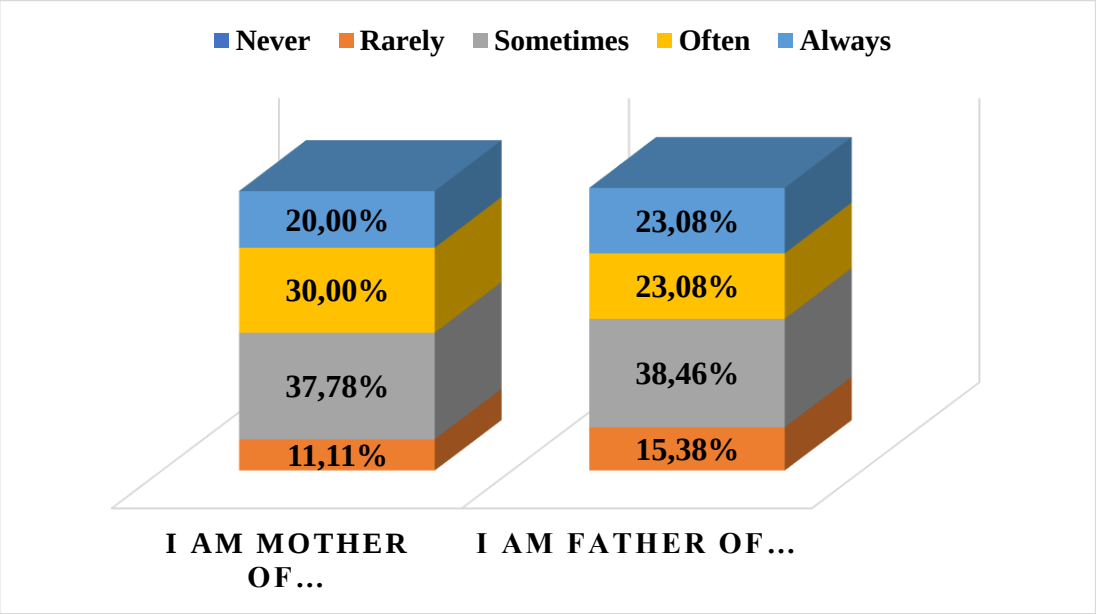

Figure 5.44. Parent Comparison: Parental Approaches-Q12

Figure 5.44 shows how often parents get their children's views on digital media use. 37.78% of mothers and 38.46% of fathers answered "sometimes." This is followed by "often" and "always" for both. It seems that parents tend to listen to their children's thoughts.

I adopt security measures such as filtering, child lock, "child" versions of applications, and a protection program.

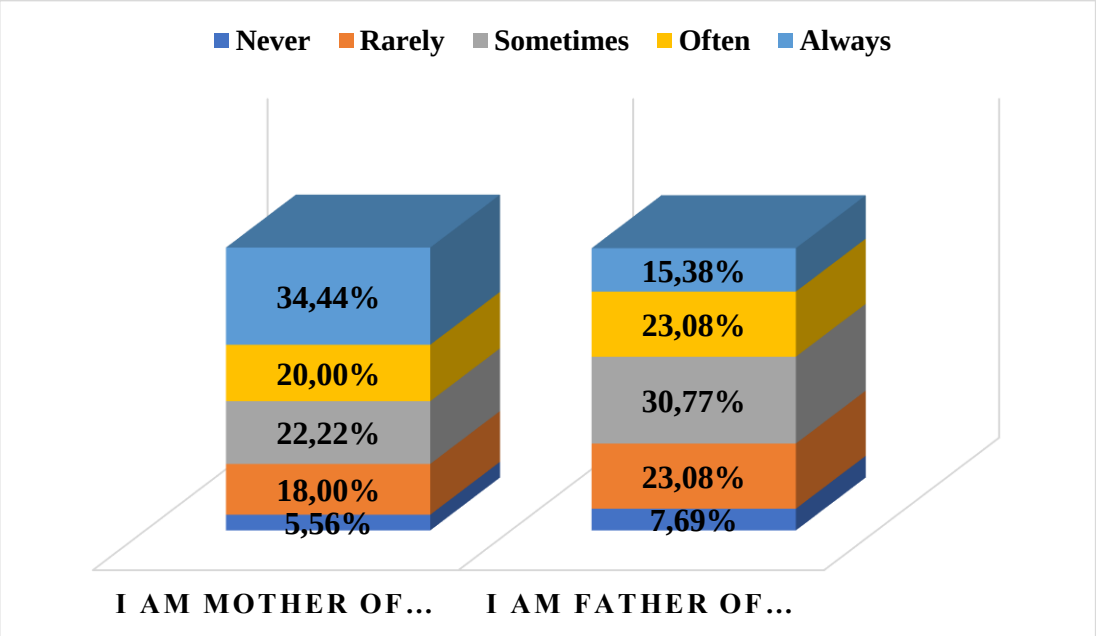

Figure 5.45. Parent Comparison: Parental Approaches-Q13

Figure 5.45 answers how often parents use security and protection programs. Accordingly, 34.44% of mothers chose “always”, while 30.77% of fathers chose “sometimes”, 23.08% “often” and “rarely.” This shows that mothers use these programs more than fathers.

I talk to my child about what s/he does and/or feels in digital media.

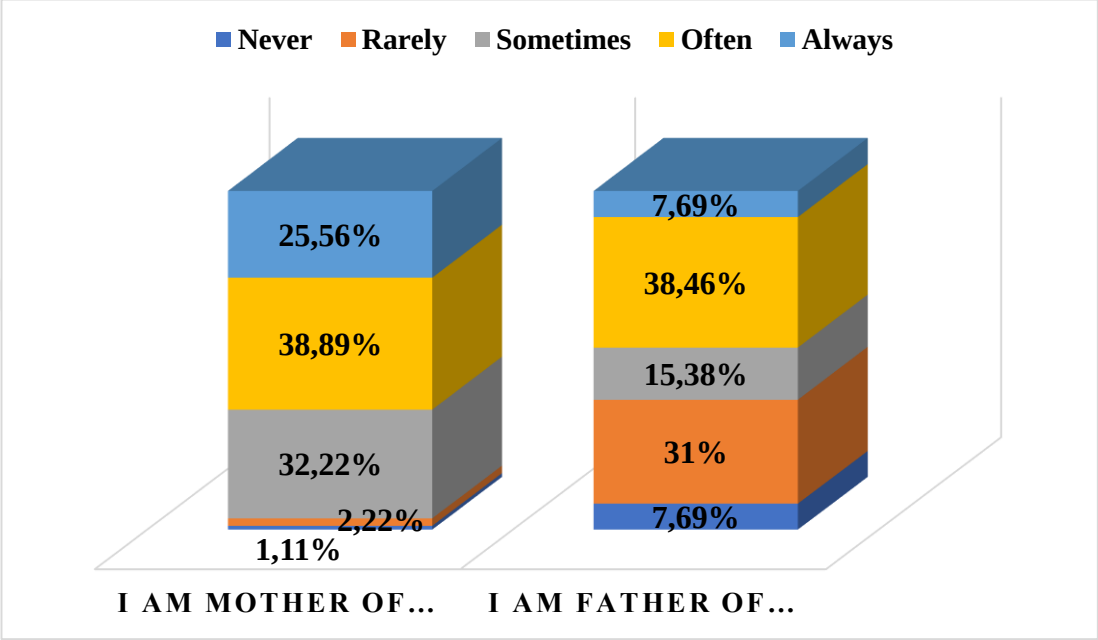

Figure 5.46. Parent Comparison: Parental Approaches-Q14

Figure 5.46 shows how often parents talk about what their children are doing and/or feeling on digital media. 38.89% of mothers and 38.46% of fathers answered “often” to this question. In addition, 32.22% of mothers answered “sometimes”, while 30.77% of fathers answered “rarely.” As it can be understood from the answers of the fathers to this question, it is understood that they are divided into two different views among themselves. However, both mothers and fathers often talk to their children.

I consider myself adequate to guide my child in digital skills.

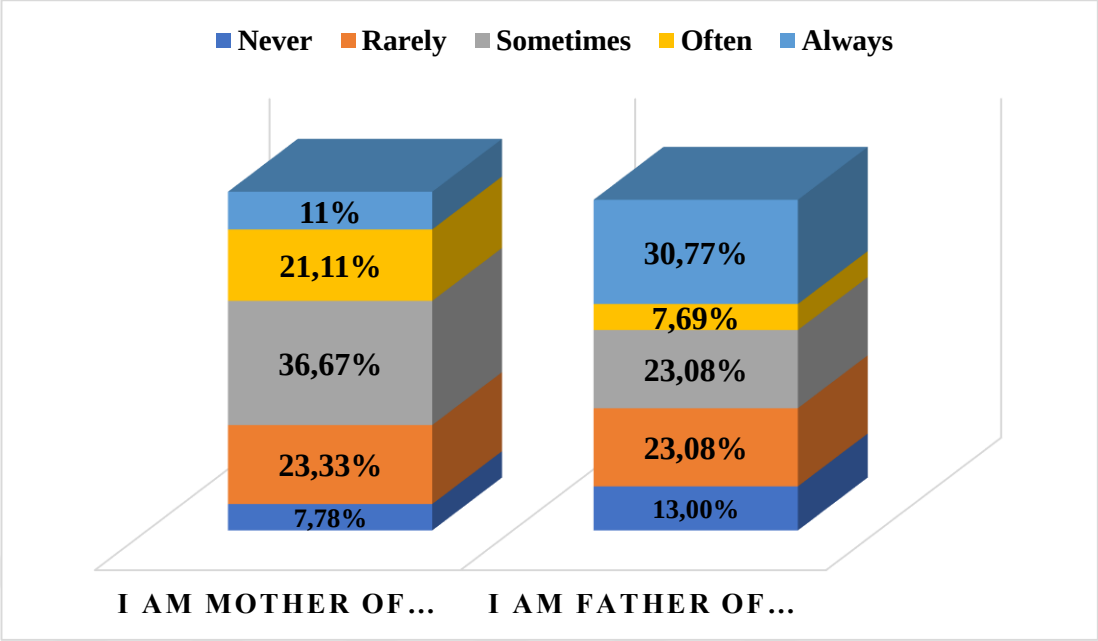

Figure 5.47. Parent Comparison: Parental Approaches-Q15

Figure 5.47 reflects whether parents consider themselves competent to guide their children in digital skills. According to the mothers, the answer was "sometimes" (36.67%), while the fathers answered "always" at a rate of 30.77%. Fathers see themselves as more competent in digital skills than mothers do.

I know that my children has legal rights - even against me - if their data is violated.

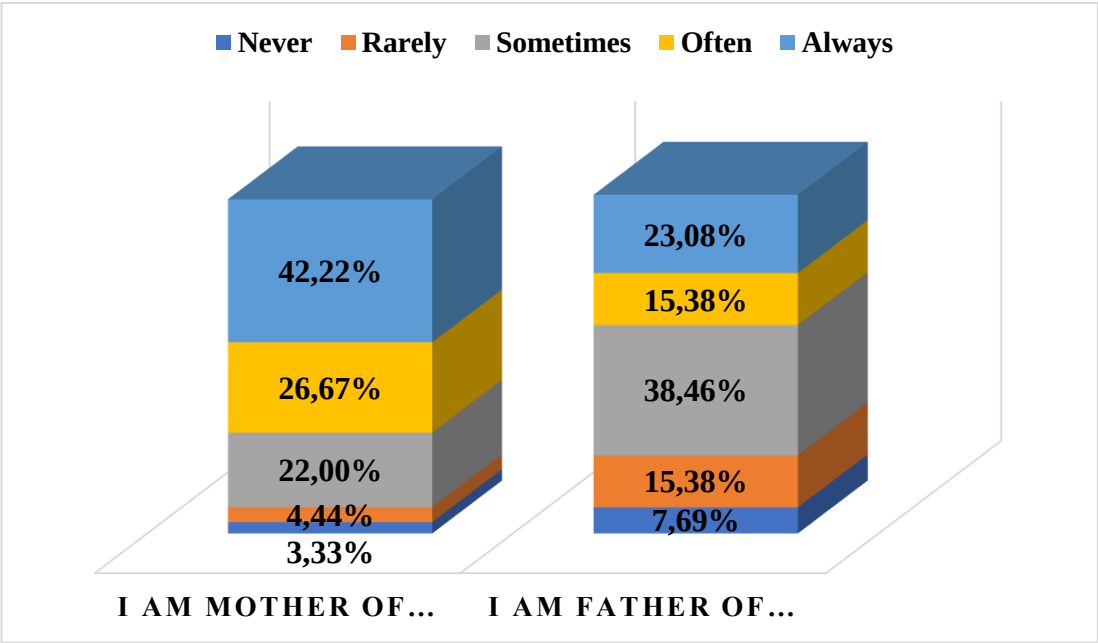

Figure 5.48. Parent Comparison: Parental Approaches-Q16

Figure 5.48 shows whether parents know that they have legal rights in case of violation of their children's data, even against themselves. The mothers' response to this question was "always" (42.22%), while the fathers' response was "sometimes" (38.46%).

Before sharing content of my child on social media, I obtain her/his consent.

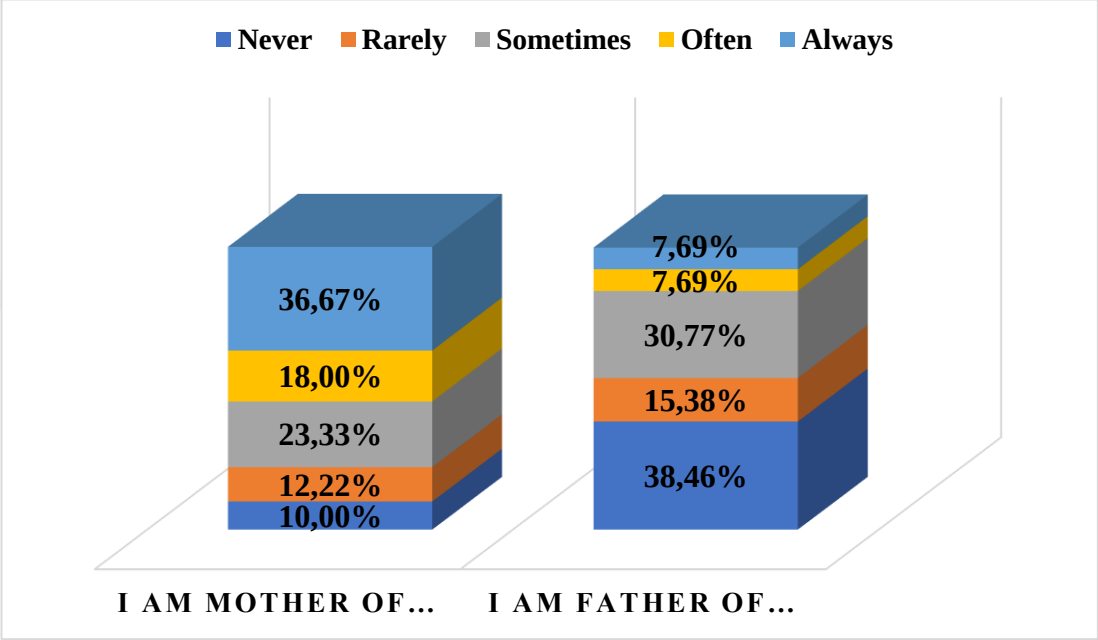

Figure 5.49. Parent Comparison: Parental Approaches-Q17

Figure 5.49 shows how often parents get consent before sharing their children on social media. The parents answered this question in a way that was the opposite of each other. While the mothers answered "always" at the rate of 36.67%, the fathers answered "never" at the rate of 38.46%.

I know that my child's digital participation should be supported by the state so that s/he can express her/his views.

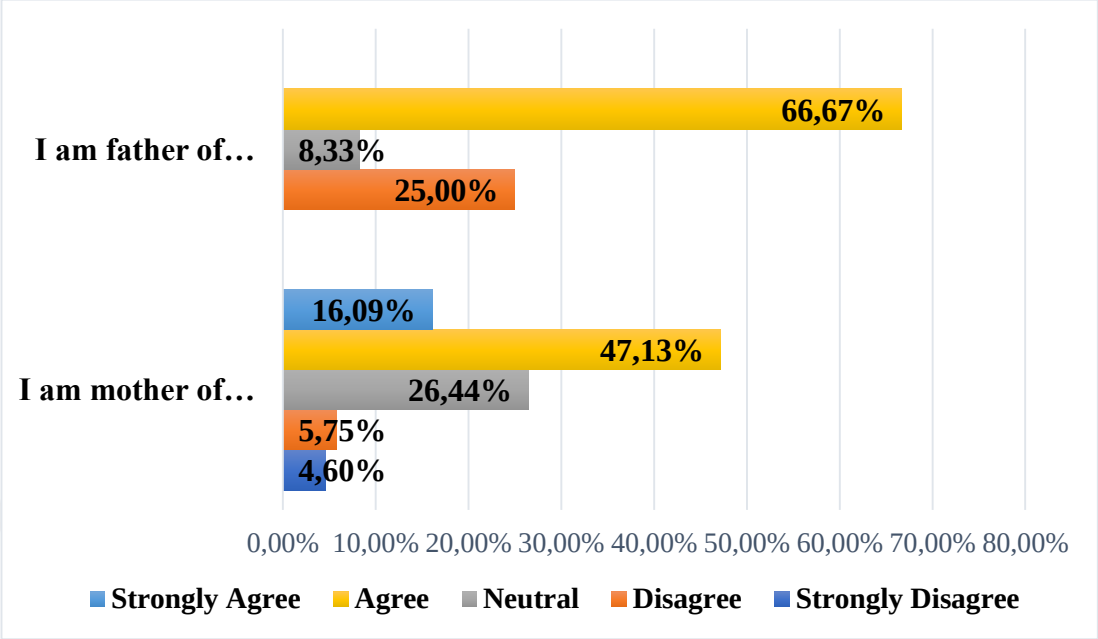

Figure 5.50. Parent Comparison: Responsibilities of the Stakeholders-Q1

Figure 5.50 shows parents' views on states' support of their children's digital participation. While mothers chose "agree" at a rate of 47.13%, fathers gave the same answer at a rate of 66.67%.

I am aware that states have a responsibility to ensure that digital service providers take measures appropriate to the age of children.

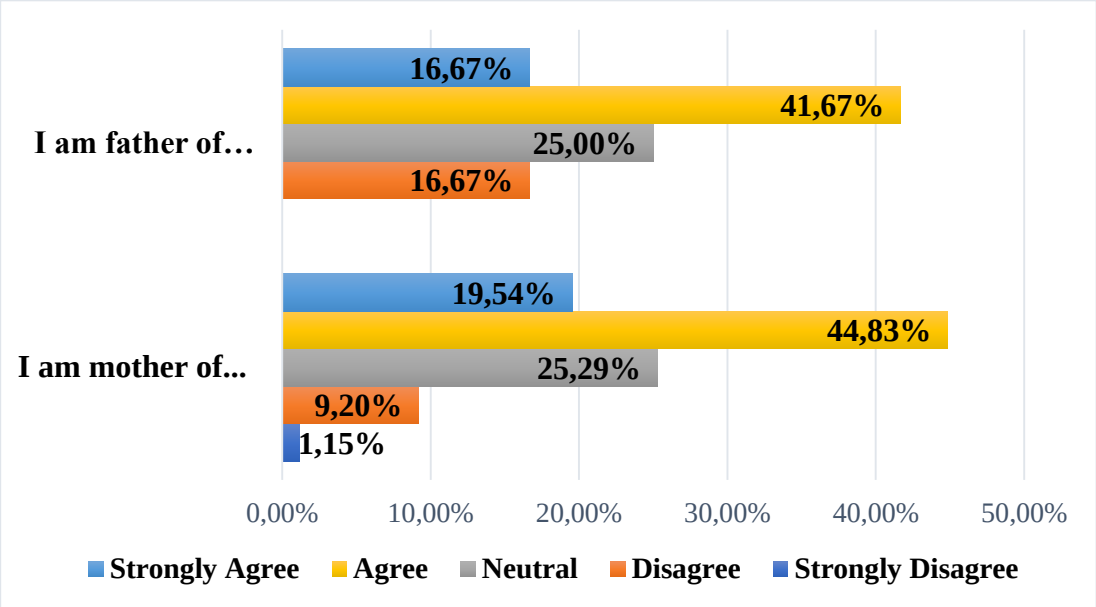

Figure 5.51. Parent Comparison: Responsibilities of the Stakeholders-Q2

Figure 5.51 shows whether parents know that the government is responsible for ensuring that digital service providers take age-appropriate measures for children. 44.83% of the mothers and 41.67% of the fathers answered “agree.”

I think that children's views should be taken to effectively implement children's rights in the digital world.

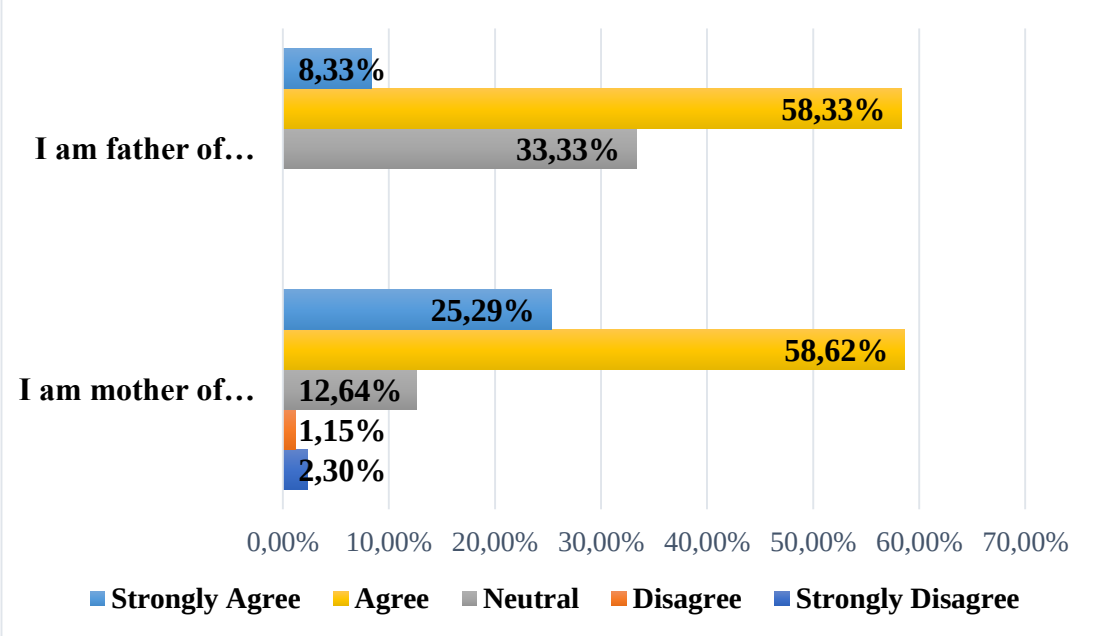

Figure 5.52. Parent Comparison: Responsibilities of the Stakeholders-Q3

Figure 5.52 includes parents' views on children's opinions should be taken for children's rights to be effective in the digital world. In this regard, both mothers and fathers gave very close answers. 58.62% of mothers and 58.33% of fathers answered "agree."

I know that states must protect children by law from business companies that violate or do not uphold their digital rights.

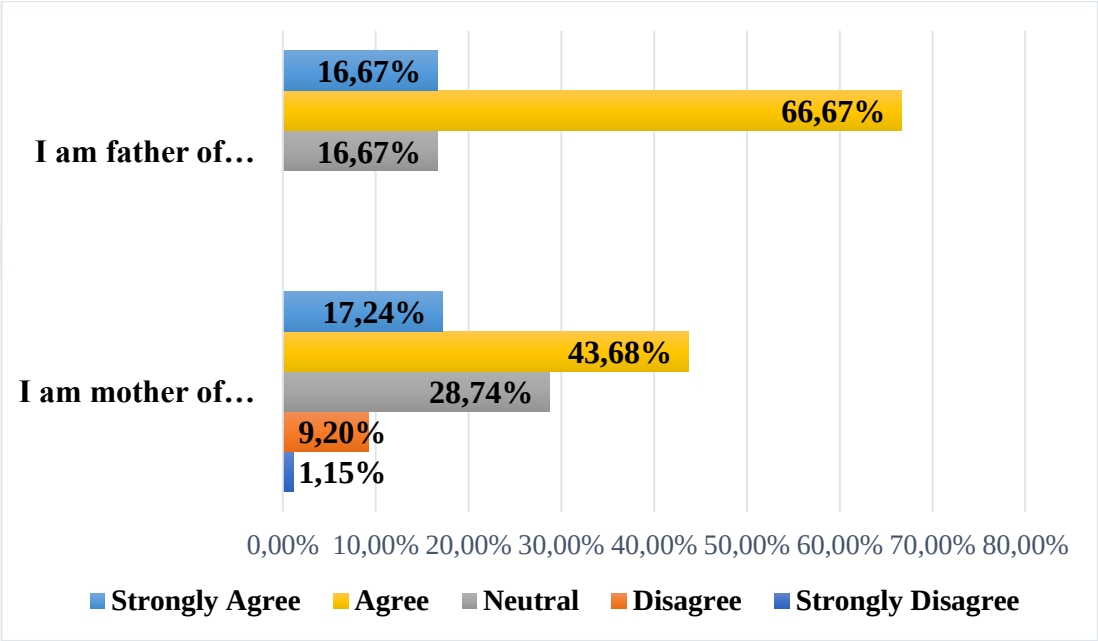

Figure 5.53. Parent Comparison: Responsibilities of the Stakeholders-Q4

Figure 5.53 reflects parents' views that states have a legal responsibility to protect children's digital rights if business companies violate them. Accordingly, 43.68% of mothers and 66.67% of fathers answered "agree."

I know my responsibilities as a parent so that my child's physical and mental development in the digital world is not adversely affected.

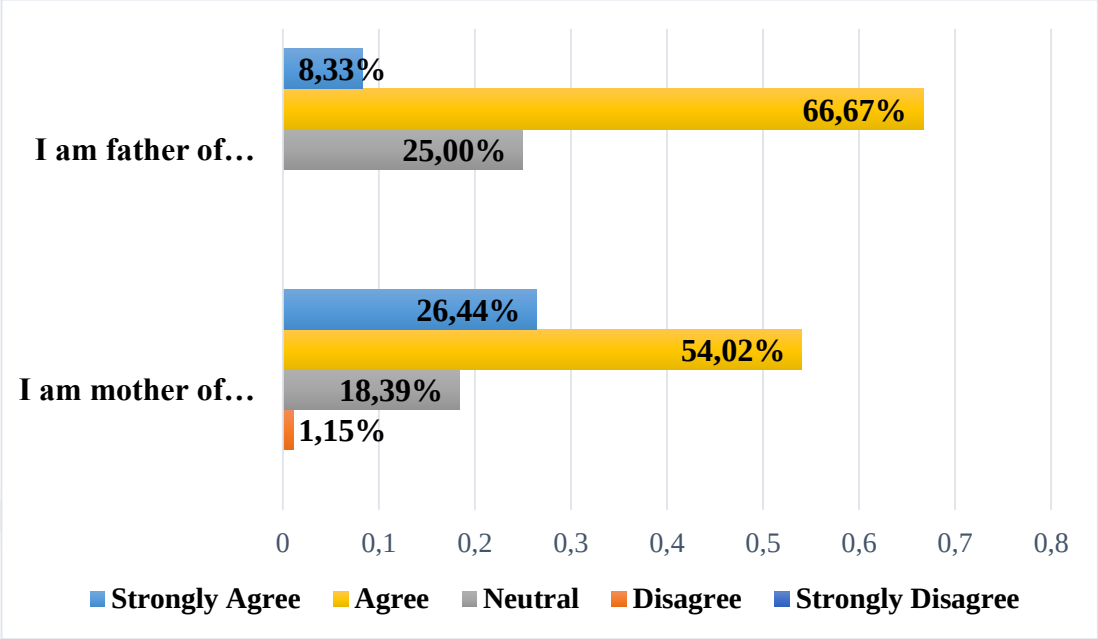

Figure 5.54. Parent Comparison: Responsibilities of the Stakeholders-Q5

Figure 5.54 includes the answers of parents about whether they know their responsibilities in order not to adversely affect the development of their children in the digital world. 54.02% of mothers and 66.67% of fathers stated that they are aware of their responsibilities.

I expect the state to support my child's right to education by providing the physical infrastructure in schools regarding information technologies.

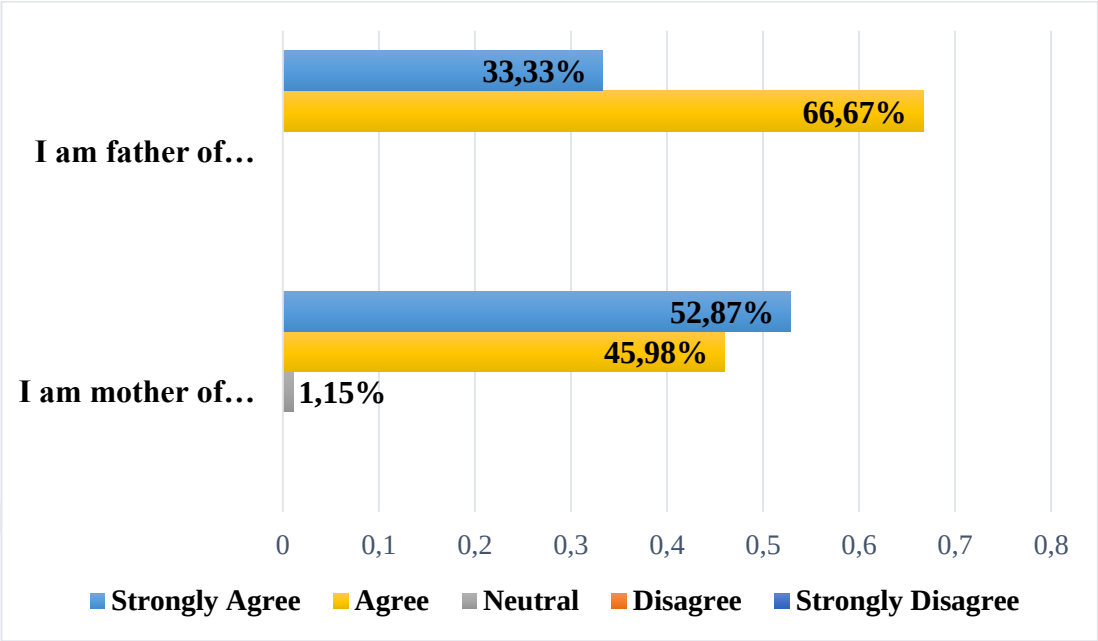

Figure 5.55. Parent Comparison: Responsibilities of the Stakeholders-Q6

Figure 5.55 shows parents' thoughts on whether the state should support children's right to education by providing physical infrastructure in schools. According to both mothers (52.87%) and fathers (66.67%), states have this responsibility.

I think that teachers should be adequately educated to support our children in digital media literacy.

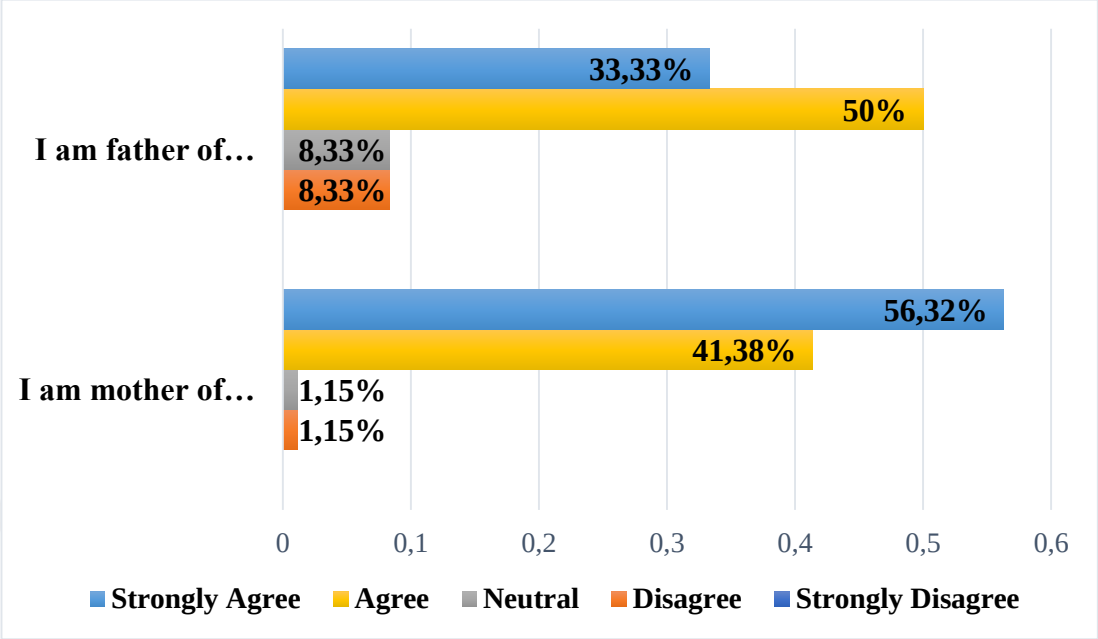

Figure 5.56. Parent Comparison: Responsibilities of the Stakeholders-Q7

Figure 5.56 includes the answers of parents that teachers should be adequately trained in digital media literacy. 56.32% of the mothers answered “strongly agree” and 50.00% of the fathers said “agree” and stated that teachers should have received training on media literacy.

I think that the states have to make the necessary arrangements against the storage, use, and sharing of my child's data through digital applications.

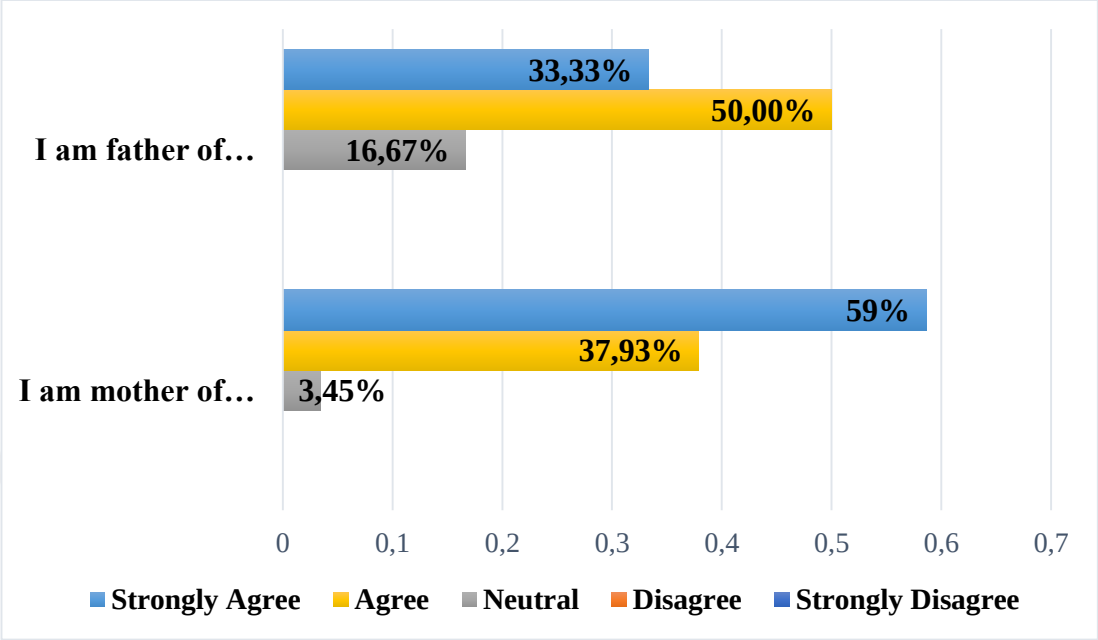

Figure 5.57. Parent Comparison: Responsibilities of the Stakeholders-Q8

Figure 5.57 shows parents' thoughts on whether states are responsible for the storage, use, and sharing of their children's data. 58.62% of mothers (strongly agree) and 50.00% of fathers (agree) think that this responsibility belongs to the states. However, parents who are aware of the contract risks have also a responsibility to accept or reject the terms of use of the applications.

I think that I should take precautions against the negative use of the trails of personal information my child leaves on the internet today and in the future.

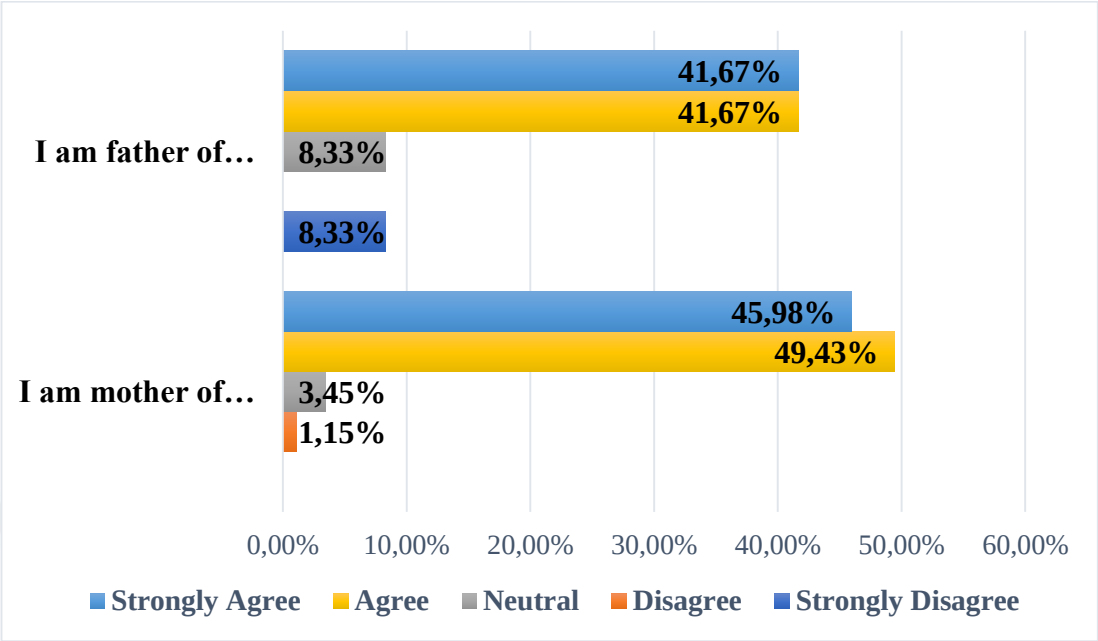

Figure 5.58. Parent Comparison: Responsibilities of the Stakeholders-Q9

Figure 5.58 includes the answers of parents to the question that they should take precautions against the negative effects of their children's traces on the internet today and in the future. Mothers marked "agree" at 49.43% and fathers at 41.67%. While 45.98% of mothers chose the option "strongly agree", fathers chose it at 41.67%. Parents stated that they are aware of their responsibilities in this regard.

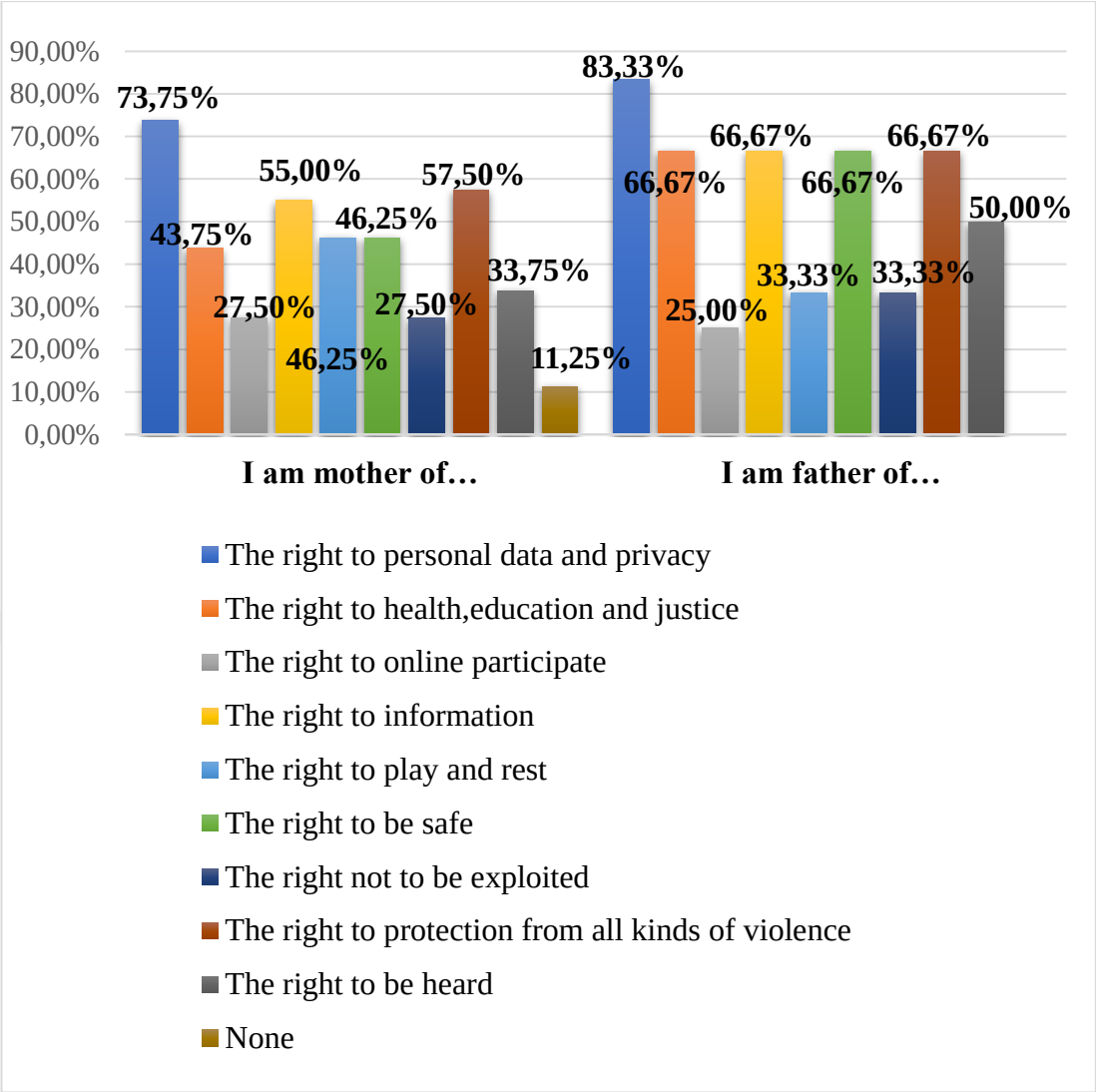

Figure 5.59. Parent Comparison: Awareness Scale on Children's Digital Rights

Figure 5.59 shows whether parents know which digital rights their children have among the options. According to this, while the most 73.75% of mothers know the "Right to Personal Data and Privacy", the least, at 27.50%, know "The Right to Online Participate." 11.25% of the mothers answered "none." Looking at the fathers, 83.33% know "The Right to Personal Data and Privacy", while the least known is the "Right to Online Participate" at 25.00%. Fathers did not mark "none." The rights that both parents know the most and least are the same.

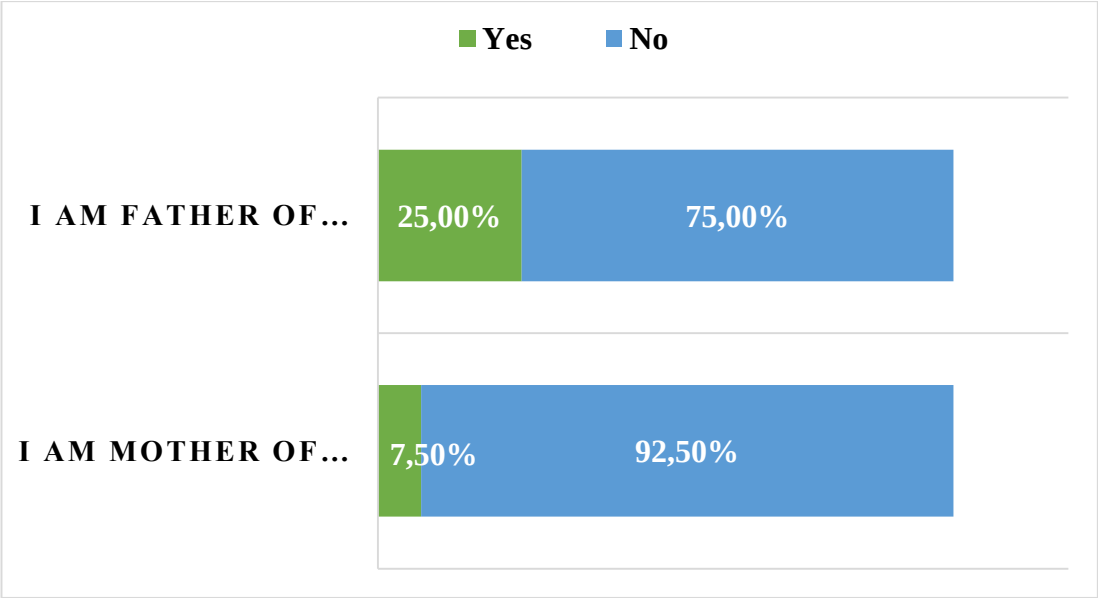

Figure 5.60. Parent Comparison: Awareness Scale on Children's Digital Rights

Figure 5.60 shows whether parents know the purpose of General Comment No. 25 adopted by the United Nations. Both parents do not know the purpose of this document. 92.50% of mothers and 75.00% of fathers answered "no."

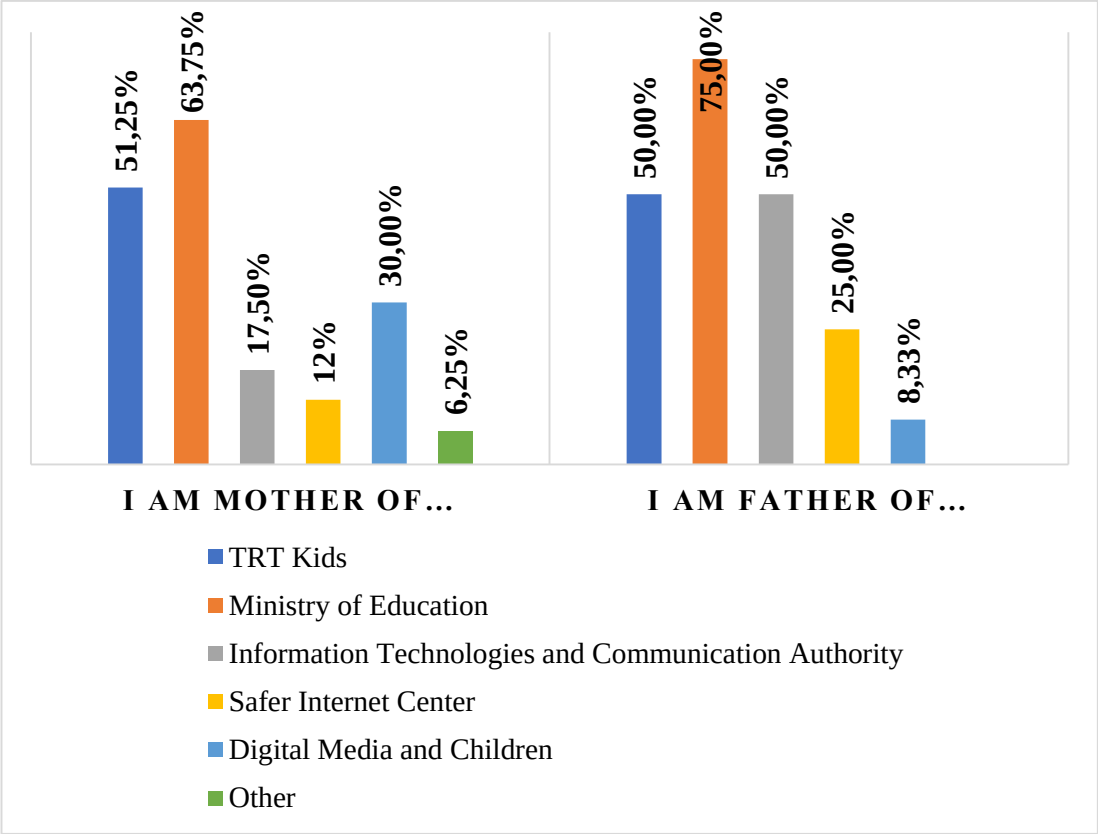

Figure 5.61. Parent Comparison: Platforms that Parents Follow

Figure 5.61 shows which of the organizations working for children and parents in Turkey are followed more by parents. The institution whose work both parents followed the most is MEB (mothers 63.75%, fathers 75.00%). TRT Çocuk is in second place. For fathers, TRT Çocuk and BTK share the same rank. While the organization that fathers followed the least was the Dijital Medya and Çocuk platform, GİM was the least followed by mothers. It is possible to see in the previous questions that the expectation and awareness of the parents about the responsibilities of the state are high. For this reason, the fact that they mostly follow state institutions in their answers to this question coincides with their previous answers. Parents may see them as both the most accessible and the most reliable institutions. Therefore, the work these institutions do will have a much greater positive impact when their responsibilities are also considered.

5.1.2. The Comparison Between Different Age Child Groups

In this section, the responses of parents of differently-aged child groups will be compared with the help of specific questions. The effect of the child's devoloping age on parents' responses is examined.

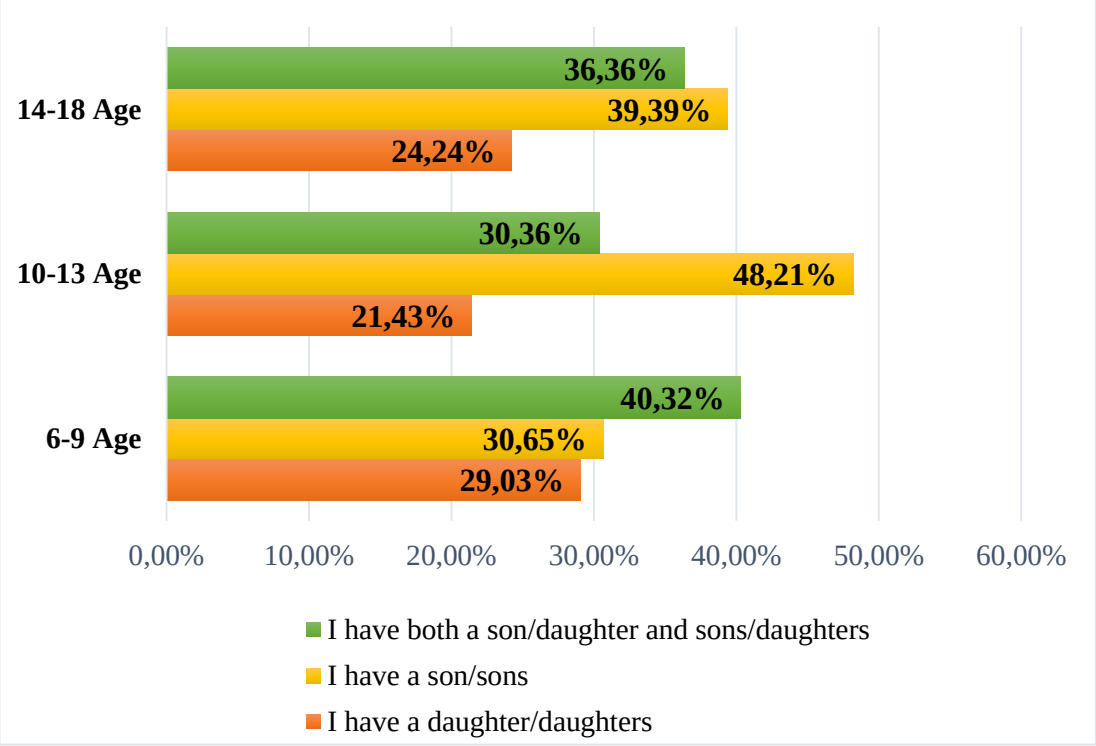

Figure 5.62. Age Comparison: Gender Scale

Figure 5.62 reflects the gender distribution of children in different age groups. Accordingly, the parents who participated in the survey stated that they had both sons and daughters at the rate of 40.32% between the ages of 6-9 years. The rate of having sons between the ages of 10-13 is high (48.21). In the 14-18 years age group, parents with the highest number of sons participated (39.39%).

Table 5.17. Age Comparison: Awareness of Opportunities

Answered: 112 Skipped: 8

My child can spend time on the internet for fun.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	6.90% 4	17.24% 10	13.79% 8	58.62% 34	3.45% 2	51.79% 58	3.34
10-13	0.00% 0	13.46% 7	3.85% 2	76.92% 40	5.77% 3	46.43% 52	3.75
14-18	6.25% 2	12.50% 4	15.63% 5	59.38% 19	6.25% 2	28.57% 32	3.47
My child can acquire new information via the internet.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	0.00% 0	3.45% 2	6.90% 4	82.76% 48	6.90% 4	51.79% 58	3.93
10-13	0.00% 0	3.85% 2	3.85% 2	73.08% 38	19.23% 10	46.43% 52	4.08
14-18	0.00% 0	0.00% 0	3.13% 1	78.13% 25	18.75% 6	28.57% 32	4.16
My child can use the internet for school research.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	0.00% 0	1.72% 1	1.72% 1	79.31% 46	17.24% 10	51.79% 58	4.12
10-13	0.00% 0	0.00% 0	1.92% 1	69.23% 36	28.85% 15	46.43% 52	4.27
14-18	0.00% 0	0.00% 0	0.00% 0	65.63% 21	34.38% 11	28.57% 32	4.34

Table 5.17. (cont.)

My child can use the internet to socialize and communicate.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	12.07% 7	39.66% 23	12.07% 7	32.76% 19	3.45% 2	51.79% 58	2.76
10-13	5.77% 3	19.23% 10	19.23% 10	48.08% 25	7.69% 4	46.43% 52	3.33
14-18	3.13% 1	25.00% 8	28.13% 9	37.50% 12	6.25% 2	28.57% 32	3.19
My child can use the internet for social responsibility and charity purposes.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	5.17% 3	15.52% 9	15.52% 9	51.72% 30	12.07% 7	51.79% 58	3.50
10-13	0.00% 0	13.46% 7	19.23% 10	50.00% 26	17.31% 9	46.43% 52	3.71
14-18	3.13% 1	12.50% 4	6.25% 2	65.63% 21	12.50% 4	28.57% 32	3.72
Online environments can be places where my child can express their thoughts on various topics.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	12.07% 7	31.03% 18	29.31% 17	18.97% 11	8.62% 5	51.79% 58	2.81
10-13	5.77% 3	30.77% 16	36.54% 19	23.08% 12	3.85% 2	46.43% 52	2.88
14-18	6.25% 2	25.00% 8	31.25% 10	31.25% 10	6.25% 2	28,57% 32	3.06
I think that digital technologies prepare children for the future.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	5.17% 3	10.34% 6	36.21% 21	44.83% 26	3.45% 2	51.79% 58	3.31
10-13	1.92% 1	3.85% 2	28.85% 15	61.54% 32	3.85% 2	46.43% 52	3.62
14-18	6.25% 2	28.13% 9	21.88% 7	37.50% 12	6.25% 2	28.57% 32	3.09

Table 5.17. (cont.)

My child can access health services and related information online.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	3.45% 2	22.41% 13	17.24% 10	46.55% 27	10.34% 6	51.79% 58	3.38
10-13	3.85% 2	19.23% 10	19.23% 10	51.92% 27	5.77% 3	46.43% 52	3.37
14-18	3.13% 1	12.50% 4	9.38% 3	62.50% 20	12.50% 4	28.57% 32	3.69
My child can develop programming and coding skills in a digital environment.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	1.72% 1	6.90% 4	10.34% 6	62.07% 36	18.97% 11	51.79% 58	3.90
10-13	0.00% 0	3.85% 2	19.23% 10	57.69% 30	19.23% 10	46.43% 52	3.92
14-18	0.00% 0	9.38% 3	12.50% 4	71.88% 23	6.25% 2	28.57% 32	3.75

Table 5.17 shows parents' views of opportunities in the digital world according to different age groups. The results for each question are shown separately in the table.

Parents who say that their children can spend time on the internet for entertainment purposes are mostly in the 10-13 years' age range at a rate of 76.92%. The rates in the other two age groups are close to each other.

The age group of the children of the parents who gave the most "agree" answer to their child's acquiring new information via the internet is 6-9 years. Another issue where this rate is high is the use of the internet for school research. Although the 10-13 years' age group is in second place in this regard, their rates are close to the 14-18 years' age group.

The age group including parents who state that their children can use the internet for socializing and communicating is 48.08%. Parents who answered "disagree" have children in the 6-9 years age group (%39.66).

Parents agree that their children can use the internet for social responsibility and charity purposes. The age group of the children of the parents who gave the most "agree" answer is between 14-18 years (65.63%).

Parents do not think that online environments are places where children can express their thoughts on different issues. 31.03% of parents with children aged 6-9 years, 30.77% of children aged 10-13 years, and 25.00% of children aged 14-18 years answered "disagree." Children of parents who gave mostly "neutral" answers are included in the 10-13 years age group at 36.54%.

The majority of parents from all age groups think that digital technologies prepare children for the future. The age group with the children of the parents who most agree with this idea is between 10-13 years at 61.54%. The age group with the lowest rate among those who answered "agree" is 14-18 years at 37.50%.

Parents stated that they agreed that their children can access health services on the internet. The age range of 14-18 years is the group in which parents choose this option most, with a rate of 62.50%. The 6-9 years' age group has the lowest rate (46.55%).

Parents of all age groups think that their children can improve their programming and coding skills in the digital environment. Among those who answered "agree", those with the highest rate are between the ages of 14-18 years at 71.88%.

Table 5.18. Age Comparison: Awareness of Risks

Answered: 110 Skipped: 10

My child may be exposed to content risks such as violence, racism, pornography, and misinformation in the digital world.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	5.36% 3	1.79% 1	1.79% 1	41.07% 23	50.00% 28	50.91% 56	4.29
10-13	0.00% 0	5.77% 3	7.69% 4	44.23% 23	42.31% 22	47.27% 52	4.23
14-18	0.00% 0	3.23% 1	6.45% 2	48.39% 15	41.94% 13	28.18% 31	4.29
My child may be exposed to advertising content that I do not find appropriate to see in the digital world.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	1.79% 1	3.57% 2	1.79% 1	46.43% 26	46.43% 26	50.91% 56	4.32
10-13	0.00% 0	7.59% 2	1.92% 1	51.92% 27	38.46% 20	47.27% 52	4.21
14-18	0.00% 0	3.23% 1	3.23% 1	51.61% 16	41.94% 13	28.18% 31	4.32
My child may face contact risks such as sexual harassment, stalking, hate behaviors, blackmail, abuse, and persuasion.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	5.36% 3	8.93% 5	5.36% 3	42.86% 24	37.50% 21	50.91% 56	3.98
10-13	1.92% 1	15.38% 8	17.31% 9	40.38% 21	25.00% 13	47.27% 52	3.71
14-18	0.00% 0	9.68% 3	16.13% 5	45.16% 14	29.03% 9	28.18% 31	3.94

Table 5.18. (cont.)

My child may be engaging in behaviors such as bullying, harassment, abuse, hostility, pressure, ostracism, embarrassment, etc.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	23.21% 13	37.50% 21	7.14% 4	19.64% 11	12.50% 7	50.91% 56	2.61
10-13	15.38% 8	50.00% 26	15.38% 8	15.38% 8	3.85% 2	47.27% 52	2.42
14-18	16.13% 5	38.71% 12	12.90% 4	25.81% 8	6.45% 2	28.18% 31	2.68
My child may be exposed to contract risks such as identity theft, fraud, security, gambling, persuasion, and purchasing.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	8.93% 5	16.07% 9	8.93% 5	38.29% 22	26.79% 15	50.91% 56	3.59
10-13	3.85% 2	23.08% 12	19.23% 10	40.38% 21	13.46% 7	47.27% 52	3.27
14-18	0.00% 0	25.81% 8	25.81% 8	38.71% 12	9.68% 3	28.18% 31	3.32
My child may be exposed to cross-cutting risks such as privacy, physical and mental health, and discrimination.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	5.36% 3	14.29% 8	10.71% 6	41.07% 23	28.57% 16	50.91% 56	3.73
10-13	3.85% 2	21.15% 11	17.31% 9	42.31% 22	15.38% 8	47.27% 52	3.44
14-18	0.00% 0	22.58% 7	22.58% 7	41.94% 13	12.90% 4	28,18% 31	3.45

Table 5.18. (cont.)

I think/I worry that the risks in the digital world will definitely turn into harm.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	0.00% 0	7.14% 4	8.93% 5	42.86% 24	41.07% 23	50.91% 56	4.18
10-13	3.85% 2	21.15% 11	21.15% 11	38.46% 20	15.38% 8	47.27% 52	3.40
14-18	6.45% 2	3.23% 1	16.13% 5	48.39% 15	25.81% 8	28.18% 31	3.84
I know their rights and what to do in a negative situation that my children may face.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	0.00% 0	12.50% 7	30.36% 17	44.64% 25	12.50% 7	50.91% 56	3.57
10-13	0.00% 0	13.46% 7	34.62% 18	50.00% 26	1.92% 1	47.27% 52	3.40
14-18	0.00% 0	9.68% 3	22.58% 7	61.29% 19	6.45% 2	28.18% 31	3.65
My child may be meeting face-to-face with someone s/he met online.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	30.36% 17	41.07% 23	12.50% 7	12.50% 7	3.57% 2	50.91% 56	2.18
10-13	26.92% 14	57.69% 30	9.62% 5	3.85% 2	1.92% 1	47.27% 52	1.96
14-18	22.58% 7	45.16% 14	9.68% 3	22.58% 7	0.00% 0	28.18% 32	2.32

Table 5.18 shows parents' views of risks in the digital world according to different age groups. The results for each question are shown separately in the table.

Parents agree with the fact that their child is facing content risks in the digital world. Those who have children between the ages of 6 and 9 years answered "strongly agree" at a rate of 50.00%. Parents with children between the ages of 10-13 years answered "agree" at the rate of 44.23%, while those between the ages of 14-18 years had 48.39%.

Parents also think that children may be exposed to inappropriate advertising content in digital media. The rate of parents who have children between the ages of 6-9 years who answered “strongly agree” and “agree” to this question is the same as 46.43%. The rate of those who answered “agree” in the 10-13 years age group is the highest at 51.92%. It is followed by the 14-18 years age group at a rate of 51.61%.

Parents are aware that their children may be exposed to contact risks. The 14-18 years age group who answered “agree” to this question has the highest rate (45.16%). The age group with the lowest rate is 10-13 years at 40.38%.

Parents do not think that their children in every age group may realize conduct risks towards another person. They may be inclined to think that risks and harms are often due to someone else. Parents with children aged 10-13 years are 50.00%, those aged 14-18 years are 38.71%, and those aged 6-9 years are 37.50%.

Parents are aware that their children may be exposed to contract risks. Parents who have children between the ages of 10-13 years at a rate of 40.38%, 6-9 years at 39.29%, and 14-18 years at 38.71% answered “agree” to this question.

The rate of those who think that their child is exposed to cross-cutting risks is 42.31% in the 10-13 years’ age group. While this rate is 41.07% in the 6-9 years’ age group, it is 41.94% in the 14-18 years’ age group.

The highest percentage of parents who are worried that the risks in the digital world will turn into harm is in the 14-18 years’ age group, with 48.39%. While this rate is 38.46% in the 10-13 years’ age group, it is 42.86% in the 6-9 age group. As the age increases, it is seen that the concerns of the parents also increase.

Parents stated that they know their children’s rights and what they should do in a negative situation that they may face. Most of them answered “agree”, although the preferred choices were “agree” and “neutral.” 61.29% of parents who have children between the ages of 14-18 years’ stated that they know the rights of their children. While this rate is 50.00% in the 10-13 years’ age group, it is 44.64% in the 6-9 years’ age group.

Parents do not think that their children may be meeting face-to-face with someone they met on the internet. In each age group, the majority answered “strongly disagree” and “disagree.” The rate of parents who have children in the 10-13 years’ age group who answered “agree” is 57.69%. While this rate is 45.16% in the 14-18 years’ age group, it is 41.07% in the 6-9 years’ age group.

Table 5.19. Age Comparison: Parental Approaches

Answered: 103 Skipped: 17

I restrict my child's use of digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	1.96% 1	11.76% 6	17.65% 9	47.06% 24	21.57% 11	49.51% 51	3.75
10-13	2.04% 1	12.24% 6	46.94% 23	32.65% 16	6.12% 3	47.57% 49	3.29
14-18	13.33% 4	20.00% 6	50.00% 15	13.33% 4	3.33% 1	29.13% 30	2.73
I monitor or control my child's use of digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	1.96% 1	3.92% 2	15.69% 8	31.37% 16	47.06% 24	49.51% 51	4.18
10-13	0.00% 0	2.04% 1	36.73% 18	36.73% 18	24.49% 12	47.57% 49	3.84
14-18	6.67% 2	16.67% 5	36.67% 11	26.67% 8	13.33% 4	29.13% 30	3.23
I set an example for my child in the use of digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	0.00% 0	9.80% 5	15.69% 8	43.14% 22	31.37% 16	49.51% 51	3.96
10-13	0.00% 0	4.08% 2	30.61% 15	42.86% 21	22.45% 11	47.57% 49	3.84
14-18	0.00% 0	3.33% 1	30.00% 9	43.33% 13	23.33% 7	29.13% 30	3.87

Table 5.19. (cont.)

I abide by the rules of use set within the family.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	1.96% 1	3.92% 2	15.69% 8	39.22% 20	39.22% 20	49.51% 51	4.10
10-13	0.00% 0	4.08% 2	30.61% 15	34.69% 17	30.61% 15	47.57% 49	3.92
14-18	3.33% 1	0.00% 0	23.33% 7	36.67% 11	36.67% 11	29.13% 30	4.03
I accompany my child's activities in digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	3.92% 2	11.76% 6	37.25% 19	29.41% 15	17.65% 9	49,51% 51	3.45
10-13	4.08% 2	30.61% 15	40.82% 20	16.33% 8	8.16% 4	47.57% 49	2.94
14-18	13.33% 7	33.33% 10	40.00% 12	10.00% 3	3.33% 1	29.13% 30	2.57
I give positive guidance to my child about the use of digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	0.00% 0	0.00% 0	9.80% 5	50.98% 26	39.22% 20	49.51% 51	4.29
10-13	0.00% 0	0.00% 0	22.45% 11	51.02% 25	26.53% 13	47.57% 49	4.04
14-18	0.00% 0	0.00% 0	40.00% 12	33.33% 10	26.67% 8	29.13% 30	3.87
I try to strengthen my child with training to use digital technologies effectively.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	13.73% 7	17.65% 9	13.73% 7	35.29% 18	19.61% 10	49.51% 51	3.29
10-13	6.12% 3	28.57% 14	34.69% 17	20.41% 10	10.20% 5	47.57% 49	3.00
14-18	10.00% 3	23.33% 7	36.67% 11	20.00% 6	10.00% 3	29.13% 30	2.97

Table 5.19. (cont.)

I respect my child's private space in digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	25.49% 13	21.57% 11	37.25% 19	5.88% 3	9.80% 5	49.51% 51	2.53
10-13	14.29% 7	20.41% 10	40.82% 20	18.37% 9	6.12% 3	47.57% 49	2.82
14-18	6.67% 2	10.00% 3	40.00% 12	26.67% 8	16.67% 5	29.13% 30	3.37
I take training or do readings to improve my digital media literacy.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	17.65% 9	19.61% 10	33.33% 17	19.61% 10	9.80% 5	49.51% 51	2.84
10-13	18.37% 9	28.57% 14	20.41% 10	24.49% 12	8.16% 4	47.57% 49	2.76
14-18	26.67% 8	23.33% 7	26.67% 8	20.00% 6	3.33% 1	29.13% 30	2.50
I care about developing and strengthening digital resilience skills so that my child can protect her/himself from the risks in the digital world.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	3.92% 2	5.88% 3	13.73% 7	29.41% 15	47.06% 24	49.51% 51	4.10
10-13	4.08% 2	6.12% 3	22.45% 11	26.53% 13	40.82% 20	47.57% 49	3.94
14-18	10.00% 3	6.67% 2	16.67% 5	26.67% 8	40.00% 12	29.13% 30	3.80
I try to approach my children with the intention of their changing needs as they get older.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	0.00% 0	3.92% 2	11.76% 6	31.37% 16	52.94% 27	49.51% 51	4.33
10-13	0.00% 0	2.04% 1	14.29% 7	46.94% 23	36.73% 18	47.57% 49	4.18
14-18	0.00% 0	0.00% 0	30.00% 9	26.67% 8	43.33% 13	29.13% 30	4.13

Table 5.19. (cont.)

I get my child's opinions when setting rules on digital media use.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	0.00% 0	19.61% 10	45.10% 23	17.65% 9	17.65% 9	49.51% 51	3.33
10-13	0.00% 0	2.04% 1	38.78% 19	36.73% 18	22.45% 11	47.57% 49	3.80
14-18	0.00% 0	10.00% 3	36.67% 11	33.33% 10	20.00% 6	29.13% 30	3.63
I adopt security measures such as filtering, child lock, "child" versions of applications, and protection program.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	1.96% 1	11.76% 6	19.61% 10	21.57% 11	45.10% 23	49,51% 51	3.96
10-13	4.08% 2	22.45% 11	24.49% 12	22.45% 11	26.53% 13	47.57% 49	3.45
14-18	13.33% 4	20.00% 6	33.33% 10	13.33% 4	20.00% 6	29.13% 30	3.07
I talk to my child about what s/he does and/or feels in digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	0.00% 0	7.84% 4	19.61% 10	39.22% 20	33.33% 17	49.51% 59	3.98
10-13	2.04% 1	0.00% 0	38.78% 19	40.82% 20	18.37% 9	47.57% 49	3.73
14-18	3.33% 1	13.33% 4	36.67% 11	33.33% 10	13.33% 4	29.13% 30	3.40
I consider myself adequate to guide my child in digital skills.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	7.84% 4	15.69% 8	35.29% 18	21.57% 11	19.61% 10	49.51% 51	3.29
10-13	4.08% 2	30.61% 15	34.69% 17	20.41% 10	10.20% 5	47.57% 49	3.02
14-18	20.00% 6	20.00% 6	36.67% 11	13.33% 4	10.00% 3	29.13% 30	2.73

Table 5.19. (cont.)

I know that my child has legal rights - even against me - if their data is violated.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	5.88% 3	3.92% 2	27.45% 14	15.69% 8	47.06% 24	49.51% 51	3.94
10-13	4.08% 2	8.16% 4	28.57% 14	30.61% 15	28.57% 14	47.57% 49	3.71
14-18	3.33% 1	3.33% 1	23.33% 7	33.33% 10	36.67% 11	29.13% 30	3.97
Before sharing content with my child on social media, I obtain her/his consent.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
6-9	19.61% 10	13.73% 7	21.57% 11	15.69% 8	29.41% 15	49.51% 51	3.22
10-13	10.20% 5	10.20% 5	20.41% 10	14.29% 7	44.90% 22	47.57% 49	3.73
14-18	13.33% 4	10.00% 3	33.33% 10	10.00% 3	33.33% 10	29.13% 30	3.40

Table 5.19 shows parents' approaches to children's digital media practices according to different age groups. The results for each question are shown separately in the table.

The majority of parents tend to adopt restriction, monitoring, and control approaches for all age groups. As seen in the table, although this situation is higher in younger age groups, the rates are close to each other. "Rarely" and "never" answers are very few.

Parents generally see themselves as competent and conscious about implementing the rules, guiding positively, and setting an example for their children. In the 30.00%-52.00% range, the majority of responses were "always, often, and sometimes." The minimum rate of response was "rarely and never."

The majority of parents seem to accompany their children's activities "sometimes" or "rarely." The rate of parents who answered "sometimes" to this question was 37.25% in the 6-9 years' age group, 40.82% in the 10-13 years age group, and 40.00% in the 14-18 years age group.

Parents of the 6-9 years' age group answered "often" at a rate of 35.39% to try to strengthen their children with training so that they can use digital media effectively. In addition, 34.69% of the 10-13 years' age group and 36.67% of the 14-18 years age group answered "sometimes." On the other hand, it can be said that parents do not receive training or do readings to improve themselves in digital media literacy. In the 6-9 years' age group, 33.33% answered "sometimes" to this question. While the 10-13 years' age group answered "rarely" at a rate of 28.57%, the parents with children between the ages of 14-18 years gave both the "never" and "sometimes" answers equally with a rate of 26.67%.

Parents state that they "sometimes" respect their children's private space in digital media in all age groups. Accordingly, this rate was 37.25% for the 6-9 years' age group, 40.82% for the 10-13 years age group, and 40.00% for the 14-18 years age group.

Parents state that they support the development of their children's digital resilience skills with the "always" option. This rate is highest in the age group of 6-9 years (47.06%). This response was given by 40.82% of parents who had children between the ages of 10-13 years and 40.00% at the ages of 14-18 years.

Parents express that they highly support their children's age-appropriate changing needs with "often" and "always" answers. Parents with children between the ages of 6-9 years chose "always" at 52.94%. While the 10-13 years age group answered "often" at 46.94%, the 14-18 years' age group answered "always" at 43.33%.

While determining the rules on the use of digital media, parents answered that they "sometimes" receive their children's views. The age group most inclined to get their opinions on this issue is 10-13 years. (38.78%-sometimes and 36.73%-often). While the 6-9 years' age group answered "sometimes" by 45.10%, the age group of 14-18 years answered "sometimes" by 36.67% and "often" by 33.33%.

While those aged 6-9 years (45.10%) and 10-13 (26.53%) mostly answered "always" to the security programs used to protect children from the harms of the internet and to

control them, those aged 14-18 years answered “sometimes” (33.33%). they have given.

The rate of parents who talk to their children about what they do and feel in the digital environment is 39.22% (often) in the 6-9 years age group, 40.82% in the 10-13 years’ age group (often), and 36.67% (sometimes) in the 14-18 years’ age group.

Parents, who stated that they try to guide their children positively in the previous questions, do not see themselves as competent to guide their children in digital skills. Parents who have children between the ages of 6-9 years consider themselves “sometimes” adequate at a rate of 35.29%. Parents in the 10-13 years’ age range consider themselves “sometimes” adequate at a rate of 34.69%, and parents with children between the ages of 14-18 years at a rate of 36.67%.

Parents know that if their children’s data is violated even against themselves they have legal rights. 47.06% of parents with children aged 6-9 years answered “always” to this question. Those aged 10-13 years answered “often” 30.61%, and those who have children aged 14-18 years answered “always” at the rate of 36.67%.

Before sharing content featuring their child on social media, parents express how often they get their children’s consent. Accordingly, parents who have children between the ages of 6-9 years answered this question at 29.41% as “always”, 44.90% as “always” in the 10-13 years range, and 33.33% as “sometimes” and “always” equally in the 14-18 years range.

Table 5.20. Age Comparison: Responsibilities of Stakeholders

Answered: 99 Skipped: 21

I know that my child's digital participation should be supported by the state so that s/he can express her/his views.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	6.38% 3	2.13% 1	31.91% 15	42.55% 20	17.02% 8	47..47% 47	3.62
10-13	2.04% 1	10.20% 5	22.45% 11	48.98% 24	16.33% 8	49.49% 49	3.67
14-18	0.00% 0	7.14% 2	17.86% 5	67.86% 19	7.14% 2	28.28% 28	3.75
I am aware that states have a responsibility to ensure that digital service providers take measures appropriate to the age of children.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	0.00% 0	6.38% 3	27.66% 13	46.81% 22	19.15% 9	47.47% 47	3.79
10-13	2.04% 1	12.24% 6	30.61% 15	40.82% 20	14.29% 7	49.49% 49	3.53
14-18	0.00% 0	7.14% 2	14.29% 4	60.71% 17	17.86% 5	28.28% 28	3.89
I think that children's views should be taken to effectively implement children's rights in the digital world.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	2.13% 1	2.13% 1	19.15% 9	55.32% 26	21.28% 10	47.47% 47	3.91
10-13	2.04% 1	0.00% 0	14.29% 7	61.22% 30	22.45% 11	49.49% 49	4.02
14-18	0.00% 0	0.00% 0	10.71% 3	78.57% 22	10.71% 3	28.28% 28	4.00

Table 5.20. (cont.)

I know that states must protect children by law from business companies that violate or do not uphold their digital rights.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	2.13% 1	6.38% 3	29.79% 14	42.55% 20	19.15% 9	47.47% 47	3.70
10-13	0.00% 0	8.16% 4	34.69% 17	40.82% 20	16.33% 8	49.49% 49	3.65
14-18	0.00% 0	3.57% 1	10.71% 3	75.00% 21	10.71% 3	28.28% 28	3.93
I know my responsibilities as a parent so that my child's physical and mental development in the digital world is not adversely affected.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	0.00% 0	0.00% 0	14.89% 7	46.81% 22	38.30% 18	47.47% 47	4.23
10-13	0.00% 0	0.00% 0	22.45% 11	65.31% 32	12.24% 6	49.49% 49	3.90
14-18	0.00% 0	3.57% 1	14.29% 4	67.86% 19	14.29% 4	28.28% 31	3.93
I expect the state to support my child's right to education by providing the physical infrastructure in schools regarding information technologies.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	0.00% 0	0.00% 0	2.13% 1	46.81% 22	51.06% 24	47.47% 47	4.49
10-13	0.00% 0	0.00% 0	0.00% 0	51.02% 25	48.98% 24	49.49% 49	4.49
14-18	0.00% 0	0.00% 0	0.00% 0	64.29% 18	35.71% 10	28,28% 28	4.36
I think that teachers should be adequately educated to support our children in digital media literacy.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	0.00% 0	2.13% 1	2.13% 1	44.68% 21	51.06% 24	47.47% 47	4.45
10-13	0.00% 0	4.08% 2	2..04% 1	34.69% 17	59.18% 29	49.49% 49	4.49
14-18	0.00% 0	3.57% 1	3.57% 1	50.00% 14	42.86% 12	28.28% 28	4.32

Table 5.20. (cont.)

I think that the states have to make the necessary arrangements against the storage, use, and sharing of my child's data through digital applications.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	0.00% 0	0.00% 0	6.38% 3	38.30% 18	55.32% 26	47.47% 47	4.49
10-13	0.00% 0	0.00% 0	2.04% 1	44.90% 22	53.06% 26	49.49% 49	4.51
14-18	0.00% 0	0.00% 0	3.57% 1	50.00% 14	46.43% 13	28.28% 28	4.43
I think that I should take precautions against the negative use of the trails of personal information my child leaves on the internet today and in the future.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
6-9	0.00% 0	0.00% 0	4.26% 2	44.68% 21	51.06% 24	47.47% 47	4.47
10-13	2.04% 1	2.04% 1	4.08% 2	57.14% 28	34.69% 17	49.49% 49	4.20
14-18	0.00% 0	3.57% 1	3.57% 1	50.00% 14	42.86% 12	28.28% 28	4.32

Table 5.20 shows parents' and stakeholders' responsibilities in the implementation of children's digital rights according to different age groups. The results for each question are shown separately in the table. Besides, it is measured whether parents are aware of the responsibilities of these stakeholders.

Parents generally know that states should support their children's digital participation, protect them from digital risks, take precautions against the rights that technology companies may violate, and protect them by law against negative situations. To questions about the responsibilities of states, they mostly answered "agree" and "strongly agree" at rates between 40.00% and 80.00%. This means that parents indicate that they are aware of the responsibilities of states.

Parents with children from all age groups agree with the view that children's thoughts should be asked to effectively implement children's rights in the digital world. The highest percentage of those who chose "agree" belonged to parents between the ages

of 14-18 at 78.57%. While this rate is 61.22% in the 10-13 age group, it is 55.32% in the 6-9 years age group.

Parents stated that they know their responsibilities so that their children's development is not adversely affected in the digital world. The rate of parents who have children in the 6-9 years age group who answered "agree" to this question is 46.81%, 65.31% in the 10-13 years age group, and 67.86% in the 14-18 years age group.

Parents, who think that teachers should be adequately trained in digital media literacy, gave high rates in all age groups. While 51.06% in the 6-9 years age group and 59.18% in the 10-13 years age group answered "strongly agree", 50.00% "agree" was given in the 14-18 years age group.

The rate of parents who think that they should take precautions against the negative use of their child's traces on the internet today and in the future is 51.06% in the 6-9 years age group, 49.49% in the 10-13 years age group, and 50.00% in the 14-18 years age group.

Table 5.21. Age Comparison: Awareness Scale on Children's Digital Rights

	6-9	10-13	14-18	Total Respondents
The Right to Personal Data and Privacy	73.81% 31	71.11% 32	75.00% 21	69
The Right to Health, Education and Justice	40.48% 17	42.22% 19	57.14% 16	43
The Right to Online Participate	19.05% 8	31.11% 14	39.29% 11	25
The Right to Information	52.38% 22	53.33% 24	57.14% 16	52
The Right to Play and Rest	40.68% 17	44.44% 20	46.43% 13	41
The Right to be Safe	45.24% 19	44.44% 20	57.14% 16	45
The Right not to be Exploited	14.29% 6	28.89% 13	46.43% 13	27
The Right to Protection from All Kinds of Violence	52.38% 22	53.33% 24	75.00% 21	54
The Right to be Heard	30.95% 13	35.56% 16	50.00% 14	33

The issue that parents are most aware of among their children's digital rights is "The Right to Personal Data and Privacy." This rate is 73.81% between the ages of 6-9 years and 71.11% between the ages of 10-13 years. In the 14-18 years age group, this right has an equal rate with "The Right to Protection from All Kinds of Violence" (75.00%). The least known digital child right is the same for the 6-9 and 10-13 years age groups. "The Right not to be Exploited" has the same rate with 14.99% in the 6-9 years age group and 28.89% in the 10-13 years age group. The least known right in the 14-18 years age group was "The Right to Online Participate" at 39.29%.

Table 5.22. Age Comparison: Platforms that Parents Follow

	6-9	**10-13**	**14-18**	**Total Respondents**
TRT Kids	71.43% 30	37.78% 17	53.57% 15	47
Ministry of Education	59.52% 25	66.67% 30	67.86% 19	60
Information Technologies and Communication Authority	14.29% 6	22.22% 10	14.29% 4	20
Safer Internet Center	14.29% 6	6.67% 3	17.86% 5	12
Digital Media and Children	23.81% 10	33.33% 15	17.86% 5	25
Other	2.38% 1	4.44% 2	10.71% 3	5
Total	84.78% 78	83.70% 77	55.43% 51	92

While TRT Çocuk is the institution most followed by parents with children in the 6-9 years age group (71.43%), parents in the 10-13 years (66.67%) and 14-18 years (67.86%) age groups mostly follow the studies of the MEB. While BTK and GIM were the institutions that were followed the least by the 6-9 years age group, this was GIM in the 10-13 years age group. In the 14-18 years age group, the least known institution was BTK.

5.1.3. The Comparison Between Different Genders of Children

In this section, comparisons are made over the genders of the children stated by the parents participating in the research. The answers given by the parents who have children of different genders are examined.

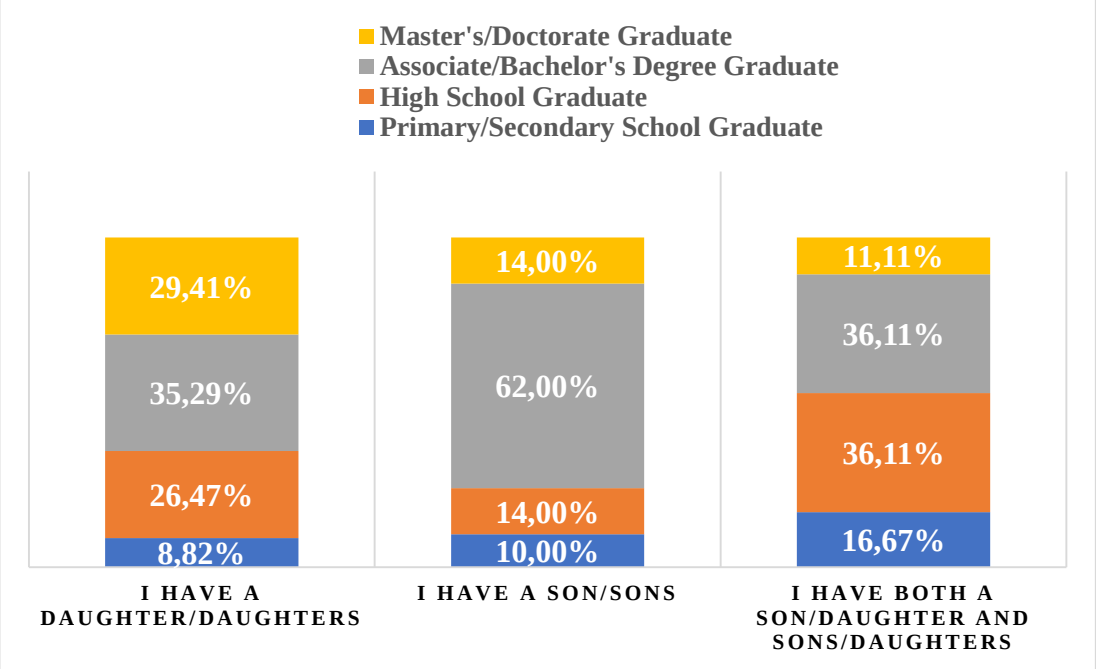

Figure 5.63. Gender Comparison: Education Status Scale

Figure 5.63 shows the educational status of parents who have children of different genders. Accordingly, the number of parents with associate/bachelor's degrees is the highest in all categories. The rate of parents with associate/bachelor's degrees and high school graduates is the same as 36.11% for those who state that they have both daughters and sons.

Table 5.23. Gender Comparison: Awareness of Opportunities

Answered: 112 Skipped: 8

My child can spend time on the Internet for fun.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	18.18% 6	18.18% 6	57.58% 19	6.06% 2	29.46% 33	3.52
I have a son/sons	4.44% 2	13.33% 6	6.67% 3	68.89% 31	6.67% 3	40.18% 45	3.60
I have both a son/daughter and sons/daughters	8.82% 2	14.71% 5	8.82% 3	64.71% 22	2.94% 1	30.36% 34	3.38
My child can acquire new information via the internet.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	3.03% 1	0.00% 0	75.76% 25	21.21% 7	29.46% 33	4.15
I have a son/sons	0.00% 0	2.22% 1	4.44% 2	77.78% 35	15.56% 7	40.18% 45	4.07
I have both a son/daughter and sons/daughters	0.00% 0	5.88% 2	8.82% 3	76.47% 26	8.82% 3	30.36% 34	3.88
My child can use the internet for school research.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	0.00% 0	0.00% 0	63.64% 21	36.36% 12	29.46% 33	4.36
I have a son/sons	0.00% 0	0.00% 0	2.22% 1	73.33% 33	24.44% 11	40.18% 45	4.22
I have both a son/daughter and sons/daughters	0.00% 0	2.94% 1	2.94% 1	76,47% 26	17.65% 6	30.36% 34	4.09

Table 5.23. (cont.)

My child can use the internet to socialize and communicate.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	3.03% 1	45.45% 15	12.12% 4	36.36% 12	3.03% 1	29.46% 33	2.91
I have a son/sons	11.11% 5	24.44% 11	26.67% 12	28.89% 13	8.89% 4	40.18% 45	3.00
I have both a son/daughter and sons/daughters	5.88% 2	26.47% 9	14.71% 5	52.94% 18	0.00% 0	30.36% 34	3.15
My child can use the internet for social responsibility and charity purposes.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	3.03% 1	15.15% 5	9.09% 3	57.58% 19	15.15% 5	29.46% 33	3.67
I have a son/sons	4..44% 2	17.78% 8	24.44% 11	40.00% 18	13.33% 6	40.18% 45	3.40
I have both a son/daughter and sons/daughters	0.00% 0	11.76% 4	8.82% 3	70.59% 24	8.82% 3	30.36% 34	3.76
Online environments can be places where my child can express their thoughts on various topics.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	9.09% 3	30.30% 10	24.24% 8	30.30% 10	6.06% 2	24.46% 33	2.94
I have a son/sons	8.89% 4	31.11% 14	48.89% 22	8.89% 4	2.22% 1	40.18% 45	2.64
I have both a son/daughter and sons/daughters	5.88% 2	32.35% 11	17.65% 6	35.29% 12	8.82% 3	30.36% 34	3.09

Table 5.23. (cont.)

I think that digital technologies prepare children for the future.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	3.03% 1	12.12% 4	27.27% 9	48.48% 16	9.09% 3	29.46% 33	3.48
I have a son/sons	6.67% 3	8.89% 4	33.33% 15	46.67% 21	4.44% 2	40.18% 45	3.33
I have both a son/daughter and sons/daughters	2.94% 1	11.76% 4	32.35% 11	52.94% 18	0.00% 0	30.36% 34	3.35
My child can access health services and related information online.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	3.03% 1	12.12% 4	9.09% 3	66.67% 22	9.09% 3	29.46% 33	3.67
I have a son/sons	4.44% 2	13.33% 6	24.44% 11	48.89% 22	8.89% 4	40.18% 45	3.44
I have both a son/daughter and sons/daughters	2.94% 1	26.47% 9	14.71% 5	47.06% 16	8.82% 3	30.36% 34	3.32
My child can develop programming and coding skills in a digital environment.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	3.03% 1	15.15% 5	9.09% 3	63.64% 21	9.09% 3	29.46% 33	3.61
I have a son/sons	0.00% 0	0.00% 0	20.00% 9	60.00% 27	20.00% 9	40.18% 45	4.00
I have both a son/daughter and sons/daughters	0.00% 0	0.00% 0	11.76% 4	61.76% 21	17.65% 6	30.36% 34	3.88

Table 5.23 shows the awareness of parents who have children of different genders about opportunities in the digital world. The results for each question are shown separately in the table.

While 57.58% of parents who have daughters answered “agree” that their children can use the internet for entertainment purposes, those who have sons gave the same answer, but it is 68.89%. 64.71% of parents with children of both genders answered “agree.”

The answers given by the parents to their children’s purposes of acquiring new information and using the internet for school research are mostly “agree” and “strongly agree” options. The rates are quite close to each other and are usually in the range of 70-80.00%.

Parents with daughters answered “disagree” at a rate of 45.45% for their children to use the internet for socializing and communicating. Parents of sons answered “agree” at a rate of 28.89%. However, this rate is close to the answers given to “neutral” (26.67%) and “disagree” (24.44%). The response of those with children of both genders was 52.94% “agree.” In this case, although the parents were hesitant about their sons, they gave a clearer answer that their daughters cannot use the internet for this purpose. It can be said that those who have children of both genders gave a more equal response.

Parents of all genders agree that their children can use digital media for social responsibility and charity purposes. The rate of answering “agree” for parents who have daughters is 57.58%, 40.00% for sons, and 70.59% for both genders.

“Agree” and “disagree” answers of parents who think that online environments can be places where children can express their opinions are equal for those who have daughters (30.00%). While the response of parents with sons was “neutral” with 48.89%, the response of parents with children of both genders was 35.39% “agree” and 32.35% “disagree.” In this regard, both the rates are close to each other and the parents are in disagreement among themselves.

Parents with daughters, who think that digital technologies prepare children for the future, answered “agree” at a rate of 48.48%. Those who have sons answer “agree” at the rate of 46.67%, while the rate of those who have children of both genders is 52.94%.

Parents of daughters think that their children can access health services on the internet at the rate of 66.67%. 48.89% of parents with sons and 47.06% of parents with children of both genders answered “agree.”

Parents, regardless of gender, think that their children can improve their programming and coding skills. The rate of those who responded positively to this issue was 63.64% for parents with daughters, 60.00% for those with sons, and 61.76% for those with children of both genders.

Table 5.24. Gender Comparison: Awareness of Risks

Answered: 110 Skipped: 10

My child may be exposed to content risks such as violence, racism, pornography, and misinformation in the digital world.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	6.45% 2	12.90% 4	25.81% 8	54.84% 17	28.18% 31	4.29
I have a son/sons	2.22% 1	0.00% 0	4.44% 2	51.11% 23	42.22% 19	40.91% 45	4.31
I have both a son/daughter and sons/daughters	5.88% 2	5.88% 2	0.00% 0	47.06% 16	41.18% 14	30.91% 34	4.12
My child may be exposed to advertising content that I do not find appropriate to see in the digital world.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	12.90% 4	3.23% 1	29.03% 9	54.84% 17	28.18% 31	4.26
I have a son/sons	0.00% 0	0.00% 0	0.00% 0	55.56% 25	44.44% 20	40.91% 45	4.44
I have both a son/daughter and sons/daughters	2.94% 1	5.88% 2	2.94% 1	52.94% 18	35.29% 12	30.91% 34	4.12
My child may face contact risks such as sexual harassment, stalking, hate behaviors, blackmail, abuse, and persuasion.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	12.90% 4	6.45% 2	41.94% 13	38.71% 12	28.18% 31	4.06
I have a son/sons	2.22% 1	15.56% 7	15.56% 7	35.56% 16	31.11% 14	40.91% 45	3.78
I have both a son/daughter and sons/daughters	5.88% 2	5.88% 2	11.76% 4	50.00% 17	26.47% 9	30.91% 34	3.85

Table 5.24 (cont.)

My child may be engaging in behaviors such as bullying, harassment, abuse, hostility, pressure, ostracism, embarrassment, etc.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	19.35% 6	32.26% 10	19.35% 6	19.35% 6	9.68% 3	28.18% 31	2.68
I have a son/sons	22.22% 10	42.22% 19	13.33% 6	17.78% 8	4.44% 2	40.91% 45	2.40
I have both a son/daughter and sons/daughters	17.65% 6	35.29% 12	8.82% 3	26.47% 9	11.76% 4	30.91% 34	2.79
My child may be exposed to contract risks such as identity theft, fraud, security, gambling, persuasion, and purchasing.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	3.23% 1	16.13% 5	16.13% 5	45.16% 14	19.35% 6	28.18% 31	3.61
I have a son/sons	4..44% 2	17.78% 8	26.67% 12	35.56% 16	15.56% 7	40.91% 45	3.40
I have both a son/daughter and sons/daughters	8.82% 3	17.65% 6	8.82% 3	44.12% 15	20.59% 7	30.91% 34	3.50
My child may be exposed to cross-cutting risks such as privacy, physical and mental health, and discrimination.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	3.23% 1	6.45% 2	16.13% 5	51.61% 16	22.58% 7	28.18% 31	3.84
I have a son/sons	2.22% 1	17.78% 8	20.00% 9	42.22% 19	17.78% 8	40.91% 45	3.56
I have both a son/daughter and sons/daughters	5.88% 2	20.59% 7	11.76% 4	38.24% 13	23.53% 8	30.91% 34	3.53

Table 5.24. (cont.)

I think/I worry that the risks in the digital world will definitely turn into harm.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	19.35% 6	12.90% 4	45.16% 14	22.58% 7	28.18% 31	3.71
I have a son/sons	4.44% 2	13.33% 6	17.78% 8	37.78% 17	26.67% 12	40.91% 45	3.69
I have both a son/daughter and sons/daughters	0.00% 0	2.94% 1	14.71% 5	50.00% 17	32.35% 11	30.91% 34	4.12
I know their rights and what to do in a negative situation my child may face.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	9.68% 3	41.94% 13	41.94% 13	6.45% 2	28.18% 31	3.45
I have a son/sons	0.00% 0	15.56% 7	20.00% 9	55.56% 25	8.89% 4	40.91% 45	3.58
I have both a son/daughter and sons/daughters	0.00% 0	8.82% 3	35.29% 12	44.12% 15	11.76% 4	30.91% 34	3.59
My child may be meeting face-to-face with someone s/he met online.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	25.81% 8	41.94% 13	12.90% 4	16.13% 5	3.23% 1	28.18% 31	2.29
I have a son/sons	26.67% 12	57.78% 26	8.89% 4	8.89% 4	0.00% 0	40.91% 45	1.98
I have both a son/daughter and sons/daughters	23.53% 8	38.24% 13	14.71% 5	14.71% 5	5.88% 2	30.91% 34	2.41

Table 5.24 shows the awareness of parents who have children of different genders about risks in the digital world. The results for each question are shown separately in the table.

For each gender group, all parents think that their children may be exposed to content, contact, contract, and cross-cutting risks. The majority of the parents gave the answers "agree" and "strongly agree." However, parents do not think that their children may have negative behaviors towards other children. Parents with daughters think that this risk does not arise from their children at the rate of 32.26%. Those with sons at 42.22% and those with children of both genders at a rate of 35.39% gave the "disagree" answer to this question.

The rate of parents who are worried that the risks in the digital world will turn into harm is higher among those who have daughters. While the rate of answers given by those who have daughters is 45.16%, the rate of those who have sons is 37.78%. Those who have children of both genders answered "agree" at a rate of 50.00%.

Parents who have daughters that their children may encounter a negative situation in the digital environment are divided into two about knowing what to do and their rights. 41.94% of them gave both "neutral" and "agree" answers. 55.56% of parents with sons and 44.12% of children of both genders stated that they know what to do in this situation.

Parents do not think that their children may come together face-to-face with people they meet digitally. Accordingly, 41.94% of parents with daughters, 57.78% of parents with sons, and 38.24% of parents with children of both genders answered "disagree."

Table 5.25. Gender Comparison: Parental Approaches

Answered: 103 Skipped: 17

I restrict my child's use of digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	7.14% 2	7.14% 2	35.71% 10	35.71% 10	14.29% 4	27.18% 28	3.43
I have a son/sons	2.33% 1	16.28% 7	41.86% 18	25.58% 11	13.95% 6	41.75% 43	3.33
I have both a son/daughter and sons/daughters	3.13% 1	12.50% 4	34.38% 11	40.63% 13	9.38% 3	31.07% 32	3.41
I monitor or control my child's use of digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	7.14% 2	7.14% 2	14.29% 4	35.71% 10	35.71% 10	27.18% 28	3.86
I have a son/sons	0.00% 0	4.65% 2	30.23% 13	30.23% 13	34.88% 15	41.75% 43	3.95
I have both a son/daughter and sons/daughters	3.13% 1	6.25% 2	25.00% 8	34.38% 11	31.25% 10	31.07% 32	3.84
I set an example for my child in the use of digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	10.71% 3	25.00% 7	39.29% 11	25.00% 7	27.18% 28	3.79
I have a son/sons	0.00% 0	4.65% 2	41.86% 18	30.23% 13	23.26% 10	41.75% 43	3.72
I have both a son/daughter and sons/daughters	0.00% 0	6.25% 2	12.50% 4	53.13% 17	28.13% 9	31.07% 32	4.03

Table 5.25. (cont.)

I abide by the rules of use set within the family.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	0.00% 0	28.57% 8	42.86% 12	28.57% 8	27.18% 28	4.00
I have a son/sons	2.33% 1	2.33% 1	27.91% 12	34.88% 15	32.56% 14	41.75% 43	3.93
I have both a son/daughter and sons/daughters	0.00% 0	6.25% 2	15.63% 5	34.38% 11	43.75% 14	31.07% 32	4.16
I accompany my child's activities in digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	7.14% 2	17.86% 5	46.43% 13	21.43% 6	7.14% 2	27.18% 28	3.04
I have a son/sons	6.98% 3	23.26% 10	34.88% 15	20.93% 9	13.95% 6	41.75% 43	3.12
I have both a son/daughter and sons/daughters	3.13% 1	28.13% 9	43.75% 14	15.63% 5	9.38% 3	31.07% 32	3.00
I give positive guidance to my child about the use of digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	0.00% 0	17.86% 5	53.57% 15	28.57% 8	27.18% 28	4.11
I have a son/sons	0.00% 0	0.00% 0	27.91% 12	41.86% 18	30.23% 13	41.75% 43	4.02
I have both a son/daughter and sons/daughters	0.00% 0	0.00% 0	15.63% 5	53.13% 17	31.25% 10	31.07% 32	4.16

Table 5.25. (cont.)

I try to strengthen my child with training to use digital technologies effectively.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	3.57% 1	28.57% 8	21.43% 6	32.14% 9	14.29% 4	27.18% 28	3.25
I have a son/sons	13.95% 6	25.58% 11	30.23% 13	18.60% 8	11.63% 5	41.75% 43	2.88
I have both a son/daughter and sons/daughters	9.38% 3	15.63% 5	28.13% 9	31.25% 10	15.63% 5	31.07% 32	3.28
I respect my child's private space in digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	14.29% 4	14.29% 4	46.43% 13	10.71% 3	14.29% 4	27.18% 28	2.96
I have a son/sons	18.60% 8	25.58% 11	30.23% 13	16.28% 7	9.30% 4	41.75% 43	2.72
I have both a son/daughter and sons/daughters	15.63% 5	21.88% 7	34.38% 11	18.75% 6	9.38% 3	31.07% 32	2.84
I take training or do readings to improve my digital media literacy.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	17.86% 5	25.00% 7	28.57% 8	17.86% 5	10.71% 3	27.18% 28	2.79
I have a son/sons	18.60% 8	27.91% 12	27.91% 12	20.93% 9	4.65% 2	41.75% 43	2.65
I have both a son/daughter and sons/daughters	21.88% 7	21.88% 7	28.13% 9	21.88% 7	6.25% 2	31.07% 32	2.69

Table 5.25. (cont.)

I care about developing and strengthening digital resilience skills so that my child can protect her/himself from the risks in the digital world.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	3.57% 1	7.14% 2	21.43% 6	32.14% 9	35.71% 10	27.18% 28	3.89
I have a son/sons	4.65% 2	4.65% 2	27.91% 12	23.26% 10	39.53% 17	41.75% 43	3.88
I have both a son/daughter and sons/daughters	3.13% 1	9.38% 3	9.38% 3	34.38% 11	46.88% 15	31.07% 32	4.16
I try to approach intended to my children's changing needs as they get older.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	0.00% 0	21.43% 6	39.29% 11	39.29% 11	27.18% 28	4.18
I have a son/sons	0.00% 0	0.00% 0	20.93% 9	39.53% 17	39.53% 17	41.75% 43	4.19
I have both a son/daughter and sons/daughters	0.00% 0	6.25% 2	6.25% 2	34.38% 11	53.13% 17	31.07% 32	4.34
I get my child's opinions when setting rules on digital media use.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	3.57% 1	42.86% 12	35.71% 10	17.86% 5	27.18% 28	3.68
I have a son/sons	0.00% 0	16.28% 7	37.21% 16	25.58% 11	20.93% 9	41.75% 43	3.51
I have both a son/daughter and sons/daughters	0.00% 0	12.50% 4	34.38% 11	31.25% 10	21.88% 7	31.07% 32	3.63

Table 5.25. (cont.)

I adopt security measures such as filtering, child lock, "child" versions of applications, and protection program.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	14.29% 4	17.86% 5	7.14% 2	25.00% 7	35.71% 10	27.18% 28	3.50
I have a son/sons	4.65% 2	23.26% 10	27.91% 12	18.60% 8	25.58% 11	41.75% 43	3.37
I have both a son/daughter and sons/daughters	0.00% 0	12.50% 4	31.25% 10	18.75% 6	37.50% 12	31.07% 32	3.81
I talk to my child about what s/he does and/or feels in digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	7.14% 2	0.00% 0	28.57% 8	39.29% 11	25.00% 7	27.18% 28	3.75
I have a son/sons	0.00% 0	9.30% 4	34.88% 15	37.21% 16	18.60% 8	41.75% 43	3.65
I have both a son/daughter and sons/daughters	0.00% 0	6.25% 2	25.00% 8	40.63% 13	28.13% 9	31.07% 32	3.91
I consider myself adequate to guide my child in digital skills.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
I have a daughter/daughters	7.14% 2	21.43% 6	32.14% 9	25.00% 7	14.29% 4	27.18% 28	3.18
I have a son/sons	9.30% 4	30.23% 13	25.58% 11	20.93% 9	13.95% 6	41.75% 43	3.00
I have both a son/daughter and sons/daughters	9.38% 3	15.63% 5	50.00% 16	12.50% 4	12.50% 4	31.07% 32	3.03

Table 5.25. (cont.)

I know that my child has legal rights - even against me - if their data is violated.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	3.57% 1	3.57% 1	28.57% 8	25.00% 7	39.29% 11	27.18% 28	3.93
I have a son/sons	2.33% 1	6.98% 3	18.60% 8	27.91% 12	44.19% 19	41.75% 43	4.05
I have both a son/daughter and sons/daughters	6.25% 2	6.25% 2	31.25% 10	21.88% 7	34.38% 11	31.07% 32	3.72
Before sharing content with my child on social media, I obtain her/his consent.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	10.71% 3	17.86% 5	21.43% 6	14.29% 4	35.71% 10	27.18% 28	3.46
I have a son/sons	11.63% 5	16.28% 7	30.23% 13	18.60% 8	23.26% 10	41.75% 43	3.26
I have both a son/daughter and sons/daughters	21.88% 7	3.13% 1	18.75% 6	12.50% 4	43.75% 14	31.07% 32	3.53

Table 5.25 shows the parental approaches of those who have children of different genders to their digital media use practices. The results for each question are shown separately in the table.

35.71% of parents with daughters stated that they restrict their children's use of digital media with the answers "sometimes" and "often." 41.86% of those who have sons answered "sometimes." Those with children of both genders answered "often" by 40.63% and "sometimes" by 34.38%. In this case, it can be said that parents with daughters tend to have more restrictive parenting models than those with sons.

Parents who monitor and control their children's use of digital media answered "always" and "often" at a rate of 35.71% for their daughters. On the other hand, parents with sons gave 34.88% "always" and 30.23% "often and sometimes" answers. Those with children of both genders answered "often" by 34.38% and "always" by 31.25%.

The rate of parents who stated that they set an example to their children in the use of digital media and that they also implement the rules of use determined in the family is very close to those who have children of both genders. For both of these situations, the most common answer was “often” between 30.00% and 55.00% for each gender group. They also stated that they “often” make positive guidance of digital media use between 40.00% and 55.00%.

46.43% of parents with daughters, 34.88% of parents with sons, and 43.75% of parents with children of both genders stated that they “sometimes” accompany their children’s activities on digital media.

32.14% of parents who have daughters stated that they “often” support their children with training so that they can use digital technologies effectively. While 30.23% of parents with sons answered “sometimes,” those with children of both genders gave the same answer with 28.13%.

All parents, regardless of their children’s gender, stated that they “sometimes” respect their children’s private space in digital media. 46.43% of those with daughters, 30.23% of those with sons, and 34.38% of those with children from both genders gave this answer.

Some of the parents who tried to improve themselves in digital media literacy get the education or read about it to learn more. 28.57% of those with a daughter “sometimes”, 27.91% of those with sons “sometimes and rarely”, and 28.13% of those with children of both genders “sometimes” make this, but in this category “never, rarely and often” options have the same rate as 21.88%. Parents do not have a clear answer on this issue, but it can be said that they need to focus more on digital media literacy as they often do not see themselves as adequate in digital skills.

Parents of daughters who care about strengthening their child’s digital resilience skills answered “always” at a rate of 35.71%. While the parents of sons who agreed with them on this issue gave the same answer at the rate of 39.53%, the rate of those who had children of both genders was 46.88%.

Parents of daughters who stated that they try to approach according to their child's changing needs as they get older, answered "often and always" at a rate of 39.29%. Those who have sons gave the same answers at a rate of 39.53%. Those who have both daughters and sons answered "always" at a rate of 53.13%. In addition, parents who asked their children's opinions while making decisions gave close answers for each gender and gave the answer "sometimes and often" at a rate of 30.00-45.00%.

35.71% of parents who take precautions with security programs for children's use of digital technologies consist of parents of daughters. Parents with sons stated that they use these programs "sometimes" at 27.91%, while those with children of both genders answered "always" with a rate of 37.50%.

Parents, regardless of gender, answered "often" in the range of 35.00-40.00% and stated that they talk to their children about what they do and feel in digital media. 39.29% of parents with daughters, 44.19% of parents with sons and 34.38% of parents with both of them answered "always" and stated they know that their children have legal rights in case of violation of personal data even against them.

While 35.71% of parents with daughters stated that they "always" get their child's consent before posting on social media, 30.23% of those with sons stated that they "sometimes" do so. Those who have children of both genders stated that they "always" do this at a rate of 43.75%.

Table 5.26. Gender Comparison: Responsibilities of Stakeholders

Answered: 99 Skipped: 21

I know that my child's digital participation should be supported by the state so that s/he can express her/his views.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	7.14% 2	10.71% 3	25.00% 7	35.71% 10	21.43% 6	28.28% 28	3.54
I have a son/sons	2.56% 1	7.69% 3	28.21% 11	53.85% 21	7.69% 3	39.39% 39	3.56
I have both a son/daughter and sons/daughters	3.13% 1	6.25% 2	18.75% 6	56.25% 18	15.63% 5	32.32% 32	3.75
I am aware that states have a responsibility to ensure that digital service providers take measures appropriate to the age of children.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	14.29% 4	32.14% 9	35.71% 10	17.86% 5	28.28% 28	3.57
I have a son/sons	2.56% 1	7.69% 3	28.21% 11	43.59% 17	17.95% 7	39.39% 39	3.67
I have both a son/daughter and sons/daughters	0.00% 0	9.38% 3	15.63% 5	53.13% 17	21.88% 7	32.32% 32	3.88
I think that children's views should be taken to effectively implement children's rights in the digital world.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	0.00% 0	17.86% 5	53.57% 15	28.57% 8	28.28% 28	4.11
I have a son/sons	2.56% 1	2.56% 1	15.38% 6	61.54% 24	17.95% 7	39.39.% 39	3.90
I have both a son/daughter and sons/daughters	3.13% 1	0.00% 0	12.50% 4	59.38% 19	25.00% 8	32.32% 32	4.03

Table 5.26. (cont.)

I know that states must protect children by law from business companies that violate or do not uphold their digital rights.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	10.71% 3	28.57% 8	46.43% 13	14.29% 4	28.28% 28	3.64
I have a son/sons	2.56% 1	10.26% 4	25.64% 10	38.46% 15	23.08% 9	39.39% 39	3.69
I have both a son/daughter and sons/daughters	0.00% 0	3.13% 1	28.13% 9	56.25% 18	12.50% 4	32.32% 32	3.78
I know my responsibilities as a parent so that my child's physical and mental development in the digital world is not adversely affected.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	3.57% 1	28.57% 8	50.00% 14	17.86% 5	28.28% 28	3.82
I have a son/sons	0.00% 0	0.00% 0	15.38% 6	58.97% 23	25.64% 10	39.39% 39	4.10
I have both a son/daughter and sons/daughters	0.00% 0	0.00% 0	15.63% 5	56.25% 18	28.13% 9	32.32% 32	4.13
I expect the state to support my child's right to education by providing the physical infrastructure in schools regarding information technologies.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	0.00% 0	3.57% 1	46.43% 13	50.00% 14	28.28% 28	4.46
I have a son/sons	0.00% 0	0.00% 0	0.00% 0	53.85% 21	46.15% 18	39.39% 39	4.46
I have both a son/daughter and sons/daughters	0.00% 0	0.00% 0	0.00% 0	43.75% 14	56.25% 18	32.32% 32	4.56

Table 5.26. (cont.)

I think that teachers should be adequately educated to support our children in digital media literacy.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	0.00% 0	3.57% 0	50.00% 14	46.43% 13	28.28% 28	4.43
I have a son/sons	0.00% 0	2.56% 1	0.00% 0	38.46% 15	58.97% 23	39.39% 39	4.54
I have both a son/daughter and sons/daughters	0.00% 0	3.13% 1	3.13% 1	40.63% 13	53.13% 17	32.32% 32	4.44
I think that the states have to make the necessary arrangements against the storage, use, and sharing of my child's data through digital applications.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	0.00% 0	7.14% 2	42.86% 12	50.00% 14	28.28% 28	4.43
I have a son/sons	0.00% 0	0.00% 0	5.13% 2	35.90% 14	58.97% 23	39.39% 39	4.54
I have both a son/daughter and sons/daughters	0.00% 0	0.00% 0	3.13% 1	40.63% 13	56.25% 18	32.32% 32	4.53
I think that I should take precautions against the negative use of the trails of personal information my child leaves on the internet today and in the future.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
I have a daughter/daughters	0.00% 0	0.00% 0	7.14% 2	50.00% 14	42.86% 12	28.28% 28	4.36
I have a son/sons	2.56% 1	2.56% 1	5.13% 2	43.59% 17	46.15% 18	39.39% 39	4.28
I have both a son/daughter and sons/daughters	0.00% 0	0.00% 0	0.00% 0	53.13% 17	46.88% 15	32.32% 32	4.47

Table 5.26 shows the awareness of parents on the responsibilities of stakeholders to implement the digital rights and whether there is a difference between their answers according to the genders of their children. The results for each question are shown separately in the table.

Parents with sons stated that they agree with the idea that the digital participation of their children to express their opinions should be supported by the states. And their answer rate is higher than the parents with their daughters. While the rate of parents with daughters who answered “agree” is 35.71%, the rate of parents with sons is 53.85%. Those who have both daughters and sons stated that they agreed at a rate of 56.25%.

The rate of parents who have sons that are aware of the responsibility of states to ensure that digital service providers take measures appropriate to the age of their children is 43.59%. The awareness rate of parents who have daughters is 35.71% and 32.14% of them answered “neutral.” Those who have both daughters and sons answered “agree” at a rate of 53.13%.

Parents who have children of all genders stated they know that states must protect children from violations of their rights by law. On the other hand, parents agree that children’s views should be asked about for children’s rights to be implemented effectively. The rate of those who answered “agree” on this issue is 50.00-62.00%.

As it is seen at the table, parents generally state that they know what their responsibilities and stakeholders’ responsibilities are. There is no difference of opinion between parents of daughters and sons, but rates vary. However, there is not much difference between these rates. This shows that parents have similar thoughts about responsibilities regardless of gender.

Table 5.27. Gender Comparison: Awareness Scale on Children's Digital Rights

	I have a daughter/ daughters	I have a son/sons	I have both a son/daughter and sons/ daughters	Total Respondents
The Right to Personal Data and Privacy	69.23% 18	81.58% 31	71.43% 20	69
The Right to Health, Education and Justice	30.77% 8	50.00% 19	57.14% 16	43
The Right to Online Participate	11.54% 3	39.47% 15	25.00% 7	25
The Right to Information	46.15% 12	68.42% 26	50.00% 14	52
The Right to Play and Rest	38.46% 10	47.37% 18	46.43% 13	41
The Right to be Safe	34.62% 9	57.89% 22	50.00% 14	45
The Right not to be Exploited	26.92% 7	39.47% 15	17.86% 5	27
The Right to Protection from All Kinds of Violence	57.69% 15	60.53% 23	57.14% 16	54
The Right to be Heard	26.92% 7	36.84% 14	42.86% 12	33

"The Right to Personal Data and Privacy" is the most well-known of the children's rights among parents of daughters, while the least known is "The Right to Online Participate." Parents who have sons are most familiar with "The Right to Personal Data and Privacy" and the least known are "The Right to Online Participate" and "The Right not to be Exploited." However, the rate of even the least known rights is 39.47%. In all categories, it is seen that parents with sons know more digital rights of children than those with daughters.

5.1.4. The Comparison Between Education Status of Parents

In this section, comparisons are made over the education status of parents participating in the research. It is examined whether the variability of parents' education levels affects their answers.

Table 5.28. Education Status Comparison: Awareness of Opportunities

Answered: 112 Skipped: 8

My child can spend time on the internet for fun.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	15.38% 2	23.08% 3	30.77% 4	30.77% 4	0.00% 0	11.61% 13	2.77
High School Graduate	7.41% 2	18.52% 5	51.85% 14	51.85% 14	7.41% 2	24.11% 27	3.33
Associate/Bachelor's Degree Graduate	1.89% 1	16.98% 9	71.70% 38	71.70% 38	3.77% 2	47.32% 53	3.58
Master's/Doctorate Graduate	0.00% 0	0.00% 0	84.21% 16	84.21% 16	10.53% 2	16.96% 19	4.05

Table 5.28. (cont.)

My child can acquire new information via the internet.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	7.69% 1	84.62% 11	7.69% 1	11.61% 13	4.00
High School Graduate	0.00% 0	11.11% 3	11.11% 3	66.67% 18	11.11% 3	24.11% 27	3.78
Associate/Bachelor's Degree Graduate	0.00% 0	1.89% 1	1.89% 1	83.02% 44	13.21% 7	47.32% 53	4.08
Master's/Doctorate Graduate	0.00% 0	0.00% 0	0.00% 0	68.42% 13	31.58% 6	16.96% 19	4.32
My child can use the internet for school research.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	0.00% 0	61.54% 8	38.46% 5	11.61% 13	4.38
High School Graduate	0.00% 0	0.00% 0	3.70% 1	85.19% 23	11.11% 3	24.11% 27	4.07
Associate/Bachelor's Degree Graduate	0.00% 0	1.89% 1	1.89% 1	71.70% 38	24.53% 13	47.32% 53	4.19
Master's/Doctorate Graduate	0.00% 0	0.00% 0	0.00% 0	57.89% 11	42.11% 8	16.96% 19	4.42
My child can use the internet to socialize and communicate.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	38.46% 5	30.77% 4	30.77% 4	0.00% 0	11.61% 13	2.92
High School Graduate	0.00% 0	48.15% 13	14.81% 4	37.04% 10	0.00% 0	24.11% 27	2.89
Associate/Bachelor's Degree Graduate	15.09% 8	26.42% 14	20.75% 11	32.08% 17	5.66% 3	47.32% 53	2.87
Master's/Doctorate Graduate	0.00% 0	15.79% 3	10.53% 2	63.16% 12	10.53% 2	16.96% 19	3.68

Table 5.28. (cont.)

My child can use the internet for social responsibility and charity purposes.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	15.38% 2	15.38% 2	69.23% 9	0.00% 0	11.61% 13	3.54
High School Graduate	0.00% 0	14.81% 4	14.81% 4	51.85% 14	7.41% 2	24.11% 27	3.41
Associate/Bachelor's Degree Graduate	5.66% 3	16.98% 9	16.98% 9	50.94% 27	15.09% 8	47.32% 53	3.58
Master's/Doctorate Graduate	0.00% 0	10.53% 2	10.53% 2	57.89% 11	21.05% 4	16.96% 19	3.89
Online environments can be places where my child can express their thoughts on various topics.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	30.77% 4	23.08% 3	38.46% 5	7.69% 1	11.61% 13	3.23
High School Graduate	0.00% 0	44.44% 12	33.33% 9	18.52% 5	3.70% 1	24.11% 27	2.81
Associate/Bachelor's Degree Graduate	%13.21 7	38.96% 18	28.30% 15	18.87% 10	5.66% 3	47.32% 53	2.70
Master's/Doctorate Graduate	10.53% 2	5.26% 1	47.37% 9	31.58% 6	5.26% 1	16.96% 19	3.16
I think that digital technologies prepare children for the future.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	7.69% 1	23.08% 3	30.77% 4	38.46% 5	0.00% 0	11.61% 13	3.00
High School Graduate	0.00% 0	25.93% 7	33.33% 9	40.74% 11	0.00% 0	24.11% 27	3.15
Associate/Bachelor's Degree Graduate	7.55% 4	1.89% 1	37.74% 20	45.28% 24	7.55% 4	47.32% 53	3.43
Master's/Doctorate Graduate	0.00% 0	5.26% 1	10.53% 2	78.95% 15	5.26% 1	16.96% 19	3.84

Table 5.28. (cont.)

My child can access health services and related information online.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	7.69% 1	15.38% 2	61.54% 8	15.38% 2	11.61% 13	3.85
High School Graduate	0.00% 0	11.11% 3	22.22% 6	62.96% 17	3.70% 1	24.11% 27	3.59
Associate/Bachelor's Degree Graduate	5.66% 3	26.42% 14	13.21% 7	43.40% 23	11.32% 6	47.32% 53	3.28
Master's/Doctorate Graduate	5.26% 1	5.26% 1	21.05% 4	63.16% 12	5.26% 1	16.96% 19	3.58
My child can develop programming and coding skills in a digital environment.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	7.69% 1	23.08% 3	61.54% 8	7.59% 1	11.61% 13	3.69
High School Graduate	0.00% 0	14.81% 4	18.52% 5	59.26% 16	7.41% 2	24.11% 27	3.59
Associate/Bachelor's Degree Graduate	1.89% 1	5.66% 3	11.32% 6	62.26% 33	18.87% 10	47.32% 53	3.91
Master's/Doctorate Graduate	0.00% 0	0.00% 0	10.53% 2	63.16% 12	26.32% 5	16.96% 19	4.16

Table 5.28 shows the awareness of parents on opportunities in the digital environment and whether there is a difference between their answers according to their education status. The results for each question are shown separately in the table.

There are 51.85% of high school graduates, 71.70% associate/bachelor's degrees, and 84.21% of master's/doctorate graduates who state that their children can spend time on the internet for fun. Primary/secondary school graduate parents stated that they agreed less than the others (30.77%), and they also marked the "neutral" option at the same rate.

The highest rate of parents who think the internet is an environment where their children can acquire new information belongs to primary/secondary school graduates (84.62%) and associate/bachelor's degrees (83.02%). The "agree" answer of parents

who are high school graduates is close to the response rate of parents with master's/doctorate degrees (68.42%), with 66.67%.

The rate of primary/secondary school graduates who state that their children can use the internet for school research is 61.54%, the rate of parents who are high school graduates is 85.19%, 71.70% for associate/bachelor's graduates, and 57.89% of master's/doctorate graduates. However, 38.46% of primary/secondary school graduates and 42.11% of graduate/doctorate graduates also chose the answer "strongly agree."

Parents who think that their children can use the internet to socialize and communicate mostly answered "agree." While the rate of master's/doctorate graduates who gave this answer is 63.16%, primary/secondary school graduates answer at 30.77% as the least. They also answered "neutral" at 30.77% and "disagree" at 38.46%. While 32.08% of associate/bachelor's graduates answered "agree", high school graduates answered "disagree" at a rate of 48.15%. Regardless of education status, all parents answered "agree" with their children's use of the internet for social responsibility and charity purposes, and the rates are close to each other.

Parents who are primary/secondary school graduates agree with the expression "Online environments can be places where my child can express their thoughts on various topics" at 38.46%. To this statement, 44.44% of high school graduate parents and 33.96% of associate/bachelor's graduates answered "disagree." On the other hand, parents with master's/doctorate degrees answered "neutral" at a rate of 47.37%.

All of the parents who think that digital technologies prepare their children for the future mostly agree with this question. The highest rate for this question belongs to parents with master's/doctorate degrees at 78.95%. Parents of other education statuses tended to the "neutral" option the most, in the second place.

Parents gave a high "agree" response to their children's access to health services on the internet. Even though they all agree, 26.42% of associate/bachelor's graduates tended to answer "disagree."

All parents agree that their children will develop programming and coding skills in the digital environment. After the positive (agree) response, the most chosen options were "neutral" and "strongly agree."

Table 5.29. Education Status Comparison: Awareness of Risks

Answered: 110 Skipped: 10

My child may be exposed to content risks such as violence, racism, pornography, and misinformation in the digital world.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	0.00% 0	33.33% 4	66.67% 8	10.91% 12	4.67
High School Graduate	3.70% 1	0.00% 0	11.11% 3	48.15% 13	37.04% 10	24.55% 27	4.15
Associate/Bachelor's Degree Graduate	3.85% 2	5.77% 3	0.00% 0	40.38% 21	50.00% 26	47.27% 52	4.27
Master's/Doctorate Graduate	0.00% 0	5.26% 1	15.79% 3	47.37% 9	31.58% 6	17.27% 19	4.05
My child may be exposed to advertising content that I do not find appropriate to see in the digital world.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	0.00% 0	25.00% 3	75.00% 9	10.91% 12	4.75
High School Graduate	0.00% 0	7.41% 2	0.00% 0	59.26% 16	33.33% 9	24.55% 27	4.19
Associate/Bachelor's Degree Graduate	1.92% 1	5.77% 3	1.92% 1	42.31% 22	48.08% 25	47.27% 52	4.29
Master's/Doctorate Graduate	0.00% 0	5.26% 1	5.26% 1	57.89% 11	31.58% 6	17.27% 19	4.16

Table 5.29. (cont.)

My child may face contact risks such as sexual harassment, stalking, hate behaviors, blackmail, abuse, and persuasion.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	8.33% 1	33.33% 4	58.33% 7	10.91% 12	4.50
High School Graduate	0.00% 0	7.41% 2	11.11% 3	66.67% 18	14.81% 4	24.55% 27	3.89
Associate/Bachelor's Degree Graduate	5.77% 3	17.31% 9	7.69% 4	30.77% 16	38.46% 20	47.27% 52	3.79
Master's/Doctorate Graduate	0.00% 0	10.53% 2	26.32% 5	42.11% 8	21.05% 4	17.27% 19	3.74
My child may be engaging in behaviors such as bullying, harassment, abuse, hostility, pressure, ostracism, embarrassment, etc.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	33.33% 4	8.33% 1	41.67% 5	16.67% 2	10.91% 12	3.42
High School Graduate	22.22% 13	33.33% 9	14.81% 4	25.93% 7	3.70% 1	24.55% 27	2.56
Associate/Bachelor's Degree Graduate	25.00% 13	36.54% 19	13.46% 7	13.46% 7	11.54% 6	47.27% 52	2.50
Master's/Doctorate Graduate	15.79% 3	47.37% 9	15.79% 3	21.05% 4	0.00% 0	17.27% 19	2.42
My child may be exposed to contract risks such as identity theft, fraud, security, gambling, persuasion, and purchasing.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	16.67% 2	16.67% 2	33.33% 4	33.33% 4	10.91% 12	3.83
High School Graduate	3.70% 1	11.11% 3	18.52% 5	55.56% 15	11.11% 3	24.55% 27	3.59
Associate/Bachelor's Degree Graduate	9.62% 5	21.15% 11	19.23% 10	28.85% 15	21.15% 11	47.27% 52	3.31
Master's/Doctorate Graduate	0.00% 0	15.79% 3	15.79% 3	57.89% 11	10.53% 2	17.27% 19	3.63

Table 5.29. (cont.)

My child may be exposed to cross-cutting risks such as privacy, physical and mental health, and discrimination.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	8.33% 1	16.67% 2	41.67% 5	33.33% 4	10.91% 12	4.00
High School Graduate	3.70% 1	11.11% 3	14.81% 4	59.26% 16	11.11% 3	24.55% 27	3.63
Associate/Bachelor's Degree Graduate	5.77% 3	21.15% 11	11.54% 6	34.62% 18	26.92% 14	47.27% 52	3.56
Master's/Doctorate Graduate	0.00% 0	10.53% 2	31.58% 6	47.37% 9	10.53% 2	17.27% 19	3.58
I think/I worry that the risks in the digital world will definitely turn into harm.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	16.67% 2	41.67% 5	41.67% 5	10.91% 12	4.25
High School Graduate	0.00% 0	0.00% 0	22.22% 6	55.56% 15	22.22% 6	24.55% 27	4.00
Associate/Bachelor's Degree Graduate	3.85% 2	13.46% 7	5.77% 3	44.23% 23	32.69% 17	47.27% 52	3.88
Master's/Doctorate Graduate	0.00% 0	31.58% 6	31.58% 6	26.32% 5	10.53% 2	17.27% 19	3.16
I know their rights and what to do in a negative situation my child may face.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	16.67% 2	25.00% 3	50.00% 6	8.33% 1	10.91% 12	3.50
High School Graduate	0.00% 0	0.00% 0	40.74% 11	51.85% 14	7.41% 2	24.55% 27	3.67
Associate/Bachelor's Degree Graduate	0.00% 0	13.46% 7	26.92% 14	48.08% 25	11.54% 6	47.27% 52	3.58
Master's/Doctorate Graduate	0.00% 0	21.05% 4	31.58% 6	42.11% 8	5.26% 1	17.27% 19	3.32

Table 5.29. (cont.)

My child may be meeting face-to-face with someone he/she met online.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	8.33% 1	50.00% 6	8.33% 1	25.00% 3	8.33% 1	10.91% 12	2.75
High School Graduate	22.22% 6	37.04% 10	14.81% 4	22.22% 6	3.70% 1	24.55% 27	2.48
Associate/Bachelor's Degree Graduate	30.77% 16	50.00% 26	7.69% 4	9.62% 5	1.92% 1	47.27% 52	2.02
Master's/Doctorate Graduate	26.32% 5	52.63% 10	21.05% 4	0.00% 0	0.00% 0	17.27% 19	1.95

Table 5.29 shows the awareness of parents on risks in the digital environment and whether there is a difference between their answers according to their education status. The results for each question are shown separately in the table.

Primary/secondary school graduates and associate/bachelor's graduate parents answered "strongly agree" that their children may be exposed to content risks in the digital environment. Besides, high school graduate and master's/doctorate graduate parents mostly answered "agree." Likewise, parents from all educational statuses think that their children are exposed to inappropriate advertising content.

Parents who graduated from primary/secondary school and associate/bachelor's degree mostly answered "strongly agree" to the question about their children being exposed to contact risks. High school graduates and master's/doctorate graduates mostly answered "agree."

Parents who graduated from primary/secondary school answered "agree" at a rate of 41.67%, that their child might be behaving negatively towards others on digital media. Parents from other educational statuses mostly chose the answer "disagree."

Primary/secondary school graduate parents answered "agree" and "strongly agree" at a rate of 33.33% that their children might be exposed to contract risks in digital media. High school graduate parents answered "agree" at the rate of 55.56%, associate/

bachelor's degree graduates at 28.85%, and master's/doctorate graduates at 57.89%. In addition, the majority of parents stated that their children may be exposed to cross-cutting risks.

Parents who graduated from primary/secondary school stated with the options of "agree" and "strongly agree" that they think the risks their children face in digital media will definitely turn into harm at a rate of 41.67%. Parents with high school graduates (55.56%) and associate/bachelor's graduates (44.23%) mostly chose the option "agree", while those with a master's/doctorate graduates preferred "disagree" and "neutral" at 31.58%.

Parents mostly stated that they know their children's rights and what to do if they encounter a negative situation. The second most common answer to this question is "neutral."

None of the parents believe that their child may be coming together face-to-face with someone they met online. However, in addition to this, parents who are high school graduates answered "agree" at the rate of 22.00% and parents who graduated from primary/secondary school at the rate of 25.00%.

Table 5.30. Education Status Comparison: Parental Approaches

Answered: 103 Skipped: 17

I restrict my child's use of digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	9.09% 1	18.18% 2	54.55% 6	18.18% 2	0.00% 0	10.68% 11	2.82
High School Graduate	8.00% 2	8.00% 2	32.00% 8	40.00% 10	12.00% 3	24.27% 25	3.40
Associate/Bachelor's Degree Graduate	2.04% 1	16.33% 8	32.65% 16	32.65% 16	16.33% 8	47.57% 49	3.45
Master's/Doctorate Graduate	0.00% 0	5.56% 1	50.00% 9	33.33% 6	11.11% 2	17.48% 18	3.50

Table 5.30. (cont.)

I monitor or control my child's use of digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	9.09% 1	0.00% 0	45.45% 5	18.18% 2	27.27% 3	10.68% 11	3.55
High School Graduate	8.00% 2	12.00% 3	16.00% 4	32.00% 8	32.00% 8	24.27% 25	3.68
Associate/Bachelor's Degree Graduate	0.00% 0	4.08% 2	18.37% 9	34.69% 17	42.86% 21	47.57% 52	4.16
Master's/Doctorate Graduate	0.00% 0	5.56% 1	38.89% 7	38.89% 7	16.67% 3	17.48% 18	3.67
I set an example for my child in the use of digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	54.55% 6	27.27% 3	18.18% 2	10.68% 11	3.64
High School Graduate	0.00% 0	4.00% 1	28.00% 7	40.00% 10	28.00% 7	24.27% 25	3.92
Associate/Bachelor's Degree Graduate	0.00% 0	8.16% 4	18.37% 9	40.82% 20	32.65% 16	47.57% 49	3.98
Master's/Doctorate Graduate	0.00% 0	11.11% 2	38.89% 7	44.44% 8	5.56% 1	17.48% 18	3.44
I abide by the rules of use set within the family.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	9.09% 1	36.36% 4	27.27% 3	27.27% 3	10.68% 11	3.73
High School Graduate	0.00% 0	0.00% 0	20.00% 5	28.00% 7	52.00% 13	24.27% 25	4.32
Associate/Bachelor's Degree Graduate	2.04% 1	4.08% 2	20.41% 10	36.73% 18	36.73% 18	47.57% 49	4.02
Master's/Doctorate Graduate	0.00% 0	0.00% 0	33.33% 6	55.56% 10	11.11% 2	17.48% 18	3.78

Table 5.30. (cont.)

I accompany my child's activities in digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	54.55% 6	18.18% 2	18.18% 2	9.09% 1	10.68% 11	2.82
High School Graduate	12.00% 3	24.00% 6	48.00% 12	12.00% 3	4.00% 1	24.27% 25	2.72
Associate/Bachelor's Degree Graduate	6.12% 3	18.37% 9	36.73% 18	22.45% 11	16.33% 8	47.57% 49	3.24
Master's/Doctorate Graduate	0.00% 0	16.67% 3	55.56% 10	22.22% 4	5.56% 1	17.48% 18	3.17
I give positive guidance to my child about the use of digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	27.27% 3	27.27% 3	45.45% 5	10.68% 11	4.18
High School Graduate	0.00% 0	0.00% 0	20.00% 5	48.00% 12	32.00% 8	24.27% 25	4.12
Associate/Bachelor's Degree Graduate	0.00% 0	0.00% 0	20.41% 10	48.98% 24	30.61% 15	47.57% 49	4.10
Master's/Doctorate Graduate	0.00% 0	0.00% 0	22.22% 4	61.11% 11	16.67% 3	17.48% 18	3.94
I try to strengthen my child with training to use digital technologies effectively.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	18.18% 2	9.09% 1	45.45% 5	18.18% 2	9.09% 1	10.68% 11	2.91
High School Graduate	16.00% 4	16.00% 4	36.00% 9	20.00% 5	12.00% 3	24.27% 25	2.96
Associate/Bachelor's Degree Graduate	8.16% 4	28.57% 14	18.37% 9	28.57% 14	16.33% 8	47.57% 49	3.16
Master's/Doctorate Graduate	0.00% 0	27.78% 5	27.78% 5	33.33% 6	11.11% 2	17.48% 18	3.28

Table 5.30. (cont.)

I respect my child's private space in digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	18.18% 2	27.27% 3	27.27% 3	0.00% 0	27.27% 3	10.68% 11	2.91
High School Graduate	8.00% 2	36.00% 9	32.00% 8	4.00% 1	20.00% 5	24.27% 25	2.92
Associate/Bachelor's Degree Graduate	24.49% 12	12.24% 6	32.65% 16	26.53% 13	4.08% 2	47.57% 49	2.73
Master's/Doctorate Graduate	5.56% 1	22.22% 4	55.56% 10	11.11% 2	5.56% 1	17.48% 18	2.89
I take training or do readings to improve my digital media literacy.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	36.36% 4	27.27% 3	36.36% 4	0.00% 0	0.00% 0	10.68% 11	2.00
High School Graduate	32.00% 8	36.00% 9	24.00% 6	4.00% 1	4.00% 1	24.27% 25	2.12
Associate/Bachelor's Degree Graduate	16.33% 3	14.29% 7	30.61% 15	32.65% 16	6.12% 3	47.57% 49	2.98
Master's/Doctorate Graduate	0.00% 0	38.89% 7	22.22% 4	22.22% 4	16.67% 3	17.48% 18	3.17
I care about developing and strengthening digital resilience skills so that my child can protect her/himself from the risks in the digital world.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	18.18% 2	9.09% 1	0.00% 0	72.73% 8	10.68% 11	4.27
High School Graduate	8.00% 2	0.00% 0	36.00% 9	20.00% 5	36.00% 9	24.27% 25	3.76
Associate/Bachelor's Degree Graduate	4.08% 2	6.12% 3	12.24% 6	36.73% 18	40.82% 20	47.57% 49	4.04
Master's/Doctorate Graduate	0.00% 0	5.56% 1	27.78% 5	38.89% 7	27.78% 5	17.48% 18	3.89

Table 5.30. (cont.)

I try to approach intended to my child's changing needs as they get older.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	9.09% 1	27.27% 3	18.18% 2	45.45% 5	10.68% 11	4.00
High School Graduate	0.00% 0	4.00% 1	8.00% 2	36.00% 9	52.00% 13	24.27% 25	4.36
Associate/Bachelor's Degree Graduate	0.00% 0	0.00% 0	16.33% 8	34.69% 17	48.98% 24	47.57% 49	4.33
Master's/Doctorate Graduate	0.00% 0	0.00% 0	22.00% 4	61.11% 11	16.67% 3	17.48% 18	3.94
I get my child's opinions when setting rules on digital media use.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	18.18% 2	45.45% 5	9.09% 1	27.27% 3	10.68% 11	3.45
High School Graduate	0.00% 0	8.00% 2	40.00% 10	28.00% 7	24.00% 6	24.27% 25	3.68
Associate/Bachelor's Degree Graduate	0.00% 0	14.29% 7	32.65% 16	30.61% 15	22.45% 11	47.57% 49	3.61
Master's/Doctorate Graduate	0.00% 0	5.56% 1	44.44% 8	44.44% 8	5.56% 1	17.48% 18	3.50
I adopt security measures such as filtering, child lock, "child" versions of applications, and protection program.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	9.09% 1	0.00% 0	54.55% 6	0.00% 0	36.36% 4	10.68% 11	3.55
High School Graduate	8.00% 2	20.00% 5	24.00% 6	16.00% 4	32.00% 8	24.27% 25	3.44
Associate/Bachelor's Degree Graduate	6.12% 3	22.45% 11	16.33% 8	24.49% 12	30.61% 15	47.57% 49	3.51
Master's/Doctorate Graduate	0.00% 0	16.67% 3	22.22% 4	27.78% 5	33.33% 6	17.48% 18	3.78

Table 5.30. (cont.)

I talk to my child about what s/he does and/or feels in digital media.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	36.36% 4	18.18% 2	45.45% 5	10.68% 11	4.09
High School Graduate	4.00% 1	20.00% 5	32.00% 8	24.00% 6	20.00% 5	24.27% 25	3.36
Associate/Bachelor's Degree Graduate	2.04% 1	2.04% 1	22.45% 11	51.02% 25	22.45% 11	47.57% 49	3.90
Master's/Doctorate Graduate	0.00% 0	0.00% 0	44.44% 8	38.89% 7	16.67% 3	17.48% 18	3.72
I consider myself adequate to guide my child in digital skills.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	27.27% 3	18.18% 2	45.45% 5	0.00% 0	9.09% 1	10.68% 11	2.45
High School Graduate	12.00% 3	32.00% 8	24.00% 6	4.00% 1	28.00% 7	24.27% 25	3.04
Associate/Bachelor's Degree Graduate	6.12% 3	22.45% 11	32.65% 16	26.53% 13	12.24% 6	47.57% 49	3.16
Master's/Doctorate Graduate	0.00% 0	16.67% 3	50.00% 9	33.33% 6	0.00% 0	17.48% 18	3.17
I know that my child has legal rights - even against me - if their data is violated.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	18.18% 2	9.09% 1	72.73% 8	10.68% 11	4.55
High School Graduate	12.00% 3	8.00% 2	36.00% 9	16.00% 4	28.00% 7	24.27% 25	3.40
Associate/Bachelor's Degree Graduate	2.04% 1	8.16% 4	18.37% 9	30.61% 15	40.82% 20	47.57% 49	4.00
Master's/Doctorate Graduate	0.00% 0	0.00% 0	33.33% 6	33.33% 6	33.33% 6	17.48% 18	4.00

Table 5.30. (cont.)

Before sharing content with my child on social media, I obtain her/his consent.							
	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Total**	**Average**
Primary/Secondary School Graduate	18.18% 2	9.09% 1	45.45% 5	9.09% 1	18.18% 2	10.68% 11	3.00
High School Graduate	16.00% 4	16.00% 4	20.00% 5	16.00% 4	32.00% 8	24.27% 25	3.32
Associate/Bachelor's Degree Graduate	14.29% 7	8.16% 4	24.49% 12	18.37% 9	34.69% 17	47.57% 49	3.51
Master's/Doctorate Graduate	11.11% 2	22.22% 4	16.67% 3	11.11% 2	38.89% 7	17.48% 18	3.44

Table 5.30 shows the parental approaches to their children's digital media practices and whether there is a difference between their answers according to their education status. The results for each question are shown separately in the table.

Parents who are primary/secondary school graduates answered "sometimes" at a rate of 54.55% to restrict their children's use of digital media. High school graduates answered this question at a rate of 40.00% "often", while those with a master's/doctorate degree answered "sometimes" at a rate of 50.00%. Parents with associate/bachelor's degrees gave both "sometimes" and "often" answers at a rate of 32.65%. The higher the educational status, the greater the tendency for restriction.

Parents mostly chose "sometimes, often, and always" options when it comes to monitoring and controlling their children's use of digital media. While 45.45% of primary/secondary school graduate parents answered "sometimes," those with master's/doctorate degrees answered "sometimes" and "often" at a rate of 38.89%. Parents who graduated from high school answered "often" and "always" at a rate of 32.00%. Those with associate/bachelor's degrees answered "often" at 34.69% and "always" at 42.86%.

Among the parents, primary/secondary school graduates stated that they "sometimes" (54.55%) become an example in the use of digital media for their children. All the rest of the parents mostly answered "often."

Parents with primary/secondary school graduates “sometimes” (36.36%), those with high school graduates “always” (52.00%), those with associate/bachelor’s graduates “often” and “always” (36.73%), and those with master’s/doctorate degrees “often” (55.56%) also implement themselves the rules that are decided in the family.

While parents who are primary/secondary school graduates stated that they “rarely” (54.55%) accompany their children’s activities on digital media, other parents mostly preferred the answer “often.”

Parents who graduated from primary/secondary school answered “always” at a rate of 45.45%, while other parents mostly answered “often” about giving positive guidance to their children on the use of digital media.

Parents who graduated from primary/secondary school and high school stated that they “sometimes” support their children with training so that they can use digital technologies effectively. In addition, those with associate/bachelor’s graduates answered “rarely” and “often” at equal rates with 28.57%. Parents with master’s/doctorate graduates chose “rarely” and “sometimes” with a rate of 27.78%, while 33.33% answered “often.”

Parents who are primary/secondary school graduates have a difference of opinion themselves about respecting their children’s private space in digital media. 27.27% of them responded equally to “rarely, sometimes, and always” options. High school graduate parents mostly preferred the answers “rarely” (36.00%) and “sometimes” (32.00%). Associate/Bachelor’s graduates answered “sometimes” with 32.65%, while master’s/doctorate graduates gave the same answer with 55.56%.

Parents who read or receive training to improve their digital media literacy skills stated that they do this with different frequencies. Primary/secondary school graduate parents answered “never” and “sometimes” at 36.36%, while those who graduated from high school preferred “never” at 32.00% and “rarely” at 36.00%. Parents with associate/bachelor’s graduates stated that they improve themselves at 30.61% “sometimes” and 32.65% “often.” Those with master’s/doctorate graduates answered “rarely” at a rate of 38.89%.

The parent group that cares most about developing and strengthening children's digital resilience skills is primary/secondary school graduate parents at 72.73%. While the parents who graduated from high school gave the answers "sometimes" and "always" at 36.00%, those who are associate/bachelor's graduates answered "often" at 36.73% and "always" at 40.82%. Those with master's/doctorate degrees preferred "often" at 38.89% and "always" and "sometimes" at 27.78%.

Parents, who approach according to the changing needs of their children as they get older, show that they agree by choosing the answer "always" the most. Only parents with master's/doctorate graduates answered "often" the most at a rate of 61.11%.

Parents generally stated that they ask their children's thoughts "sometimes" while determining the rules for internet use. Only parents with master's/doctorate degrees gave the same answers to the "sometimes" and "often" options at a rate of 44.44%.

Parents who use safety programs to protect their children from risks and control their activities mostly answered "always." Only primary/secondary school graduates gave the most "sometimes" answer at a rate of 54.55%.

Parents have different responses to how often they talk to their children about what they do online and how they feel. Primary/secondary school graduate parents stated that they do this "always" (45.45%), while associate/bachelor's graduates answered "often" (51.02%). 32.00% of high school graduate parents stated that they talk to them "sometimes." Those with master's/doctorate graduates answered "sometimes" at 44.44% and "often" at 38.89%.

Parents' answers to how often they consider themselves adequate to guide their children in digital skills were mostly "sometimes", but there are also close answers among themselves. 45.45% of primary/secondary school graduate parents answered "sometimes", 32.00% of high school graduate parents said "rarely", 32.65% of associate/bachelor's graduates chose "sometimes" and 50.00% of master's/doctorate graduates answered "sometimes."

Different answers have been given that the child has legal rights if their data is violated even against the parent. The highest response to the "always" option was from primary/secondary school graduate parents (72.23%). High school graduate parents' response to this question was "sometimes" at 36.00%, and "always" at 40.82% of associate/bachelor's graduates. Master's/Doctorate graduates differ among themselves. 33.33% of them equally preferred "sometimes, often, and always" options.

There are similar answers between parents' responses about how often they get their children's consent before sharing the content with them on social media. Primary/secondary school graduates mostly answered "sometimes" (45.45%), while high school graduate parents answered "always" at 32.00%, associate/bachelor's graduates at 34.69%, and master's/doctorate graduates at 38.89%.

Table 5.31. Education Status Comparison: Responsibilities of Stakeholders

Answered: 99 Skipped: 21

I know that my child's digital participation should be supported by the state so that s/he can express her/his views.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	11.11% 1	11.11% 1	11.11% 1	66.67% 6	0.00% 0	9.09% 9	3.33
High School Graduate	0.00% 0	12.00% 3	36.00% 9	44.00% 13	8.00% 2	25.25% 25	3.48
Associate/Bachelor's Degree Graduate	2.13% 1	4.26% 2	21.28% 10	55.32% 26	17.02% 8	47.47.% 47	3.81
Master's/Doctorate Graduate	11.11% 2	11.11% 2	22.22% 4	33.33% 6	22.22% 4	18.18% 18	3.44

Table 5.31. (cont.)

I am aware that states have a responsibility to ensure that digital service providers take measures appropriate to the age of children.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	11.11% 1	11.11% 1	66.67% 6	11.11% 1	9.09% 9	3.78
High School Graduate	0.00% 0	16.00% 4	40.00% 10	32.00% 8	12.00% 3	25.25% 25	3.40
Associate/Bachelor's Degree Graduate	2.13% 1	6.38% 3	23.40% 11	42.55% 20	25.53% 12	47.47% 47	3.83
Master's/Doctorate Graduate	0.00% 0	11.11% 2	16.67% 3	55.56% 10	16.67% 3	18.18% 18	3.78
I think that children's views should be taken to effectively implement children's rights in the digital world.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	11.11% 1	0.00% 0	11.11% 1	55.56% 5	22.22% 2	9.09% 9	3.78
High School Graduate	4.00% 1	0.00% 0	16.00% 4	60.00% 15	20.00% 5	25.25% 25	3.92
Associate/Bachelor's Degree Graduate	0.00% 0	2.13% 1	12.77% 6	59.57% 28	25.53% 12	47.47% 47	4.09
Master's/Doctorate Graduate	0.00% 0	0.00% 0	22.22% 4	55.56% 10	22.22% 4	18.18% 18	4.00
I know that states must protect children by law from business companies that violate or do not uphold their digital rights.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	11.11% 1	11.11% 1	77.78% 7	0.00% 0	9.091% 9	3.67
High School Graduate	0.00% 0	4.00% 1	48.00% 12	44.00% 11	4.00% 1	25.25% 25	3.48
Associate/Bachelor's Degree Graduate	2.13% 1	6.38% 3	21.28% 10	42.55% 20	27.66% 13	47.47% 47	3.87
Master's/Doctorate Graduate	0.00% 0	16.67% 3	22.22% 4	44.44% 8	16.67% 3	18.18% 18	3.61

Table 5.31. (cont.)

I know my responsibilities as a parent so that my child's physical and mental development in the digital world is not adversely affected.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	33.33% 3	22.22% 2	44.44% 4	9.09% 9	4.11
High School Graduate	0.00% 0	0.00% 0	24.00% 6	68.00% 17	8.08% 2	25.25% 25	3.84
Associate/Bachelor's Degree Graduate	0.00% 0	2.13% 1	10.64% 5	53.19% 25	34.04% 16	47.47% 47	4.19
Master's/Doctorate Graduate	0.00% 0	0.00% 0	27.78% 5	61.11% 11	11.11% 2	18.18% 18	3.83
I expect the state to support my child's right to education by providing the physical infrastructure in schools regarding information technologies.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	0.00% 0	44.44% 4	55.56% 5	9.09% 9	4.56
High School Graduate	0.00% 0	0.00% 0	0.00% 0	72.00% 18	28.00% 7	25.25% 25	4.28
Associate/Bachelor's Degree Graduate	0.00% 0	0.00% 0	0.00% 0	36.17% 17	63.83% 30	47.47% 47	4..64
Master's/Doctorate Graduate	0.00% 0	0.00% 0	5.56% 1	50.00% 9	44.44% 8	18.18% 18	4.39
I think that teachers should be adequately educated to support our children in digital media literacy.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	0.00% 0	55.56% 5	44.44% 4	9.09% 9	4.44
High School Graduate	0.00% 0	4.00% 1	4.00% 1	68.00% 17	24.00% 6	25.25% 25	4.12
Associate/Bachelor's Degree Graduate	0.00% 0	2..13% 1	0.00% 0	31.91% 15	65.96% 31	47.47% 47	4.62
Master's/Doctorate Graduate	0.00% 0	0.00% 0	5.56% 1	27.78% 5	66.67% 12	18.18% 18	4.61

Table 5.31. (cont.)

I think that the states have to make the necessary arrangements against the storage, use, and sharing of my child's data through digital applications.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	11.11% 1	33.33% 3	55.56% 5	9.09% 9	4.44
High School Graduate	0.00% 0	0.00% 0	0.00% 0	52.00% 13	48.00% 12	25.25% 25	4.48
Associate/Bachelor's Degree Graduate	0.00% 0	0.00% 0	2.13% 1	34.04% 16	63.83% 30	47.47% 47	4.62
Master's/Doctorate Graduate	0.00% 0	0.00% 0	16.67% 3	38.89% 7	44.44% 8	18.18% 18	4.28
I think that I should take precautions against the negative use of the trails of personal information my child leaves on the internet today and in the future.							
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**	**Average**
Primary/Secondary School Graduate	0.00% 0	0.00% 0	0.00% 0	55.56% 5	44.44% 4	9.09% 9	4.44
High School Graduate	0.00% 0	0.00% 0	0.00% 0	52.00% 13	48.00% 12	25.25% 25	4.48
Associate/Bachelor's Degree Graduate	2.13% 1	2.13% 1	4.26% 2	42.55% 20	48.94% 23	47.47% 47	4.34
Master's/Doctorate Graduate	0.00% 0	0.00% 0	11.11% 2	55.56% 10	33.33% 6	18.18% 18	4.22

Table 5.31 shows the responsibilities of stakeholders for the implementation of the children's digital rights and whether there is a difference between parents' answers according to their education status. The results for each question are shown separately in the table.

All of the parents mostly answered "agree" that their children's digital participation should be supported by the states to make them express their thoughts. When it comes to states' responsibility to ensure that digital service providers take measures appropriate to their children's age, all parents but high school graduates answered "agree." In this question, those who graduated from high school mostly chose the option "neutral" (40.00%).

Parents agree that children's views are also necessary for the effective implementation of children's rights in the digital world. Parents mostly answered "agree" that states have a responsibility to protect the children by law against commercial companies that violate their children's rights online. Only parents who graduated from high school answered "neutral" at 48.00% and "agree" at 44.00%.

Parents stated that they are aware of their responsibilities regarding their children's development not to be affected adversely in the digital world, at high rates of "agree" and "strongly agree." At the same time, parents highly agree that the state should support children's education rights by providing the physical infrastructure in schools regarding information technologies.

Regardless of educational status, the majority of parents agree that teachers should be adequately trained in digital media literacy. In addition, parents think that states are responsible for making the necessary regulations against the misuse and sharing of their children's data. Besides, they highly accept that parents should take precautions so that the traces left by their children on the internet do not have negative consequences today and in the future at high rates with "agree" and "strongly agree."

5.2. Discussion

In this chapter, the results of "The Questionnaire on the Approach of Parents Living in Istanbul to Children's Digital Rights" are analyzed and discussed by making comparisons. These comparisons consist of topics such as mothers and fathers, children's age and gender, and parents' educational status. According to the general results of the research, it is determined that the parents do not know what the purpose of the General Comment No. 25 is. Not knowing about children's rights, which are accepted in the digital world, may mean that there is no awareness. However, when the awareness of risks, opportunities, parental approaches, and responsibilities of stakeholders under this roof is examined, it is seen that awareness can change in different situations. Although the approach to these situations is often not known in the context of "children's digital rights," parents tend to be cautious.

When parents' responses to risks and opportunities are examined, it is seen that they are more aware of risks. There could be several different reasons for this. One of these is the ignorance that opportunities are in a sense children's rights, while another may be the meaning attributed to the concept of "opportunity." For example, while parents consider issues such as education, knowledge, and health as opportunities, they may see issues such as playing games, communicating, and expressing their opinions as a waste of time or a dangerous situation. On the other hand, they may not be knowledgeable about prevention methods, as they think that risks certainly cause harm. Therefore, this situation may push them to take a more sensitive and protective attitude towards risks. Apart from these, it can be said that the negative situations they witness and the news sources they follow may increase their concerns about the risks.

Another important issue is parental models. According to the research, it is seen that parents are more inclined to restrictive, monitoring, and controlling parenting models. It is seen that parents have sensitivities on issues such as being a good example, giving positive directions, implementing the rules, listening to them, approaching changing needs, accompanying them, and getting their ideas. However, there are some differences between mothers and fathers. Mothers are more conscious than fathers about empowering children with education. In the development of digital resilience, mothers are more sensitive than fathers. Fathers use safety programs less than mothers. In addition to these, both parties are expected to give more importance to self-development in digital media literacy. Both mothers and fathers have abstained from respecting their children's private space in digital media. Although parents stated that they are mostly aware of their children's legal rights, fathers stated that they do not receive their children's consent before posting on social media. And while fathers consider themselves competent in digital skills, mothers do not express a definite adequacy in this regard.

Considering the low number of fathers participating in the research and the comparisons made on different subjects, it is useful to mention the concept of fatherhood in Turkey. According to the research report "Relevant Paternity and its Determinants in Turkey" (2017), fathers' involvement in their children's physical care is much less than that of mothers. While the issue that fathers are most interested in the development of their children is their health, they remain in the background in their

education. While fathers come to the fore in terms of discipline, they mostly resort to the prohibition method. In addition, it is seen that fathers do not spend quality time with their children. Different factors affect the concept of paternity. However, due to the gender-based division of housework, it seems possible to conclude that parenting is mostly attributed to mothers. Fatherhood is mostly associated with control (AÇEV, 2017).

In general, parents are quite aware of the responsibilities of the states. It is thought that states should take responsibility for the protection of children from risks, as well as for the protection of children's digital rights and create opportunities for them. Although they think that the studies have not reached their parties, parents mostly continue to follow the publications of state institutions. In addition, parents believe that they fulfill their responsibilities adequately. States have a large part of the responsibility with General Comment No. 25. However, it is expected that both governments and all stakeholders in the society, such as parents, educators, and technology companies, act jointly and supervise the best interests of children.

On the other hand, both of the parents stated that while they know the right to protect personal data the most, they stated the least about online participation.

In the comparison made over the ages of their children, parents tend to focus more on education and information acquisition for the 6-9 years' age group in terms of opportunities. While entertainment, socialization and communication, and preparation for the future come to the fore for the 10-13 years' age group, social responsibility, expressing thoughts, benefiting from health services, programming and coding are more important for the 14-18 years age group.

Considering the risks within the age group, parents think that their children may be exposed to all kinds of risks regardless of age, and every risk will definitely turn into harm. In addition, most parents do not think that their child exposes somebody else to conduct risks or that they may be coming together face-to-face with someone they met online. Besides, it is believed that the greater the age, the greater the exposure to contact risks. It can be said that parents are aware of the risks, but they do not have

enough awareness to prevent these risks. Further research can be conducted on their ways of dealing with risks.

Considering parental approaches within the scope of age comparison, it has been observed that parents behave sensitively in subjects such as obeying the rules, setting an example, guiding, and speaking, regardless of age. While parents accompany their older children more and leave private space, they display a more restrictive and controlling attitude towards younger children. Parents also use safety programs more for younger ages. Although they think that older age groups are more exposed to contact risks, they have a more protective attitude towards younger age groups.

While awareness of legal rights is higher in younger age groups, the rate of receiving consent from children is higher in older age groups. Parents stated that they ask their children's opinions "sometimes" while determining the rules of internet use. However, the awareness of parents that the state should receive the opinions of children to implement their digital rights effectively has been higher.

On the other hand, parents aim to take age-appropriate approaches and develop their children's digital resilience. Nevertheless, what they do to achieve them may be another research topic. In addition, parents are expected to take more responsibility for empowering both themselves and their children with education. Parents who have children from all age groups do not consider themselves sufficient in digital skills.

It is seen that parents state that they are conscious of the responsibilities of the stakeholders, regardless of the age of their children. Parents of all age groups of children have similar expectations regarding the responsibilities of governments, themselves, and educators. On the other hand, as children's age increases, awareness of children's ideas and tend toward their development increases.

While "The Right to Personal Data and Privacy" is the most known to parents with children between the ages of 6-9 years and 10-13 years, "The Right to Protection from All Kinds of Violence" is between the ages of 14-18 years. While the least known "The Right not to be Exploited" was between the ages of 6-9 years and 10-13 years, it became "The Right to Online Participate" at the age of 14-18 years.

Parents who have children between the ages of 6-9 years follow TRT Çocuk the most, while those who have children between the ages of 10-13 years and 14-18 years mostly follow the MEB. While the 6-9 years and 14-18 years' age ranges follow the BTK at least, the 10-13 years' age range follows the GİM the least. It can be said that the institutions that can gain the expectations and trust of the parents should be grand, established ones that can take responsibility. The states already have the greatest responsibilities. But although parents are mostly inclined toward government institutions, they also follow social platforms.

In the comparison of the children's gender, girls are given fewer opportunities than boys to use the internet for entertainment purposes and to socialize and communicate. On the other hand, in the category of benefiting from health services and expressing their opinion, the situation shows the opposite. Parents give positive answers more regardless of gender for the options such as acquiring new information, social responsibility and assistance, preparing for the future, and coding education.

In the questions asked in the context of the 4C risk category of CO:RE (2021), almost all of the parents show a collective consciousness even if their children's genders are different. The rates were close to each other and they gave mostly the same answers. It would not be wrong to say that risks unite parents on common ground.

Looking at the parent models, it is seen that the restrictive parenting role is more dominant for daughters. In the monitoring and controlling model, the rates are very close to each other. Parents show similar behaviors with their children's approaches to digital media use practices, regardless of gender. It appears that they agree positively on the issues that will develop their children and meet their needs. There is no obvious difference in being aware of the responsibilities of stakeholders, except that parents with sons support their digital participation rights more.

These results show that parents do not determine approaches to their children according to different genders, except for the way their children take advantage of opportunities. They often determine their approach without discrimination. In addition, parents with both daughter and son have more positive and constructive responses.

When the answers of the parents are compared according to their education level, it would not be correct to make obvious judgments that awareness increases with the degree of graduation. Because, while parents give different answers in each category and question, it is also seen that parents with the least education and those with the most education status can unite on a common denominator. In addition, it can be said that those with less education levels have a higher awareness of some issues. Thus, the effect of education level can be deemed obsolete in many cases when it comes to parenting. However, educating themselves can help to improve digital skills and guidance. Therefore, it is important to develop themselves in digital media literacy.

CHAPTER VI

CONCLUSION

In this study, parents' awareness of children’s digital rights is measured. The opportunities, risks, different parental approaches, and responsibilities of stakeholders under the umbrella of children’s digital rights have been examined and it has been tried to reveal whether they are known for the effective realization of these rights.

After the first adoption of the Rights of the Child (UN, 1989), the needs and activities of children have also changed in an increasingly digital world. Their purposes for using the internet and the risks they face are changing day by day. Accordingly, the need for their rights to be valid in the digital world without any discrimination has arisen to maintain their readiness by considering their best interests. For this purpose, General Comment No. 25 was adopted by the UN on March 24, 2021, by coming together with many stakeholders and taking the views of the children, and the state parties signed the document. Turkey is among these states (UN, 2021).

The document has been prepared by considering the rights of children in the context of the risks they face and the opportunities they have in the digital world. It aims to raise awareness of parents while also guiding states on how to enforce these rights. General Comment No. 25 also reminds the responsibilities of stakeholders such as educators and business people.

Among the factors that cause the acceptance of these rights are the risks and opportunities in the digital world. While these rights aim to realize the opportunities for children such as education, health, self-expression, and entertainment, they also aim to protect them against risks. It shows that risks may not always turn into harm, but can be avoided. Therefore, it is necessary to define what the risks are at first. For

this purpose, the “4C Risk Classification”, created by scholars within the scope of CO:RE’s project, has emerged. These consist of Content, Contact, Conduct, Contract, and Cross-cutting categories which include risks that children may be exposed to (Livingstone et al., 2021).

Although the legal protection of rights and awareness-raising activities are the responsibility of the states, it is the parents who are in one-to-one communication with the children and can directly contribute to the development of their digital resilience skills while guiding them. Hence, different parent approaches such as parental mediation, social and active parenting, positive parenting, and digital media literacy have occurred. The common purpose of these parent approaches is to balance opportunities and risks and to provide for the best interests of children (Bleeker, 2020).

Various organizations and institutions in the world and Turkey research different children, parents, and digital media content, especially their digital media use habits. However, before all this, it is not known whether the parents have a knowledge of the subject, whether they know the concepts mentioned, and what they can do in the face of risks and opportunities. Thus, this questionnaire was conducted with parents who have children between the ages of 6-18 years in the Istanbul sample, to measure both how much the accepted rights are known by the parents and whether the parents look after children’s digital rights. While the results showed that the parents do not know the purpose of General Comment No. 25, the answers given between different variables were analyzed comparatively.

As a result of these analysis, it was concluded that parents’ awareness varies according to different issues, but they are not aware of the children’s accepted digital rights. While there is a concern about risks, opportunities are sometimes not used adequately. Parents need to develop themselves more in media literacy and digital resilience.

Generally, restrictive, monitoring, and controlling parents should move towards parental roles that actively play the role of mediator, provide the right guidance and develop social relationships. This can be possible with education, observation, and the development of digital resilience skills. On the other hand, it is seen that parents are aware of the responsibilities of other stakeholders and think that children’s opinions

should be received. This is very important in terms of acting together and realizing rights.

There is an interesting point noticed in the research. Parents have a protective attitude both against their children's use of digital media and against the behaviors that their children may realize. For example, while parents think that they protect their children by limiting some of their use habits, they do not consider it possible that their children may be doing something wrong. Rejecting or ignoring potentially problematic behaviors can lead to riskier situations. From this point of view, if no child displays conduct risk, then it could still be a mistake to think that the risks are only external and created by adults. Although parents may not be able to attribute some behaviors to their children, this situation has the possibility of blocking the way of raising good digital citizens.

Another point is parents think that studies they do not research or follow up on, are not reached out to them because of the lack of adequate announcement. However, learning is a kind of exchange and both parties need to be devoted to this regard. Some parents unknowingly reclaim content that already exists. On the other hand, one year after the adoption of children's rights, the reason why they are still not known and cannot be used effectively may be the inadequacy of awareness-raising efforts.

In this case, institutions may need to increase more popular, effective, and visual solutions. Research and written reports may not be read enough. Therefore, today's forms of communication can be used more actively. Parents' attention can be kept alive by social media accounts, videos that do not last long, one-to-one interactions, training, and workshops. In the face of news and studies that may cause parents to panic about children's use of digital media, there is a lack of platforms that can provide positive guidance to them.

On the other hand, educators have responsibilities as much as parents in media literacy, to develop themselves and to teach children about this subject and its importance with various activities and materials that will provide permanent learning. While technology companies do their part in personal data and privacy, they can also support educators with more innovative materials.

States should take necessary measures such as guaranteeing rights by law and follow them. The responsibility of reaching more people and fulfilling the articles of General Comment No. 25 belongs to the states. In addition, it may be possible to establish an effective platform in Turkey where studies on digital media, children, and youth are carried out and support is provided for researchers who want to produce content by researching this subject. In many departments of universities, lectures can be given on this subject and projects can be carried out. Thus, the number of young people who are interested in the subject may increase and their support can be obtained through social responsibility projects.

On the other hand, the questionnaire research implemented for this thesis has some limitations. The first of these is theoretical limitation. First of all, it is a current and constantly renewed field due to its research subject. This requires constant changes in the thesis during the writing phase. In addition, it emerges as a big concept that includes many different topics. Each of these titles, which can be examined in detail in different categories, is included in the scope of children's rights in the digital world. The fact that rights are accepted in theory opens up the issue of whether they have equivalents in practice or not. Therefore, since it is argued in this thesis that theory should be turned into practice, it cannot adhere to a certain concept with sharp lines. Instead, each category is evaluated within the framework implementation of the children's digital rights. On the other hand, due to the relatively small number of studies on this subject in Turkey, accessing resources can be challenging.

Besides, in the research, concrete data about an abstract concept like "awareness" were tried to be obtained. This makes the determination and implementation of the method difficult in terms of being reliable and valid. Although the measurement of awareness has not yet been determined in the literature, it was preferred because the quantitative method was seen to give the most accurate result. However, the variables of the questions in different categories are also high. Comparative analyses were conducted for each of the questions asked in different categories. This is a time-draining process.

A second limitation is methodology. Although a survey is the most reliable method for this research, it has been observed that many parents do not take the time to answer or are unaware of its importance. This attitude towards scientific research causes the

researcher to not be able to provide adequate participants. This can change the course of the research. On the other hand, an online survey is one of the best methods as it is accessible to more people, but it can be a reason to give up for parents who do not have the necessary digital skills to fill out the form.

While it was planned to conduct the research online throughout Turkey at the beginning of the process, the Istanbul sample was decided by considering its population and diversity during the process. In the research, which targeted 320 participants, 131 people participated in the online survey that lasted for 2 weeks. Although it did not create a negative situation about the result of this research, it was necessary to resort to this method since there was no financial support needed. However, since the necessary financial support also could not be acquired in this case, the interviewers were reached through the researcher's individual efforts.

On the occasion of this research, new research subjects that can be realized have occurred. New information can be obtained about the content of the activities and methods that parents say they know and apply in their answers. At this point, data can be collected by using in-depth interviews with parents. Thus, unlike in closed-ended questions, detailed information can be obtained and interpreted.

Another study can be conducted across Turkey, and variables such as geographical and socio-cultural differences, accessibility, changing parental attitudes according to the region, and differences in active participation of stakeholders can be determined. More than one method can be used for this research, but observation and case studies methods can be preferred. Thus, correct comparisons can be made by examining regions and parental approaches on the spot.

Another research can be done to identify the reasons why risks are more known than opportunities. This research method can be preferred as an interview or focus group study. In this way, there is a chance to look in more detail at the experiences, perspectives, tendencies, and habits of the participants.

As a result, all stakeholders, especially states, need to fulfill their responsibilities to increase parents' awareness of children's digital rights. While doing this, it is

necessary to pay attention to the changing needs of children and to include their ideas. Parents are expected not only to be learners, informative, and rule-makers but also to be activists who demand and follow the realization of the digital rights of their children.

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APPENDICES

APPENDIX A

THE QUESTIONNAIRE ON THE APPROACH OF PARENTS LIVING IN ISTANBUL TO CHILDREN'S DIGITAL RIGHTS (ENGLISH)

Profile Information:

Dear Participant,

This research is carried out by Gözde Okumuş, a graduate student in the Department of Radio, TV, and Cinema at the Faculty of Communication of Ibn Haldun University, under the supervision of Asst. Prof. Esra Ercan Bilgiç. The questions prepared within the scope of this study, which focuses on the approach of parents residing in Istanbul to the digital rights of children, are addressed to parents of children aged 6-18 years. If you agree to participate in the study, you will be asked to answer a questionnaire that will take approximately 7 minutes. The research is realized with the approval of the ethics committee. All data to be obtained will be anonymous, completely confidential, and will be used only for scientific analysis. Participation in this study is voluntary, you have the right to leave at any time. If both parents want to participate, they must answer the questionnaire separately. For communication and more information, you can write to

Thank you.

Please mark the boxes below.

I have read the above information and have been enlightened. ☐

I agree to participate in the study. ☐

1) **Please complete the sentence. "I am ……. of at least one child between the ages of 6-18."**

☐ the mother
☐ the father
☐ I do not have a child in this age group.

2) **How old is your child/children? (You can mark more than one for your children in different age groups.)**

☐ 6-9
☐ 10-13
☐ 14-18

3) **What is the gender of your child/children?**

☐ I have daughter / daughters
☐ I have a son / sons
☐ I have both a daughter/son and daughters/sons.

4) **I am residing in Istanbul.**

☐ Yes
☐ No

5) **Your education status**

☐ Primary / Secondary School Graduate
☐ High School Graduate
☐ Associate Degree / Bachelor's Degree Graduate
☐ Master's / Doctorate Degree Graduate

Questions:

6) **Please indicate to what extent you agree with the statements listed below.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My child can spend time on the internet for fun.					
My child can acquire new information via the internet.					
My child can use the internet for school research.					
My child can use the internet to socialize and communicate.					
My child can use the internet for social responsibility and charity purposes.					
Online environments can be places where my child can express their thoughts on various topics.					
I think that digital technologies prepare children for the future.					
My child can access health services and related information online.					
My child can develop programming and coding skills in a digital environment.					

7) Please indicate to what extent you agree with the statements listed below.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My child may be exposed to content risks such as violence, racism, pornography, and misinformation in the digital world.					
My child may be exposed to advertising content that I do not find appropriate to see in the digital world.					
My child may face contact risks such as sexual harassment, stalking, hate behaviors, blackmail, abuse, and persuasion.					
My child may be engaging in behaviors such as bullying, harassment, abuse, hostility, pressure, ostracism, embarrassment, etc.					
My child may be exposed to contract risks such as identity theft, fraud, security, gambling, persuasion, and purchasing.					
My child may be exposed to cross-cutting risks such as privacy, physical and mental health, and discrimination.					
I think/I worry that the risks in the digital world will definitely turn into harm.					
I know their rights and what to do in a negative situation my child may face.					
My child may be meeting face-to-face with someone he/she met online.					

8) Please indicate how often you implement the situations listed below.

	Never	Rarely	Sometimes	Often	Always
I restrict my child's use of digital media.					
I monitor or control my child's use of digital media.					
I set an example for my child in the use of digital media.					
I abide by the rules of use set within the family.					
I accompany my child's activities in digital media.					
I give positive guidance to my child about the use of digital media.					
I try to strengthen my child with training to use digital technologies effectively.					
I respect my child's private space in digital media.					
I take training or do readings to improve my digital media literacy.					
I care about developing and strengthening digital resilience skills so that my child can protect her/himself from the risks in the digital world.					
I get my child's opinions when setting rules on digital media use.					
I adopt security measures such as filtering, child lock, "child" versions of applications, and protection program.					

I talk to my child about what s/he does and/or feels in digital media.					
I consider myself adequate to guide my child in digital skills.					
I know that my child has legal rights - even against me - if their data is violated.					
Before sharing content with my child on social media, I obtain her/his consent.					

9) Please indicate to what extent you agree with the statements listed below.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I know that my child's digital participation should be supported by the state so that s/he can express her/his views.					
I am aware that states have a responsibility to ensure that digital service providers take measures appropriate to the age of children.					
I think that children's views should be taken to effectively implement children's rights in the digital world.					
I know that states must protect children by law from business companies that violate or do not uphold their digital rights.					
I know my responsibilities as a parent so that my child's physical and mental development in the digital world is not adversely affected.					
I expect the state to support my child's right to education by providing the physical infrastructure in schools regarding information technologies.					
I think that teachers should be adequately educated to support our children in digital media literacy.					

I think that the states have to make the necessary arrangements against the storage, use, and sharing of my child's data through digital applications.					
I think that I should take precautions against the negative use of the trails of personal information my child leaves on the internet today and in the future.					

10) Please mark which of the following children's digital rights you know.

- ☐ The Right to Personal Data and Privacy
- ☐ The Right to Health, Education and Justice
- ☐ The Right to Online Participate
- ☐ The Right to Information
- ☐ The Right to Play and Rest
- ☐ The Right to be Safe
- ☐ The Right not to be Exploited
- ☐ The Right to Protection from All Kinds of Violence
- ☐ The Right to be Heard
- ☐ None

11) I am aware of the purpose of General Comment No: 25 adopted by the United Nations on March 24, 2021.

- ☐ Yes
- ☐ No

12) Please mark which of the following options' works you follow.

- ☐ TRT Kids
- ☐ Ministry of Education
- ☐ Information Technologies and Communications Authority
- ☐ Safer Internet Center
- ☐ Digital Media and Children
- ☐ Other (Please state)

13) Please write in this box if there are any issues or experiences that come to your mind that you would like to convey to us. Thank you.

APPENDIX B

THE QUESTIONNAIRE ON THE APPROACH OF PARENTS LIVING IN ISTANBUL TO CHILDREN'S DIGITAL RIGHTS (TURKISH)

Profil Bilgileri:

Sayın Katılımcı,

Bu araştırma, İbn Haldun Üniversitesi İletişim Fakültesi Radyo, TV, Sinema Bölümü Yüksek Lisans öğrencisi Gözde Okumuş tarafından, Dr. Öğretim Üyesi Esra Ercan Bilgiç danışmanlığında yürütülmektedir. İstanbul'da ikamet eden ebeveynlerin çocukların dijital haklarına yaklaşımına odaklanan bu çalışma kapsamında hazırlanan sorular, 6-18 yaş grubu çocukların ebeveynlerine yöneliktir. Çalışmaya katılmayı kabul ederseniz, sizden yaklaşık 7 dakika sürecek olan bir anketi cevaplamanız istenecektir. Araştırma, etik kurul onayı ile gerçekleştirilmektedir. Elde edilecek tüm veriler anonim olup, tamamen gizli kalacak ve yalnızca bilimsel analiz için kullanılacaktır. Bu çalışmaya katılım gönüllüdür, istediğiniz zaman ayrılma hakkına sahipsiniz. Anne ve babaların her ikisi de katılmak isterse, anketi ayrı ayrı cevaplandırmaları gerekmektedir.

İletişim ve daha fazla bilgi için adresine yazabilirsiniz. Teşekkür ederiz.

Lütfen aşağıdaki kutucukları işaretleyiniz.

Yukarıdaki bilgileri okudum ve aydınlatıldım. ☐

Çalışmaya katılmayı kabul ediyorum. ☐

1) Lütfen cümleyi tamamlayınız. “6-18 yaş aralığındaki en az bir çocuğun...

☐ annesiyim.”
☐ babasıyım.”
☐ Bu yaş grubunda bir çocuğum yok.

2) Çocuğunuz/çocuklarınız kaç yaşında? (Farklı yaş grubundaki çocuklarınız için birden fazla işaretleyebilirsiniz.)

☐ 6-9
☐ 10-13
☐ 14-18

3) Çocuğunuzun/çocuklarınızın cinsiyeti nedir?

☐ Kızım/kızlarım var
☐ Oğlum/oğullarım var
☐ Hem kızım/kızlarım hem de oğlum/oğullarım var

4) İstanbul'da ikamet etmekteyim.

☐ Evet
☐ Hayır

5) Eğitim durumunuz

☐ İlkokul / Ortaokul Mezunu
☐ Lise Mezunu
☐ Ön Lisans / Lisans (Üniversite) Mezunu
☐ Yüksek Lisans / Doktora Mezunu

6) Aşağıda sıralanan önermelere ne derecede katıldığınızı lütfen belirtiniz.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
Çocuğum internette eğlenmek amaçlı vakit geçirebilir.					
Çocuğum internet aracılığıyla yeni bilgiler edinebilir.					
Çocuğum interneti okul araştırmaları için kullanabilir.					
Çocuğum interneti sosyalleşmek ve iletişim kurmak amacıyla kullanabilir.					
Çocuğum interneti sosyal sorumluluk ve yardım amaçlı kullanabilir.					
Çevrimiçi ortamlar çeşitli konularda çocuğumun düşüncelerini ifade edebileceği yerler olabilir.					
Dijital teknolojilerin çocukları geleceğe hazırladığını düşünüyorum.					
Çocuğum internette sağlık hizmetlerine ve ilgili bilgilere ulaşabilir.					
Çocuğum dijital ortamda programlama ve kod yazma becerilerini geliştirebilir.					

7) Aşağıda sıralanan önermelere ne derecede katıldığınızı lütfen belirtiniz.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
Çocuğum dijital dünyada şiddet, ırkçılık, pornografi, yanlış bilgi vb. içerik riskleriyle karşılaşıyor olabilir.					
Çocuğum dijital dünyada görmesini uygun bulmadığım reklam içeriklerine maruz kalıyor olabilir.					
Çocuğum cinsel taciz, takip edilme, nefret davranışları, şantaj, istismar, ikna vb. temas riskleriyle karşılaşıyor olabilir.					
Çocuğum bir başkasına zorbalık, taciz, istismar, düşmanlık, baskı, dışlama, utandırma vb. davranışlarda bulunuyor olabilir.					
Çocuğum kimlik hırsızlığı, dolandırıcılık, güvenlik, kumar, ikna, satın alma vb. sözleşme risklerine maruz kalıyor olabilir.					
Çocuğum mahremiyet, fiziksel ve ruhsal sağlık, ayrımcılık vb. ortak risklere maruz kalıyor olabilir.					

Dijital dünyadaki risklerin kesinlikle zarara dönüşeceğini düşünürüm/endişe duyarım.					
Çocuğumun karşılaşabileceği olumsuz bir durumda haklarını ve ne yapacağımı bilirim.					
Çocuğum internet ortamında tanıştığı biriyle yüz yüze görüşüyor olabilir.					

8) Aşağıda sıralanan durumları ne sıklıkta hayata geçirdiğinizi lütfen belirtiniz.

	Hiçbir Zaman	Nadiren	Bazen	Sık Sık	Her zaman
Çocuğumun dijital medya kullanımını kısıtlarım.					
Çocuğumun dijital medya kullanımını gözetlerim ya da kontrol ederim.					
Çocuğuma dijital medya kullanımı konusunda örnek olacak davranışlarda bulunurum.					
Aile içerisinde belirlenen kullanım kurallarına ben de uyarım.					
Çocuğumun dijital medyadaki aktivitelerine eşlik ederim.					
Çocuğuma dijital medya kullanımı konusunda olumlu yönlendirmelerde bulunurum.					
Çocuğumu dijital teknolojileri etkili kullanması için eğitimlerle güçlendirmeye çalışırım.					
Çocuğumun dijital medyadaki özel alanına saygı duyarım.					
Dijital medya okuryazarlığı konusunda kendimi geliştirmek için eğitimler alırım veya okumalar yaparım.					
Çocuğumun dijital dünyadaki risklerden kendini koruması için dayanıklılık becerilerini geliştirmeyi ve güçlendirmeyi önemserim.					
Çocuğumun yaşı ilerledikçe değişen ihtiyaçlarına yönelik yaklaşımlarda bulunmaya çalışırım.					

Dijital medya kullanımı konusunda kural belirlerken çocuğumun görüşlerini alırım.					
Filtreleme, çocuk kilidi, uygulamaların "çocuk" versiyonları, koruma programları gibi güvenlik önlemlerine başvururum.					
Çocuğumla dijital mecralarda yaptıkları ve/veya hissettikleri hakkında konuşurum.					
Kendimi dijital beceriler konusunda çocuğuma rehberlik etmek için yeterli görüyorum.					
Çocuğumun, kişisel verilerinin ihlal edilmesi halinde - bana karşı bile olsa - yasal hakları olduğunu biliyorum.					
Sosyal medyada çocuğumun bulunduğu içerikleri paylaşmadan önce rızasını alırım.					

9) Aşağıda sıralanan önermelere ne derecede katıldığınızı lütfen belirtiniz.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
Çocuğumun görüşlerini ifade edebilmesi için dijital katılımının devletler tarafından desteklenmesi gerektiğini biliyorum.					
Devletlerin, dijital servis sağlayıcıların çocukların yaşına uygun tedbirler almasını temin etme sorumluluğu olduğundan haberdarım.					
Dijital dünyada çocuk haklarının etkili bir biçimde uygulanabilmesi için, çocukların da görüşlerinin alınmasının gerekli olduğunu düşünüyorum.					
Devletlerin, dijital haklarını gözetmeyen veya ihlal eden ticari şirketlerden çocukları yasalarla koruma görevinin olduğunu biliyorum.					
Çocuğumun dijital dünyada fiziksel ve zihinsel gelişiminin olumsuz etkilenmemesi için ebeveyn olarak sorumluluklarımı biliyorum.					
Devletin bilgi teknolojileri konusunda okullardaki fiziksel altyapıyı sağlayarak çocuğumun eğitim hakkını desteklemesini beklerim.					

Öğretmenlerin dijital medya okuryazarlığı konusunda çocuklarımızı destekleyebilmek için yeterince donanımlı olması gerektiğini düşünürüm.					
Dijital uygulamalar aracılığıyla çocuğumun verilerinin saklanması, kullanılması ve paylaşılmasına karşı devletlerin gerekli düzenlemeleri yapması gerektiğini düşünürüm.					
Çocuğumun internet ortamında bıraktığı kişisel bilgilerin izlerinin bugün ve gelecekte olumsuz biçimde kullanılmasına karşın tedbir almam gerektiğini düşünürüm.					

10) Aşağıda belirtilen dijital dünyada çocuk haklarından hangisi veya hangilerini bildiğinizi işaretleyiniz.

- ☐ Kişisel Veri ve Mahremiyet Hakkı
- ☐ Sağlık, Eğitim ve Adalet Hizmetlerine Erişim Hakkı
- ☐ Çevrimiçi Katılım Hakkı
- ☐ Bilgi Edinme Hakkı
- ☐ Oyun Oynama ve Dinlenme Hakkı
- ☐ Güvende Olma Hakkı
- ☐ Sömürülmeme Hakkı
- ☐ Her Türlü Şiddetten Korunma Hakkı
- ☐ Sesini Duyurma Hakkı
- ☐ Hiçbiri

11) Birleşmiş Milletler tarafından 24 Mart 2021'de kabul edilen Genel Yorum No:25'in amacını biliyorum.

☐ Evet
☐ Hayır

12) Lütfen aşağıdaki seçeneklerden hangisi ya da hangilerinin çalışmalarını takip ediyorsanız işaretleyiniz.

☐ TRT Çocuk
☐ Milli Eğitim Bakanlığı
☐ Bilgi Teknolojileri ve İletişim Kurumu
☐ Güvenli İnternet Merkezi
☐ Dijital Medya ve Çocuk
☐ Diğer (lütfen belirtiniz)

13) Lütfen aklınıza gelen, bize iletmek istediğiniz hususlar ya da deneyimler varsa, bu kutucuğa yazınız. Teşekkür ederiz.

APPENDIX C

ETHICS COMMITTEE APPROVAL

Evrak Tarih ve Sayısı: 16.05.2022-13451

T.C.
İBN HALDUN ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği
Kurulu Başkanlığı

Sayı : E-71395021-020-13451 16.05.2022
Konu : Gözde OKUMUŞ-Etik Kurul Kararı

İLGİLİ MAKAMA

Kurulumuza başvuran Gözde OKUMUŞ'un "Türkiye'de Ebeveynlerin Çocukların Dijital Hakları Konusundaki Farkındalığı" isimli projesi; amaç, araştırma türü, veri toplama araçları, süreç ve işlemler, veri analizleri dikkate alınmak suretiyle 19.04.2022 tarihinde değerlendirilerek 2022/04-7 karar numarası ile etik açıdan uygun bulunmuştur.

Bilgilerinizi arz/rica ederim.

Prof. Dr. Alev ERKİLET
Başkan

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BS48210MP Belge Doğrulama Adresi: https://www.turkiye.gov.tr/ibn-haldun-universitesi-ebys

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CURRICULUM VITAE

Name and Surname:

Gözde OKUMUŞ

Education:

2019 – 2022	Ibn Haldun University, Istanbul Turkey MA: Media and Communication (Radio, TV, and Cinema)
2015	Dokuz Eylul University, Izmir Turkey Faculty of Education: Pedogogical Formation
2011 – 2015	Dokuz Eylul University, Izmir Turkey BA: American Culture and Literature