



Analyzing Parenting Strategies in Türkiye through Hofstede's Cultural Dimensions in the Context of Digitalization, Educational Reforms, and Labor Force Transformations

Selami Kardaş

Abstract: This study uses Hofstede's cultural dimensions theory as an analytical framework to explore how parenting strategies in Türkiye are being reshaped in the context of digitalization, educational reforms, and workforce transformations. Shaped by global dynamics, these three domains are not only altering parenting practices but also transforming the underlying values and attitudes that inform them. The study examines how cultural traits such as high-power distance, collectivism, uncertainty avoidance, and future orientation influence parental approaches to childrearing. The erosion of traditional authority due to digitalization, the rise of learner-centered educational paradigms, and the shift toward flexible work models collectively require a redefinition of conventional parental roles. Within this context, the study offers a conceptual analysis of the interaction between parenting strategies and cultural values in Türkiye with the aim of uncovering the cultural underpinnings of the evolving relationships among family, education, and the labor market. The study argues that cultural values are fundamental not only to broader social structures but also to individual parenting behaviors, offering a multi-layered interpretation of how cultural continuity is maintained or redefined in the face of rapid change.

Keywords: parenting strategies, digitalization, educational reforms, labor transformation, Hofstede, cultural dimensions, Türkiye

Öz: Bu çalışma, Türkiye'de ebeveynlik stratejilerinin dijitalleşme, eğitim reformları ve iş gücü dönüşümleri bağlamında nasıl dönüşüm geçirdiğini Hofstede'in kültürel boyutları kuramı çerçevesinde tartışmaktadır. Küresel dinamiklerle şekillenen bu üç alan, ebeveynlik anlayışını sadece pratik düzeyde değil, aynı zamanda değerler ve tutumlar düzeyinde de dönüştürmektedir. Yüksek güç mesafesi, toplulukçuluk, belirsizlikten kaçınma ve geleceğe yönelik yönetim gibi kültürel eğilimlerin, ebeveynlerin çocuk yetiştirme biçimlerine nasıl yön verdiği ele alınmaktadır. Dijitalleşmenin getirdiği denetim kaybı, eğitimdeki birey-merkezli yaklaşımlar ve esnekleşen iş yaşamı, geleneksel ebeveyn rollerini yeniden tanımlamayı zorunlu kılmaktadır. Bu bağlamda çalışma, Türkiye'deki ebeveynlik stratejilerinin kültürel değerlerle kurduğu etkileşimleri kavramsal olarak analiz etmekte; aile, okul ve iş yaşamı arasındaki ilişkinin kültürel arka planını görünürlü kılmayı amaçlamaktadır. Araştırma, kültürel değerlerin yalnızca toplumsal yapıların değil, bireysel ebeveynlik tutumlarının da temel belirleyicisi olduğunu vurgulamakta ve değişim karşısında kültürel sürekliliğin nasıl şekillendiğine dair çok katmanlı bir değerlendirme sunmaktadır.

Anahtar Kelimeler: ebeveynlik stratejileri, dijitalleşme, eğitim reformları, iş gücü dönüşümü, Hofstede, kültürel boyutlar, Türkiye

@ Doç. Dr., Muş Alparslan University, selamikardas@gmail.com

https://orcid.org/0000-0003-2773-3936

DOI: 10.12658/M0786
insan & toplum, 2025.
insanvetoplum.org

Received: 17.07.2025
Revised: 05.09.2025
Accepted: 20. 09. 2025
Online First: 18.11.2025

Introduction

Parenting today extends beyond a set of individual attitudes and behaviors and has become a dynamic, evolving structure shaped by social, economic, and technological transformations. In Türkiye, parenting strategies are significantly influenced by macro-level factors such as digitalization, reforms in the education system, and structural shifts in the labor market. Hofstede's cultural dimensions theory offers a valuable theoretical framework for understanding how these broader changes impact parenting practices. In particular, cultural characteristics such as high-power distance, collectivism, and a pronounced tendency to avoid uncertainty play a critical role in shaping parenting norms and practices in Türkiye (Saylık, 2019).

Digitalization is fundamentally transforming the daily practices of both children and parents. Early exposure to technology among children has compelled parents to redefine their protective guiding roles in digital environments. Within this context, the concept of *digital parenting* refers to parents' conscious, responsible engagement with their children's online experiences, protecting them from digital risks while fostering healthy technology habits (Mascheroni et al., 2018; Yay, 2019; Yurdakul et al., 2013). One prominent example of institutional support in this area is the Digital Awareness Workshop for Parents, organized by the Ministry of Family and Social Services in all 81 provinces. This initiative aims to enhance parents' awareness of the opportunities and risks in the digital world and to strengthen parent-child relationships accordingly.

Recent reforms in the field of education have aimed to foster creativity and critical thinking among students by promoting project-based learning, STEM education, and coding practices. However, the continued dominance of an exam-oriented system constrains the effectiveness of these innovative pedagogical approaches. As a result, traditional teaching methods persist, contributing to divergent parental approaches to education. Socioeconomic disparities further compound this divide; while high-income families can afford to supplement their children's education through private courses and extracurricular activities, low-income families often rely solely on exam-based success strategies.

At the same time, the Turkish labor market has been experiencing profound change driven by digitalization, artificial intelligence, and automation. By 2025, sectors such as technology, renewable energy, healthcare, and tourism are expected to gain prominence, while routine jobs become increasingly replaced by roles requiring specialized digital and cognitive skills. This structural transformation necessitates that parents assume responsibility not only for their children's academic development but also for cultivating 21st-century skills such as critical thinking, entrepreneurship,

digital literacy, and lifelong learning. Nonetheless, Türkiye's culturally ingrained aversion to uncertainty continues to push parents toward favoring secure, conventional career paths for their children, thereby hindering adaptation to more flexible and innovative trajectories in the labor market (World Economic Forum, 2021).

In this context, analyzing the evolution of parenting strategies in Türkiye amid digitalization, educational reforms, and labor market shifts reveals not only transformations in parent-child dynamics but also the influence of cultural codes on future generations. Applying Hofstede's cultural dimensions (Hofstede Insights, 2024) enables a multidimensional analysis of how parenting interacts with broader cultural, economic, and technological factors during this transformation. Such an approach offers a deeper, more holistic understanding of both the emerging paradigms of parenting in the digital age and the structural trends rooted in Türkiye's cultural specificities.

Methodology

This study adopts a conceptual analysis approach to investigate the evolving dynamics of parenting strategies in Türkiye within the context of digitalization, educational reforms, and transformations in the labor market. Conceptual analysis provides a means for synthesizing and clarifying complex theoretical constructs by reviewing, interpreting, and integrating diverse bodies of literature instead of generating new empirical data (Jabareen, 2009; Webster & Watson, 2002). Such an approach is particularly appropriate for exploring how cultural frameworks shape parenting under rapidly changing societal contexts.

A systematic literature search was conducted across major academic databases, including Scopus, Web of Science, and Google Scholar, as well as national academic repositories. Search terms combined concepts such as "parenting strategies," "digital parenting," "educational reform Türkiye," "labor market transformation Türkiye," and "Hofstede cultural dimensions" in both English and Turkish. To ensure both relevance and timeliness, the review prioritized publications between 2010-2025, in line with established guidelines for comprehensive literature reviews (Grant & Booth, 2009; Tranfield et al., 2003).

Studies are included that address Türkiye's sociocultural context and that offer theoretical or empirical insights into parenting behaviors, digital literacy, educational practices, or labor market changes from a cultural perspective. Research that does not explicitly engage with cultural dimensions or that lacks contextual specificity has been excluded. In addition to peer-reviewed sources, grey literature, which includes government policy documents and reports from international organizations such as

the Organisation for Economic Co-operation and Development (OECD), the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the World Economic Forum, has been incorporated to provide macro-level contextual depth (Denzin & Lincoln, 2018; Hopkins, 2018).

The analysis employs Hofstede's cultural dimensions theory as the primary interpretive lens encompassing six dimensions: power distance, individualism–collectivism, masculinity–femininity, uncertainty avoidance, long-term orientation, and indulgence–restraint (Hofstede et al., 2010). This framework enables systematic exploration of how deep-seated cultural values influence parenting practices in the face of digitalization, educational change, and labor market restructuring. The synthesis draws on multidisciplinary literature and empirical evidence to produce a nuanced interpretation of parenting within Türkiye's cultural milieu (McSweeney, 2002; Smith et al., 2002).

This conceptual review examines parenting as a broad social phenomenon in Türkiye without disaggregating findings by demographic subgroups such as age, region, or school type. Although regional and socioeconomic variations are acknowledged, the primary analytical focus remains on cultural dimensions as overarching determinants (Kağıtçıbaşı, 2007).

As a conceptual inquiry, the study does not generate original empirical data nor provide quantitative measures of parenting behaviors, digital competencies, or educational and labor market outcomes. The conclusions are therefore theoretical and inferential, designed to inform and guide subsequent empirical investigations capable of testing the hypotheses and propositions advanced herein (Baumeister & Leary, 1997; Whittemore et al., 2001).

Digitalization's Effects on Parenting

Digitalization is profoundly transforming various dimensions of social life, including family structures and parental roles. In particular, parents' levels of digital literacy, media awareness, and technological adaptation play a crucial role in raising children to be safe, informed, and healthy individuals in the digital age. Recent studies highlight digitalization to not only offer new opportunities but to also introduce various risks and responsibilities within parenting practices (Güven et al., 2025; Kalkim et al., 2024; Kusumalestari et al., 2023).

Digital literacy refers to parents' ability to use digital technologies effectively, safely, and critically for accessing, evaluating, and producing information. Parents with high levels of digital literacy are more capable of protecting their children from

online risks and fostering conscious and responsible Internet use. Moreover, parents with strong digital health literacy assist their children in accessing accurate online health information and distinguishing between reliable and misleading sources (Asmawati, 2023; Güven et al., 2025; Kusumalestari et al., 2023).

Media awareness is another key component of digital parenting. It encompasses parents' abilities to monitor their children's media consumption habits, critically evaluate media content, and help their children interpret media messages. Research shows that children whose parents possess high media literacy tend to develop more resilient, selective, and mindful media usage habits. Both active and restrictive media mediation strategies can reduce the negative effects of media exposure (Ereskici et al., 2024; Rasmussen et al., 2016; Scull et al., 2019; Yıldırım & Kaya, 2023). Additionally, effective family communication around media content has been shown to enhance children's critical engagement with media.

Meanwhile, technological adaptation relates to parents' capacity for integrating digital tools into their daily lives, for being sensitive to their children's digital needs, and for maintaining family interaction in digital environments. In this regard, Lanigan's sociotechnological family model offers a theoretical lens for understanding how technology affects family dynamics. The model suggests that, while technology can strengthen familial ties, it may also lead to communication breakdowns if boundaries are not clearly defined (Villegas, 2013; Walker, 2019, 2021).

Digital parenting thus requires the integration of digital literacy, media awareness, and technology adaptation, combining both guidance and protection in managing children's digital experiences (Akman et al., 2023; Asmawati, 2023; Üstündağ, 2024). Enhancing parents' digital competencies is therefore essential not only for shielding children from digital risks but also for promoting their development as responsible digital citizens.

Hofstede's cultural dimensions theory provides a useful analytical framework for contextualizing the effects of digitalization on parenting. According to Hofstede et al. (2010), culture is "a form of mental programming that distinguishes the members of one group from another," with the theory being systematized into six dimensions: power distance index (PDI), individualism vs. collectivism (IDV), masculinity vs. femininity (MAS), uncertainty avoidance index (UAI), long-term vs. short-term orientation (LTO), and indulgence vs. restraint (IND). These dimensions help explain how cultural contexts shape behavioral patterns, value systems, and everyday practices such as parenting.

Türkiye's high power distance index (PDI = 66) tends to position parents as authority figures, reinforcing their control over children's digital experiences. When combined with limited digital competencies, this dynamic can restrict children's autonomy in digital environments. Thus, digital literacy must be understood not merely as a means of control but also as a tool for supportive guidance. The collectivist structure of Turkish society (IDV = 37) prompts parents to view children's media use through the lens of preserving social values and family norms rather than as a matter of individual responsibility. While this perspective may encourage shared media rules and co-viewing practices, it can also suppress the development of individual awareness and critical media literacy. Türkiye's high uncertainty avoidance index (UAI = 85) contributes to a cautious and often restrictive parental approach toward digital technologies. Parental anxiety regarding the rapidly changing digital world may result in rigid controls; although potentially protective in the short term, these can hinder children's development of critical thinking, autonomy, and problem-solving skills in the long run. Therefore, achieving a balance between safety and autonomy is essential in effective digital parenting.

In conclusion, the effects of digitalization on parenting in Türkiye are intricately shaped by cultural values in areas such as digital literacy, media awareness, and technological adaptation. Hofstede's cultural dimensions offer a comprehensive conceptual framework for understanding these interactions and for developing culturally informed digital parenting strategies. Enhancing parents' digital competencies will not only support children's safe participation in digital environments but also foster parenting practices that are both culturally grounded and responsive to contemporary challenges.

Educational Reforms and Culture

Recent educational policy transformations in Türkiye have reshaped not only instructional methods but also classroom culture, teacher-student relationships, and families' perceptions of education. Project-based approaches that emphasize critical thinking, collaborative learning, and real-world problem solving promote a student-centered pedagogy that shifts the learning process away from rote memorization (Karataş & Özcan, 2015). However, the success of these reforms is deeply influenced by the cultural dynamics of the society in which they are implemented. In this context, Hofstede's cultural dimensions theory offers a valuable theoretical lens for understanding how educational reforms affect families and students.

Project-based learning seeks to foster student autonomy in knowledge acquisition while developing essential 21st-century competencies such as problem-solving,

creativity, and teamwork. Recent curriculum initiatives in Türkiye (e.g., STEM, coding, design, interdisciplinary learning) reflect this shift toward active learning. This pedagogical shift transforms parents' traditional role in education: Success is no longer solely determined by standardized exams but also by performance in process-oriented tasks, projects, and critical interpretation. This shift requires families to adopt more participatory and supportive roles in their children's educational journeys (Çakıcı & Türkmen, 2013).

Hofstede's power distance index is particularly relevant for understanding authority structures in classrooms. Türkiye's relatively high score for this dimension (PDI = 66) typically positions the teacher as an authoritative figure, with students expected to comply and follow instructions. Such a dynamic can hinder the implementation of student-centered and project-based pedagogies, as both teachers and parents may continue to perceive the teacher primarily as a transmitter of knowledge rather than a facilitator of learning. Within this cultural framework, some educators and families may misinterpret project-based learning as a lack of discipline or control.

The dimension of individualism vs. collectivism (IDV) also shapes the integration of student-centered approaches into classroom culture. Türkiye's collectivist orientation (IDV = 37) tends to prioritize group harmony and conformity over individual expression. While this can support cooperative learning and group activities, it may simultaneously suppress the encouragement of divergent thinking or the open questioning of authority, which are core aspects of critical pedagogy (Vatansever Bayraktar, 2015). In collectivist contexts, students who think differently may face subtle social pressures, leading to a cautious approach toward pedagogies that prioritize originality and self-expression.

The dimension of the universal avoidance index (UAI) is another key cultural factor that influences receptiveness to innovative educational practices. With a high UAI score of 85, Turkish society tends to favor stability, predictability, and clearly defined outcomes. This often translates to a preference for traditional teaching methods, standardized assessments, and structured curricula (Kalaycı, 2008; Toci, 2000). Consequently, open-ended, process-oriented activities such as project-based learning may be perceived as ineffective or even risky by both educators and parents, particularly when short-term academic success remains the dominant goal.

From the perspective of the dimension of long-term vs. short-term orientation (LTO), a culture that values future planning, persistence, and delayed gratification is more likely to support the developmental aims of project-based learning. However, many families still operate with a short-term success mindset, viewing project-based activities as time-consuming or less beneficial. However, the core aim of project-

based learning is to foster not only cognitive growth but also the development of enduring skills and personal character. Lifelong learning has become essential in today's rapidly evolving world, enabling individuals to continually update their skills and knowledge (Jarvis, 2007). In this regard, parental modeling of lifelong learning and sustained engagement in personal development can foster children's understanding of learning as an ongoing process (Schunk & DiBenedetto, 2020).

Türkiye's moderately masculine cultural orientation (MAS 45–50) prioritizes performance, achievement, and competition, values that are often reflected in exam scores and awards. Meanwhile, educational reforms aim to broaden this perspective by fostering holistic, intrinsic approaches to learning. When parents model a learning mindset in their own lives, they not only support academic growth but also help cultivate broader life skills in their children. From the perspective of the LTO dimension, parental investment in sustainable educational values deepens the cultural impact of reforms. Nevertheless, in competitive family cultures, the collaborative nature of project-based learning may lose value if parents continue to prioritize individual academic distinction over collective learning.

Educational reforms in Türkiye increasingly aim to develop not only cognitive but also affective and moral competencies. Character strengths such as self-regulation, prudence, and responsibility are vital not only for social adaptation but also for long-term success (Duckworth et al., 2019). Project-based and critical thinking pedagogies help foster ethical decision-making, patience, future planning, and collaborative responsibility (Taneri, 2012; Thomas, 2000). Türkiye's hierarchical, family-oriented social structure can offer fertile ground for nurturing such traits. The high PDI may reinforce such values as respect, loyalty, and rule adherence, facilitating the development of responsibility. However, overemphasis on external control may inhibit the development of intrinsic self-regulation. Therefore, educational reforms should prioritize internal motivation and self-driven learning while encouraging families to support these aims (Ryan & Deci, 2017). Prudence, which is understood as the ability to foresee long-term consequences and make informed decisions, should in particular be reinforced both at school and at home.

In conclusion, project-based and critical thinking-oriented pedagogies introduced through educational reforms signify not only a pedagogical innovation but also a broader sociocultural transformation. Hofstede's cultural dimensions framework is instrumental in identifying the cultural resistances to these approaches and the opportunities for effective implementation. Aligning educational reforms with cultural sensibilities and raising parental awareness are essential for promoting children's holistic development and ensuring cultural continuity within the education system.

The Role of Cultural Values in Adapting to Workforce Transformations

Global digitalization, automation, advances in artificial intelligence, and the widespread adoption of flexible working models are radically transforming labor markets. These transformations not only increase the demand for technical skills but also profoundly reshape individuals' perceptions of career planning, occupational aspirations, and lifelong learning (World Economic Forum, 2020). In developing countries such as Türkiye, these changes are experienced in more complex and multilayered ways due to a high youth population, an education system still centered around high-stakes examinations, and a societal emphasis on job security as a primary motivator. In recent years, Türkiye's labor market has faced major shifts driven by digitalization, automation, economic fluctuations, and global competition. As flexible work models, entrepreneurship, project-based employment, and innovative business practices emerge, traditional notions of career stability and job security are being redefined. During this transition, Türkiye's cultural values, in particular its high PDI, low IDV (collectivism), and high UAI, play a significant role in shaping the adaptation strategies of both employers and employees (Günay, 2024; Uslu, 2021).

The global shift toward digital transformation, platform economies, hybrid employment models, and project-based work is replacing fixed, linear career paths with more fluid, interdisciplinary, and entrepreneurial trajectories (Frey & Osborne, 2017). These developments demand not only technical proficiency but also soft skills such as problem-solving, creativity, digital literacy, self-regulation, and entrepreneurial thinking (OECD, 2022). In Türkiye, this transformation extends beyond educational institutions, with parental guidance also becoming increasingly crucial in preparing youth for this new reality. However, the successful integration of these new career norms depends on their alignment with prevailing cultural values.

Technological advancements and automation have significantly heightened demand for digital competencies, analytical thinking, creativity, and entrepreneurial capacity. Flexible project-based employment is now commonplace in industries such as technology, renewable energy, healthcare, finance, and tourism. In these sectors, adaptability, innovation, and a commitment to lifelong learning are as critical as technical skills. Entrepreneurship is also gaining traction among the younger population and being supported by initiatives that reduce bureaucratic obstacles, expand access to financing, and promote entrepreneurial education (Advantis Conseils, 2024; McKinsey & Company, 2020).

In the current landscape, career security no longer entails long-term employment with a single employer. Instead, individuals must continuously adapt to shifting market demands to maintain their employability across sectors. Flexible employment

models (e.g., telecommuting, part-time work, gig economy participation, freelance contracting) permit greater adaptability. The concept of *flexicurity* (flexibility and security) has emerged as a strategy for reconciling flexibility with adequate social protections. In Türkiye, however, restrictive labor laws and limited social security systems impede the widespread implementation of this model. Nevertheless, gradual reforms could pave the way for more flexible and secure career trajectories, especially for youth and women (OECD, 2025).

According to Hofstede's cultural dimensions, Türkiye's high uncertainty avoidance index (UAI = 85) suggests that individuals tend to favor stability, predictability, and structured systems (Hofstede Insights, 2024). As a result, career preferences are still dominated by notions of state security and fixed income while risk-prone career paths such as entrepreneurship or self-employment are often approached with hesitation (Anadolu Agency, 2018). Although this aversion to uncertainty presents a challenge to the acceptance of innovative business models, economic pressures increasingly require individuals to cultivate adaptability. Therefore, having both the education system and parental guidance help develop competencies that enable young people to tolerate ambiguity, take initiative, and navigate change is essential.

Similarly, Türkiye's high-power distance index (PDI = 66) reflects a societal inclination toward hierarchical structures and the internalization of authority. In such a context, individuals often rely on the guidance of parents, teachers, or other authority figures when making decisions about one's career (Kağıtçıbaşı, 2005). This dynamic can lead to passive acceptance and limited personal agency, hindering career choices based on autonomy or personal aspirations (Çelik et al., 2014; Karadeniz & Özdemir, 2009). Therefore, supporting a cultural shift from authority-based decision making to models grounded in self-directed career planning is essential for successful workforce adaptation.

Türkiye's collectivist orientation (IDV = 37) further complicates the embrace of unconventional individualized career paths. Within collectivist cultures, success is often defined in relation to group harmony and social approval. As a result, entrepreneurial ventures may be met with skepticism or even social exclusion rather than encouragement (Triandis, 2018). Nevertheless, collectivism can be leveraged to support entrepreneurship through family-run enterprises and group-based support mechanisms. Research suggests that sustainable entrepreneurship models embedded in family businesses can offer a culturally compatible bridge between tradition and innovation (Kızıldağ et al., 2019).

New labor paradigms require individuals to engage in continuous skill development throughout their lives (UNESCO, 2015). This necessitates a cultural shift away from

viewing personal development as confined to youth. In Türkiye, fostering lifelong learning demands that parents themselves model this approach by engaging in ongoing education and personal growth. Moreover, adapting to flexible, uncertain labor conditions requires psychological competencies such as resilience, self-regulation, and meaningful goal setting (Seligman, 2011). Hofstede's dimension of long-term vs. short-term orientation (LTO) provides further insight. Although Türkiye ranks moderately in this domain (LTO 46), societal tendencies toward short-term gain hinder the development of future-oriented thinking. Consequently, having both families and educational systems nurture long-term planning and future investment as integral values is critical.

As interdisciplinary knowledge becomes increasingly essential in navigating complex and evolving career paths, individuals must be equipped to integrate diverse fields, engage in creative problem-solving, and employ multidimensional thinking (OECD, 2018). However, Türkiye's high power distance index can inhibit children from making autonomous educational and career decisions, thus constraining their orientation toward interdisciplinary pursuits (Hofstede et al., 2010). As a result, parents play a key role in facilitating access to diverse learning experiences and encouraging exploration of alternative career paths (Gleason, 2018).

Entrepreneurship holds value not only for economic development but also for enhancing self-efficacy, risk tolerance, and creative self-expression (European Commission, 2016). Despite the challenges posed by Türkiye's collectivist orientation and high uncertainty avoidance, its large youth population presents a significant potential resource. With culturally sensitive support systems, this potential can be effectively mobilized (European Institute of the Mediterranean, 2023; Kuratko, 2016; OECD, 2021; Taneri, 2012).

Financial literacy has also become a core life competency amid increasing economic volatility. Competencies in budgeting, saving, investing, and long-term financial planning have a direct impact on individuals' economic wellbeing (Lusardi & Mitchell, 2014). However, Türkiye's moderate long-term orientation indicates that financial behaviors often prioritize short-term outcomes. Parental involvement in teaching basic financial habits (e.g., budgeting and saving from an early age) can greatly enhance children's future economic decision-making capacity (OECD, 2013; Yılmaz & Kaymakçı, 2021).

Lastly, the traditional notion of job security is giving way to the idea of career sustainability, a lifelong process supported by continuous learning and skill renewal. Lifelong learning is no longer an optional asset but a necessity for staying competitive in dynamic labor markets (UNESCO, 2016). However, Türkiye's high uncertainty

avoidance reinforces adherence to fixed career paths and resistance to change (Hofstede et al., 2010). At this juncture, fostering a cultural understanding of lifelong learning not merely a remedy for deficits but as a natural and empowering process is essential for sustainable workforce development (Merriam & Bierema, 2014; Tutar et al., 2025).

In conclusion, the transformation of Türkiye's workforce cannot be interpreted solely through economic and technological lenses. This transformation also requires a cultural shift encompassing parental roles, institutional structures, and broader social norms. Hofstede's cultural dimensions offer a valuable framework for identifying both the barriers and opportunities within this process. While high power distance and uncertainty avoidance present challenges to innovation and risk-taking, collectivist tendencies can foster supportive entrepreneurial environments when guided effectively. Structuring workforce development efforts—across education, business, and family life—with cultural dynamics in mind will be critical for ensuring Türkiye's successful adaptation to the demands of the future labor market.

Conclusion

Parenting strategies in Türkiye are undergoing a profound transformation under the pressures of rapidly changing digital, educational, and economic conditions. This study has examined the transformation of parenting in relation to digitalization, educational reforms, and shifts in workforce structures through the lens of Hofstede's cultural dimensions. Hofstede's theory provides a valuable framework for explaining the cultural dynamics that shape parenting practices in Türkiye. Cultural traits such as the high-power distance, uncertainty avoidance, and collectivism deeply influence parenting behaviors and how they interact with the demands of modern life. Traditionally, Turkish parenting has been characterized by values such as respect for authority, hierarchical relationships, and group harmony. However, three major transformation domains (i.e., digitalization, child-centered educational reforms, and flexible workforce structures) are challenging these conventions and compelling parents to adapt their values and practices. One key conclusion of this study is that parenting is not solely a matter of individual preference or pedagogical approach; rather, it is a multilayered social practice interwoven with cultural patterns, structural changes, and societal expectations.

With the rise of digital technologies, the parent-child relationship has become less bound by physical time and space. Children's intensive use of digital tools reduces parents' control and decentralizes access to information. This creates anxiety in the context of a collectivist, control-oriented family, as parents may

perceive digital environments as threats to traditional authority. Thus, digitalization has emerged not merely as a technical issue but also as a value-laden field of negotiation and tension.

When examining digitalization's impact on parenting, Turkish parents are found to have adopted cautious approaches toward technological change. Türkiye's high uncertainty avoidance score (UAI = 85) helps explain the tendency to strictly monitor children's digital activities. While this can protect children from cyber risks, it may also hinder their development of digital autonomy and critical media literacy. The collectivist culture (IDV = 37) supports the establishment of common digital rules within families but may also limit children's opportunities for individual digital exploration. A major challenge in digital parenting is the gap in digital literacy between parents and children. Addressing this requires the expansion of state-sponsored educational initiatives and the integration of digital citizenship curricula in schools to help bridge this generational divide.

Educational reforms in Türkiye are increasingly guided by paradigms that emphasize child-centered approaches, critical thinking, and individual growth. However, these reforms often clash with parental expectations that have been shaped by more authoritarian educational traditions. High scores in the power distance (PDI = 66) and uncertainty avoidance indexes contribute to a lack of familial support for reforms aimed at fostering self-expression, creativity, and autonomy in children. Resistance or adaptation to these pedagogical shifts depends not only on individual awareness but also on broader cultural orientations.

The adoption of approaches such as project-based learning, STEM education, and critical thinking faces challenges rooted in the traditional view of education. Teachers are often perceived as unquestionable authorities, while students are passive recipients. This perception complicates the implementation of student-centered education models and leads parents to retain traditional expectations focused on exam performance. The high level of uncertainty avoidance reinforces adherence to standardized curricula and hampers innovation. Overcoming these tensions requires reforms such as improved teacher training, parent education seminars, and examination systems that assess analytical thinking. Designing policies that take the cultural context into consideration can facilitate how society adopts these changes.

Workforce transformations have an indirect yet powerful impact on parenting roles. Flexible work arrangements, growing uncertainty, and a performance-driven culture alter the amount and quality of the time parents spend with their children. In particular, the rise in women's labor force participation necessitates a redistribution of care labor and challenges traditional gender-based notions of parenthood. In this

context, individuals' responses to new economic realities are not purely rational but also shaped by culturally ingrained behaviors.

Transformations in the labor market also significantly affect parenting. Flexible work patterns, performance-based demands, and economic uncertainty alter how parents manage their time and caregiving roles. Women's increased participation in the workforce challenges traditional gender roles and necessitates a redistribution of caregiving responsibilities. Cultural behaviors, not just rational decision-making, deeply shape how families respond to these changes.

Parental guidance regarding children's careers is also influenced by evolving labor markets. Digital transformation, flexible employment, and entrepreneurship contrast sharply with traditional preferences for so-called secure professions such as medicine, engineering, or civil service. This preference is explained by Türkiye's high uncertainty avoidance, while collectivist values help explain the social resistance to entrepreneurial pursuits. However, the future labor market will prioritize flexible skills such as creativity, problem-solving, and digital literacy. Addressing this requires promoting entrepreneurship education, expanding internships and mentoring programs, and raising family awareness around financial literacy and career diversification.

These various transformations have led to diverse parenting patterns. Some parents cling more tightly to tradition by increasing control and limiting their children's choices, while others adopt more flexible, child-centered strategies that promote self-regulation and digital competence. This reflects a cultural tension between preserving traditional values and adapting to rapid societal change. In this context, parenting becomes an art of balance.

Given Türkiye's youthful demographic, preparing future generations is vital to national development. Parents play a central role in this preparation yet face a highly complex, shifting environment. Digital transformation, educational reforms, and labor market changes demand continuous learning and adaptation in parenting. Therefore, having not only government policies but also NGOs and the private sector contribute to parental support initiatives is essential. Reaching rural families, creating digital learning platforms, and offering local counselling services are necessary for inclusive transformation.

Understanding parenting in Türkiye requires going beyond individual or pedagogical categories. Parenting is a multidimensional field where culture, socioeconomic dynamics, and technology intersect. Parents need not only new skills but also the ability to reflect upon and adapt their cultural reflexes. Culturally sensitive family policies, education systems, and digital guidance programs are crucial

for managing this transition effectively. A successful adaptation will require a careful balance between preserving cultural traditions and embracing new demands.

Hofstede's cultural dimensions provide a framing tool for making sense of this multilayered change. The predominance of collectivism in Türkiye leads parents to hold high social expectations for their children and to view them as representatives of the family and society. This makes tolerating individual preferences and differences difficult, potentially hindering children from developing according to their own interests and tendencies. However, the recent rise in individualistic tendencies, especially among urban and educated groups, creates tension within this traditional structure.

Moreover, Turkish culture is characterized by high power distance, in which parent-child relationships have long been shaped by an authoritarian, one-way communication model. However, a more horizontal, mutual learning-based parenting model has emerged today due to factors such as children's increased digital access, higher education levels, and widespread parenting awareness initiatives. This shift challenges the manifestation of social hierarchy in the private sphere and brings concepts like democratic parenting to the fore.

The uncertainty avoidance index directly relates to society's resistance to changes such as digitalization and educational reforms. Families often approach new systems cautiously, preferring the safest path for their children, and still consider traditional exam success a key benchmark. This creates a duality that slows the adoption of innovative approaches while maintaining cultural continuity.

With regard to masculinity, Turkish society's protective, competitive traits simultaneously influence parenting. Boys are often expected to be strong successful leaders while girls face social stereotypes emphasizing respect, sacrifice, and harmony. However, these stereotypes are evolving, particularly in urban families where gender roles are gradually being replaced by a more egalitarian outlook. New-generation parents increasingly view their children as individuals, valuing their feelings and thoughts.

The long-term cultural implications of this transformation extend beyond parenting, affecting social values, intergenerational communication, and self-perception. Consequently, every parenting-related policy, reform, or social shift also mediates the reconstruction of cultural identity.

Within this framework, Türkiye's parenting transformation demands a careful balance between cultural continuity and change. Parenthood has become a multilayered phenomenon shaped not only by individual preferences but also by cultural norms,

economic structures, education systems, and digital technologies. Therefore, family policies and education systems should look beyond measurable outcomes such as technical skills or academic achievement and also prioritize the sustainability of cultural values, emotional intelligence, psychological resilience, and social cohesion. This multidimensional approach supports children's healthy development while fostering social integration.

Key recommendations include:

Culturally Aligned Policies: Social policies and educational reforms guiding parenting changes should respect the societal cultural fabric, supporting transformation without conflict. Traditional ties remain strong in Türkiye, and modernization should proceed there without rejecting the past, enriching local values while incorporating contemporary principles such as individuality and autonomy. Policies should recognize cultural plurality and regional diversity in order to avoid imposing uniform parenting models and to prevent marginalization.

Digital-Age Parenting Support: Parenting has grown increasingly complex in the digital era. While digital media and social networks significantly influence children's development, many parents struggle to adapt, creating conflicts over what is healthy or appropriate. Equipping parents with digital literacy, media awareness, and critical thinking skills is essential. As education systems evolve, parents are expected to engage more actively in their children's learning, a transition for which not all are prepared. Parent education programs should thus adopt psychoeducational approaches that offering not just information but also emotional support and self-reflection tools. Neighborhood guidance services, online counselling, and sustainable school-based parent support programs can address this need.

Child Participation: Modern parenting views children as active individuals rather than passive recipients. Involving children appropriately in decision-making boosts their self-esteem, responsibility, and democratizes family dynamics. Listening to and respecting children's feelings and thoughts transforms traditional authoritarian approaches, building mutual trust. Schools and media should raise family awareness through content that supports children's rights and participation. Structures such as parent-teacher associations, children's assemblies, and school feedback mechanisms can help parents embrace this perspective. Recognizing children as individuals within families fosters fairer, more respectful relationships.

Regionally Sensitive Approaches: Türkiye's sociocultural diversity means parenting values and practices vary significantly between urban and rural areas. Urban parenting often emphasizes individuality, academic success, and digital

integration while rural parenting may prioritize traditional norms, social approval, and extended family support. Policies and intervention programs must reflect regional differences by adopting flexible models tailored to local needs. For example, programs for children in extended families in the east of Türkiye should differ from those for nuclear families in western Türkiye. Reducing regional disparities requires strengthening parental support systems in disadvantaged areas, including accessible rural guidance services.

Beyond these core directions, inclusive social policies can make parenting transformation healthier and more sustainable. Examples include expanding media literacy, digital safety, mental health awareness, and anti-domestic violence campaigns for parents and children. Additionally, addressing the invisible labor and psychological burden placed on mothers while also encouraging fathers' active participation is critical for redefining gendered parenting roles.

In conclusion, Türkiye's parenting transformation is central to broader societal changes, restructuring values, intergenerational relationships, education, and labor dynamics. This process cannot be left to parents alone; it requires strategic, participatory, and society-wide interventions. Only then can Türkiye preserve cultural authenticity while cultivating the flexibility and creativity modernity demands. Successfully managing this transformation is key to adapting to global needs without losing cultural roots. Supporting parents is vital not only for families but for preparing society's future. Balancing traditional values with contemporary skills will maximize Türkiye's human potential. Parenting is no longer just an individual duty but also a strategic lever for shaping tomorrow's society. A parenting model grounded in this vision can influence not only today's children but also future generations.

References

- Anadolu Agency. (2018, March 12). *Wanted: Easy lifestyle in a public sector job*. Anadolu Agency. <https://www.aa.com.tr/en/economy/wanted-easy-lifestyle-in-a-public-sector-job/95845>
- Advantis Conseils. (2024). *The Turkish labor market: Review and outlook for 2025*. <https://www.advantiscon-seils.com/the-turkish-labor-market-review-and-outlook-for-2025>
- Akbulut-Yuksel, M., Aydemir, A. B., Kirdar, M. G., & Turan, B. (2024, November 15). *Breaking barriers: Cultural transmission and women's economic empowerment* (World Bank Working Paper) World Bank Group. <https://thedocs.worldbank.org/en/doc/9fe224595c1ecfe9e508d7f3be205a8d-0080012025/related/D2-5-P-manuscript-2024-Nov-15.pdf>
- Akman, E., İdil, Ö., & Çakır, R. (2023). An investigation into the levels of digital parenting, digital literacy, and digital data security awareness among parents and teachers in early childhood education. *Participatory Educational Research*, 10(5), 248-263.
- Asmawati, L. (2023, December). Parenting Digital Media Promotes Digital Literacy Culture Early Childhood Aged 4-5. In *6th International Conference on Learning Innovation and Quality Education (ICLIQE 2022)* (pp. 56-67). Atlantis Press.
- Baumeister, R. F., & Leary, M. R. (1997). Writing narrative literature reviews. *Review of General Psychology*, 1(3), 311-320.
- Benedetto, L., & Ingrassia, M. (2021). Digital parenting: Raising and protecting children in media world. In *Parenting: Studies by an ecocultural and transactional perspective* (s. 127-148). IntechOpen.
- Çakıcı, Y., & Türkmen, N. (2013). An investigation of the effect of project-based learning approach on children's achievement and attitude in science. *Tojsat*, 3(2), 9-17.
- Çelik, A., İnce, M., & Bozyiğit, S. (2014). Üniversite öğrencilerinin girişimcilik niyetlerini etkileyen ailesel faktörleri belirlemeye yönelik bir çalışma. *Niğde Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 7(3), 113-124.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th ed.). Sage.
- Duckworth, A. L., Quirk, A., Gallop, R., Hoyle, R. H., Kelly, D. R., & Matthews, M. D. (2019). Cognitive and noncognitive predictors of success. *Proceedings of the National Academy of Sciences*, 116(47), 23499-23504.
- Erdem, M. (2002). Proje tabanlı öğrenme- project based learning. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 22, 172-179.
- Ereskici, E., Karaman, ST., Basat, O. (2024). The Effect of Digital Parenting Awareness on Problemic Media Use by Primary School Children. *Bagcilar Medical Bulletin*, 9(3), 196-204. doi:10.4274/BMB.galenos.2024.2024-02-019.
- European Commission (2016). *[The Entrepreneurship Competence Framework]* (JRC Technical Report No. JRC101581). Publications Office of the European Union. <https://publications.jrc.ec.europa.eu/repository/handle/JRC101581>
- European Institute of the Mediterranean . (2023). *Youth social entrepreneurship in Türkiye*. European Institute of the Mediterranean. <https://www.iemed.org/publication/youth-social-entrepreneurship-in-turkiye/>
- Frey, C. B., & Osborne, M. A. (2017). The future of employment: How susceptible are jobs to computerisation?. *Technological forecasting and social change*, 114, 254-280.
- Gleason, N. W. (2018). *Higher education in the era of the fourth industrial revolution* Springer Nature.
- Grant, M. J., & Booth, A. (2009). A typology of reviews: An analysis of 14 review types and associated methodologies. *Health Information Libraries Journal*, 26(2), 91-108.
- Günay, E. K. (2024). Job Security, Labour Law Reforms, and Youth Unemployment: Flexicurity's Role in Shaping Türkiye's Future Workforce. *Yönetim ve Ekonomi Araştırmaları Dergisi*, 22(4), 262-274.

- Güven, A. G., Dönmez, Y. N., İncedere, F., & Taşar, M. A. (2025). Assessing the impact of parents' digital and health literacy on children's participation in sport. *Health Promotion International*, 40(2), daaf038.
- Hofstede Insights. (2024). *Country comparison: Türkiye*. <https://www.hofstede-insights.com/country-comparison/Turkiye/>
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind*, 3rd McGraw Hill.
- Jabareen, Y. (2009). Building a conceptual framework: Philosophy, definitions, and procedure. *International Journal of Qualitative Methods*, 8(4), 49-62.
- Jarvis, P. (2007). *Globalization, lifelong learning and the learning society: Sociological perspectives*. Routledge.
- Kagitcibasi, C. (2005). *Yeni insan ve insanlar*. İstanbul: Evrim Yayınevi.
- Kagitcibasi, C. (2007). *Family, self, and human development across cultures: Theory and applications*. Psychology Press.
- Kalaycı, N. (2008). Yükseköğretimde proje tabanlı öğrenmeye ilişkin bir uygulama projesi yöneten öğrenciler açısından analiz. *Education and Science*, 33(147), 85-105.
- Kalkim, A., Korkmaz, E. K., & Toraman, A. U. (2024). Examining the relationship between digital parenting self-efficacy and digital parenting awareness of early adolescents' parents. *Journal of Pediatric Nursing*, 78, 1-6.
- Karadeniz, E., & Ozdemir, O. (2009). Entrepreneurship in Türkiye and developing countries: A comparison of activities, characteristics, motivation and environment for entrepreneurship. *Mibes Transactions*, 3(1), 30-45.
- Karataş, S., & Özcan, S. (2015). İşbirlikli öğrenme ortamındaki yaratıcı etkinliklerin öğrencilerin yaratıcı ve eleştirel düşünceleri ile akademik başarıları üzerine etkisi. *Eğitim Teknolojisi Kuram ve Uygulama*, 5(2), 1-21.
- Kuratko, D. F., & Hodgetts, R. M. (2017). *Entrepreneurship: Theory, process, practice*. Boston: Cengage learning.
- Kusumalestari, R. R., Oesman, M. A., Ahmadi, D., Umar, M., & Yulianita, N. (2023). Parenting styles and digital literacy: Uncovering their correlation among adolescents. *Jurnal Kajian Komunikasi*, 11(2), 144-163.
- Lusardi, A., & Mitchell, O. S. (2014). The economic importance of financial literacy: Theory and evidence. *American Economic Journal: Journal of Economic Literature*, 52(1), 5-44.
- M. Scull, T., V. Malik, C., M. Keefe, E., & Schoemann, A. (2019). Evaluating the short-term impact of media aware parent, a web-based program for parents with the goal of adolescent sexual health promotion. *Journal of youth and adolescence*, 48(9), 1686-1706.
- Mascheroni, G., Ponte, C., & Jorge, A. (2018). *Digital parenting. The Challenges for Families in the Digital Age*. Göteborg: Nordicom.
- McSweeney, B. (2002). Hofstede's model of national cultural differences and their consequences: A triumph of faith – a failure of analysis. *Human Relations*, 55(1), 89-118.
- McKinsey & Company. (2020). *Future of work: Türkiye's talent transformation in the digital era*. McKinsey & Company.
- Merriam, S. B., & Bierema, L. L. (2013). *Adult learning: Linking theory and practice*. John Wiley & Sons.
- OECD. (2013). *Measuring financial literacy: Questionnaire and guidance notes for conducting an internationally comparable survey of financial literacy* (OECD Working Papers on Finance, Insurance and Private Pensions No. 20). OECD Publishing. <https://doi.org/10.1787/5k9cfs90fr4-en>
- OECD. (2018). *The future of education and skills: Education 2030*. OECD Publishing. <https://www.oecd.org/education/2030-project/>
- OECD. (2021, April). *Unleashing the full potential of the Turkish business sector* [PDF]. OECD Publishing. https://www.oecd.org/content/dam/oecd/en/publications/reports/2021/04/unleashing-the-full-potential-of-the-turkish-business-sector_22082040/3a64ce1c-en.pdf

- OECD. (2022). *Skills for the digital transition*. OECD Publishing. https://www.oecd.org/en/publications/skills-for-the-digital-transition_38c36777-en.html
- OECD. (2025). *OECD economic surveys: Türkiye 2025*. OECD Publishing. <https://doi.org/10.1787/d01c660f-en>
- Öztürk, C., & Altundağ, P. (2023). Kültürel boyutlar teorisi bağlamında türkiye-güney kore organizasyon kültürü incelemesi. *Doğu Dilleri Dergisi*, 8(2), 65-95.
- Rasmussen, E. C., White, S. R., King, A. J., Holiday, S., & Densley, R. L. (2016). Predicting Parental Mediation Behaviors: The Direct and Indirect Influence of Parents' Critical Thinking about Media and Attitudes about Parent-Child Interactions. *Journal of Media Literacy Education*, 8(2), 1-21.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.
- Saracaloğlu, A. S., Akamca, G. Ö., & Yeşildere, S. (2006). İlköğretimde Proje Tabanlı Öğrenmenin Yeri. *Türk Eğitim Bilimleri Dergisi*, 4(3), 241-260.
- Saylık, A. (2019). Hofstede'nin kültür boyutları ölçeğinin türkçeye uyarlanması; geçerlik ve güvenirlik çalışması. *Uluslararası Türkçe Edebiyat Kültür Eğitim (TEKE) Dergisi*, 8(3), 1860-1881.
- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary educational psychology*, 60, 101832.
- Seligman, M. E. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Simon and Schuster.
- Smith, P., Peterson, M., & Schwartz, S. (2002). Cultural values, sources of guidance, and their relevance to managerial behaviour: A 47-nation study. *Journal of Cross-Cultural Psychology*, 33(2), 188-208.
- Taner, P. O. (2012). Roles of parents in enhancing children's creative thinking skills. *International Journal of Human Sciences*, 9(2), 91-108.
- Taşkın, Y., & Tayşi, E. K. (2018). Proje tabanlı öğrenme yaklaşımının yazma becerisine ve yazma kaygısına etkisi. *Ana Dili Eğitimi Dergisi*, 6(4), 1226-1240.
- Thomas, J. W. (2000). A review of research on project-based learning. *Autodesk Foundation*.
- Toci, M. J. (2000). *The effect of a technology-supported, project-based learning environment on intrinsic and extrinsic motivational orientation*. The Pennsylvania State University.
- Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a methodology for developing evidence-informed management knowledge by means of systematic review. *British Journal of Management*, 14(3), 207-222.
- Triandis, H. C. (2018). *Individualism and collectivism*. Routledge.
- Tutar, F. K., Abukalloub, A., & Bal, Ç. E. (2025). Türkiye'de yaşam boyu öğrenmenin kültürel, ekonomik ve toplumsal dönüşümdeki rolü. *Journal of Economics and Research*, 6(1), 18-37.
- UNESCO. (2015). *Rethinking education: Towards a global common good?* UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000232555>
- UNESCO. (2016). *Education for people and planet: Creating sustainable futures for all* (Global Education Monitoring Report). UNESCO Publishing. <https://www.unesco.org/gem-report/en/publication/education-people-planet-creating-sustainable-futures-all>
- Uslu, O. (2021). Investigation of the Effects of Turkish Employees' Cultural Values on Their Career Values. *MANAS Sosyal Araştırmalar Dergisi*, 10(3), 1815-1827.
- Üstündağ, A. (2024). Parenting in the Digital Age: How is the Digital Awareness of Mothers?. *Journal of Learning and Teaching in Digital Age*, 9(1), 50-60.
- Vatansever Bayraktar, H. (2015). Proje tabanlı öğrenme yaklaşımı. *Uluslararası Sosyal Araştırmalar Dergisi/The Journal of International Social Research*, 8(37), 709-718.
- Villegas, A. (2013). The influence of technology on family dynamics. *Proceedings of the New York State Communication Association*, 2012(1), 10.

- Walker, S. K. (2019). 'It Depends': Technology Use by Parent and Family Educators in the United States. *Education Sciences*, 9(4), 293.
- Walker, S. K. (2021). Technology use and families: Implications for work-family balance and parenting education. *Background paper prepared for the United Nations Department of Economic and Social Affairs (UNDESA) Division for Inclusive Social Development*.
- Webster, J., & Watson, R. T. (2002). Analyzing the past to prepare for the future: Writing a literature review. *MIS Quarterly*, 26(2), xiii-xxiii.
- Whittemore, R., Chase, S. K., & Mandle, C. L. (2001). Validity in qualitative research. *Qualitative Health Research*, 11(4), 522-537. <https://doi.org/10.1177/104973201129119299>
- World Economic Forum. (2020). *The future of jobs report 2020*. World Economic Forum. <https://www.weforum.org/reports/the-future-of-jobs-report-2020>
- World Economic Forum. (2021). *How reskilling can play a key role in Turkey's recovery*. <https://www.weforum.org/stories/2021/11/how-reskilling-can-play-a-key-role-in-turkey-s-recovery/>
- Yay, M. (2019). Dijital ebeveynlik. *İstanbul: Yeşilay Yayınları*, 2.
- Yıldırım, B., & Kaya, İ. (2023). Media Mediation and Conscious Awareness of Mothers in Preschool Children's Use of Media Tools Investigation. *International Journal of Educational Research Review*, 8(3), 659-670.
- Yılmaz, H., & Kaymakçı, T. (2021). Finansal davranışlar ve finansal okuryazarlık ilişkisi. *Akademik Hassasiyetler*, 8(15), 141-164.
- Yurdakul, I. K., Dönmez, O., Yaman, F., & Odabaşı, H. F. (2013). Dijital ebeveynlik ve değişen roller. *Gaziantep University Journal of Social Sciences*, 12(4), 883-896.