Digital Parenting and Biopsychosociotechno-Spiritual (BPSTS) Stress among Millennial Parents of the Peer Counseling Club Alumni of the United States International University

Lucy Simiyu-Achola[1], Joyzy Pius Egunjobi[2]

Department of Counseling Psychology, The Catholic University of Eastern Africa, Kenya

ABSTRACT

Digital parenting has in recent years changed the dynamics of parenting and millennial parents are the most affected. While there are numerous benefits of digital parenting for both children and parents, there are challenges faced by parents that lead to different dimensions of stress, including biological, psychological, social, technological and spiritual. This study aimed to explore digital parenting and the various dimensions of stress among millennial parents who are members of the peer counseling club alumni of the United States International University. Phenomenological design was used as an appropriate qualitative method. A purposive sampling technique was used to sample 10 peer student counselors from a total of 20 who are members of the peer counseling club alumni. Individual interviews were conducted and data collected. Data was analyzed using narrative analysis. The findings showed that the use of digital media is widespread among children of millennial parents who have embraced its usage. Millennial parents are however faced with mostly biological, psychological and spiritual stresses associated with digital parenting. To deal with these dimensions of stress, they have devised effective coping mechanisms.

Keywords: digital parenting, biopsychosociotechno-spiritual stress, digital tools, millennial parents, coping mechanisms

BACKGROUND

The way parents interact and communicate with their children has changed over the years with the increased use of digital media within family settings. Digital media has given rise to the concept of digital parenting, a term that refers to parental practices whose aim is to ensure the beneficial use of digital tools by children while minimizing the risks associated with them (Choy et al., 2024). These parental practices include mediating, monitoring and integrating digital tools in the daily lives of children in a way that promotes their safety and wellbeing (Benedetto & Ingrassia, 2021).

Globally, research demonstrates that digital parenting requires parents to collaborate with their children to ensure both their autonomy and safety in online spaces. This delicate balance often results in emotional strain and uncertainty regarding appropriate parental practices (Livingstone & Blum-Ross, 2020; Odgers & Jensen, 2020). There is increased demand for parents to be digitally competent yet many report feeling inadequate to guide their technologically savvy children, with an effect on their wellbeing (Byrne et al., 2024)

Digital parenting is relevant to millennial parents who are raising children in a technologically advanced environment. This generation of parents, born between 1981 and 1996, is not only caught up in the blurry lines between the physical and digital worlds of their children, but are also caught up in the demands of their aging parents, children, and personal lives (Saini et al., 2025; Kubota et al., 2022). Studies highlight that millennial parents globally struggle between the delicate balance of providing their children digital autonomy and protecting them from risks such as cyberbullying, pornography and online predators (Nichols & Selim, 2022). This struggle contributes to stress that permeates the biological, psychological, social, technological, and spiritual dimensions of their lives.

The term Biopsychosociotechno-spiritual (BPSTS) by Joyzy Pius Egunjobi first surfaced in his edited book, The Biopsychosocio-Spiritual Communication (2019), which builds on the traditional biopsychosocial model of

health proposed by George L. Engel in 1977 (Himashree, 2025). Engel's model acknowledged the complex interaction between biological, psychological, and social factors and their contribution to an individual's wellbeing. The model has evolved over the years to include the complexities of technology and the tensions of spirituality that influence the health and wellbeing of individuals (Egunjobi, 2020; Egunjobi et al., 2020; Egunjobi & Agwu, 2024; Egunjobi, 2025).

Biopsychosociotechno-spiritual stress is thus a comprehensive framework that elucidates the interplay of biological susceptibility, psychological strains, social upheavals, technological saturation, and spiritual alienation in influencing stress experiences in modern life (Egunjobi, 2020). The World Health Organization (WHO, 2023) says that rates of anxiety, depression, digital addiction, and identity-related distress are rising not only among children and teens around the world but also among parents. This is because of all the pressures that are coming together. The rise of social media, high academic standards, uncertain economic conditions, and weakened community support systems all add to the stress that young people feel (UNICEF, 2022).

In African contexts, including Nigeria, these global stressors converge with local challenges such as poverty, family instability, cultural expectations, examination anxiety, and the moral dilemmas associated with adapting to swiftly evolving technological environments within traditional communities (Aderinto & Okafor, 2021). Consequently, modern stress is no longer a singular phenomenon but a multi-systemic strain on the entirety of a person's biopsychosociotechno-spiritual ecosystem.

Biopsychosociotechno-spiritual stress significantly intersects with the demands of digital parenting in a hyperconnected world concerning family life. Parents must now control their children's online time, deal with the dangers of cyberbullying, stop digital addiction, and deal with moral and spiritual problems that come up when kids have unlimited access to the internet (Livingstone & Blum-Ross, 2020). In numerous local communities, insufficient digital literacy among parents exacerbates this stress, resulting in deficiencies in supervision and intergenerational communication (Nwachukwu & Adeyemi, 2022). When children and adolescents take in conflicting values from online spaces, like consumerism, sexualized content, and extreme ideologies and religions, they become more confused mentally and spiritually. Effective digital parenting necessitates culturally informed, emotionally attuned, technologically proficient, and spiritually aware methodologies that conform to the biopsychosociotechno-spiritual framework, thereby ensuring the comprehensive protection and development of the child.

With a growing globalized digital culture, studies show that challenges faced by parents in Africa include limited digital literacy, fear of erosion of socio-cultural morals and values, and financial constraints around device acquisition (Awah et al., 2022; Benlahcene, 2023). Kenya's digital space has grown over the years with increased accessibility to smart devices, early exposure to social media, and the growth of school-based digital learning platforms. As a result, parents are now faced with challenges that include child internet addiction, decreased social interactions among children, cyberbullying, and decreased mental wellness (Njiru & Odundo, 2023). Despite these trends, few studies have examined digital stress among parents in African educational contexts using a multidimensional framework such as BPSTS.

The Peer Counseling Club (PCC) alumni is made up of twenty individuals who were student peer counselors at the United States International University (USIU) between 2003 and 2007. The purpose of the peer counseling club, now known as the Peer Educators and Counseling Club (PECC), is to create an open and safe space for student education and wellness programs through activities such as telephone counseling, peer education, peer mentorship, seminar and workshops (United States International University [USIU], n.d.).

Members of PCC alumni are millennials who are currently pursuing diverse careers across the globe while involved in leadership and mentoring roles in their workplaces and respective communities. Those who are parents have enrolled their children either in private or international schools which have digital learning at the core of the school's curriculum. Parents in the respective schools are expected to navigate school-related digital platforms and participate in the respective school's online engagements that enhance digital connectivity. Meanwhile, there is the expectation that parents will continue to uphold family values as well as manage their personal wellbeing. However, it remains unclear how these parents experience and interpret the stress associated with digital parenting, and how the interconnected biological, psychological, social, technological, and spiritual dimensions contribute to their overall stress levels.

There is a need to explore the nature, extent, and lived experiences of BPSTS stress among millennial parents of children to inform responsive and contextually relevant coping mechanisms.

Objective of the Study

The main objective of this study is to examine how millennial parents who are alumni of the peer counseling club at the United States International University make meaning of digital parenting and its connectedness to the biological, psychological, social, technological, and spiritual dimensions of stress.

Research Objectives

1. To explore the perceptions of millennial parents about digital parenting
2. To find out how millennial parents have experienced biopsychosociotechno-spiritual stress brought on by digital parenting
3. To determine the coping mechanisms millennial parents use to manage biopsychosociotechno-spiritual stress

METHODOLOGY

This study adopted a phenomenological qualitative research design to examine digital parenting and biopsychosociotechno-spiritual (BPSTS) stress among millennial parents who are alumni of the Peer Counseling Club of the United States International University. This is to understand the perceptions of digital parenting among millennials, their lived experiences, and dimensions of stress they experience. The study also explored the coping mechanisms they use to manage the biopsychosociotechno-spiritual stress brought about by digital parenting.
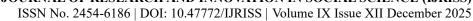
Purposive sampling was used to sample 10 participants for in-depth semi-structured interviews from the target population of 20 members of the Peer Counseling Club alumni of the United States International University. Narrative analysis was used to provide a deeper understanding of millennial parents' understanding of digital parenting, BPSTS stressors and coping mechanisms. Narrative analysis was employed to reveal how participants shared their personal stories, emphasizing the context and meaning attached to digital parenting in technological-integrated home settings. This approach provided rich in-depth accounts of individual lived experiences within the study.

FINDINGS

Narrative analysis of the lived experiences of participants revealed that millennial parents experience digital parenting as both a beneficial opportunity and a risky, stressful concept. Across the accounts, parents described navigating an evolving digital space while upholding family and cultural values and maintaining personal wellbeing. When interpreted through the BPSTS framework, the narratives showed how digital parenting stress unfolds across interconnected domains of life.

Biologically, parents spoke of physical exhaustion and headaches associated with long term use of digital devices and management of screen time in the home. Psychologically, many parents described feeling angry, frustrated, uncertain and guilty about making the right digital decisions for their children especially in setting the necessary boundaries. The narratives revealed that socially, many parents experienced conflict with their children when it came to establishing guidelines and maintaining discipline in the use of digital tools. There was also pressure to conform to what society deemed as being digitally competent or technologically savvy. Technologically, parents narrated they mostly experienced technological overload because of the children's demands to be constantly in the digital space. Spiritually, several narratives revealed inner conflict as parents tried to maintain cultural and faith-based values in a digital world that provides trends that are more attractive to their children.

The findings revealed that the narratives shared by millennial parents about digital parenting stress cannot be viewed from a linear perspective. The stories served as an eye opener to the complexities associated with digital parenting which include biological fatigue, psychological pressure, social tensions, technological overload and spiritual dissonance. Despite this, millennial parents understand the need and are committed to providing support for their children whose lives are centered around the digital world. The findings highlight the intertwined nature

of digital parenting experiences and the need for coping mechanisms that acknowledge the full spectrum of the BPSTS influences.

Demography

Table 1 Demographic Information of Participants

Respondents	Gender	Age	Marital Status	Family Structure	School Curriculum
Participant 01	Female	44	Married	2 children (ages 11 & 9)	Private, National
Participant 02	Female	39	Married	2 children (ages 10 & 6)	Private, International
Participant 03	Male	37	Married	Blended family of 6 children (ages 16, 14, 8, 6, 5 & 2)	Public, National & Private, International
Participant 04	Female	42	Single	2 children (ages 16 & 11)	Private, International
Participant 05	Female	41	Married	2 children (ages 8 & 6)	Private, International
Participant 06	Male	41	Married	1 child (age 10 months)	N/A
Participant 07	Female	42	Divorced	3 children (ages 15, 13 &10)	Private, National & Private International
Participant 08	Male	42	Married	2 children (ages 8, 6 & 3)	Private, National
Participant 09	Female	39	Single	1 child (age 8)	Private, National
Participant 10	Female	41	Single	2 children (ages 17 & 12)	Private, National

Perceptions of Millennial Parents about Digital Parenting

To explore the perceptions of millennial parents about digital parenting, it was necessary to find out what kind of digital tools were accessible at home and the purpose the tools served. All participants except one whose child is 10 months indicated that their children use digital tools. The most common are:

1.   Smartphones
2.   Tablets
3.   Laptops
4.   Smart TVs

However, laptops are the most used. According to Participant 04, *"My children use the laptop when doing research."* (Interview, 27/11/2025). Likewise, another participant indicated, "*My child uses a laptop when doing research.*" (Participant 09, Interview, 27/11/2025) .

The digital tools are primarily used for:

1.   School assignments
2.   Research
3.   Communication
4.   Entertainment was found secondary but significant.

Majority of the participants indicated that there was increased reliance on digital tools over time, with school assignments being the main reason for the introduction of digital tools usage as indicated below: "*The use of gadgets in our home was a school requirement. Our children were accustomed to digital technologies before age 10, especially during COVID as they had to have access to a laptop to join classes.*" (Participant 01, Interview, 26/11/2025)

Another respondent said, *"Our children mainly use the phone and WhatsApp at home. The use of other digital tools was introduced by the school. Over time, the use of digital tools has increased primarily for school assignments."* (Participant 02, Interview, 26/11/2025)

When asked to describe digital parenting and what it meant to them, participants explained this as an approach that parents use to guide and manage their children's use of digital media that ensures their safety. Participant 01

said, *"This is being able to parent your children through the digital age, incorporating it and managing the digital exposure."* (Interview, 26/11/2025). Another participant described digital parenting as, *"The practice of raising children in today's technology-driven world by guiding how they use digital devices, the internet, and online platforms. It involves teaching them responsible, safe, and healthy digital habits while providing boundaries, supervision, and support."* (Participant 04, Interview, 27/11/2025)

Likewise, Participant 06 explained that *"Digital parenting means guiding and supporting children as they use technology safely and responsibly. It means teaching them good online habits, setting healthy limits, and staying involved so they can enjoy technology while staying protected."* (Interview, 27/11/2025) *Perceptions*

Perceptions of digital parenting by millennials are varied, shaped by their own upbringing, digital literacy and the reality of raising children in a highly technological world. All participants view technology as an important component of learning, curiosity and creativity but also comes with risks. Participant 01 pointed out that, *"Digital tools have been helpful for learning like coding for my 13-year-old but detrimental when they veer off to unnecessary content."* (Interview, 26/11/2025). Another participant stated, *The use of digital tools has helped enhance learning and retention in my children but sometimes in their curiosity they have bumped into content that is not child friendly. If unguided they can spend lots of time digitally to the detriment of their socializing with family and friends outside.* (Participant 03, Interview, 26/11/2025)

Another parent said, *"As a parent, I have embraced the use of technology to help my children in their education, but I know all sorts of people use this space for good and the bad."* (Participant 08, Interview, 27/11/2025). Participant 09 also said, *"Useful for learning but they have been problematic where the children have borrowed heavily from cultures outside our own, causing conflict. There is over exposure to gadgets and the risk of dependence. My son prefers technology over social interactions."* (Interview, 27/11/2025).

All participants view digital competence as an expected part of modern parenting. Digital competence includes understanding various digital platforms, both educational and entertainment apps, and online safety tools. This expectation is a cause of pressure or feelings of inadequacy among many parents. Participant 01 stated, *"My usage of digital technologies has increased and is now driven by the awareness and usage of my children. I cannot be left behind."* (Interview, 26/11/2025). In a similar manner, Participant 10 stated,

I'm spending more time on technology than I was before. It's a tricky place to be which requires more involvement in my kids' lives, unlike before. Kids are now exposed to a world that was never there before and as a parent, I am compelled to be involved so that there is no vacuum. (Interview, 28/11/2025)

Likewise, Participant 04 emphasized her perception of competence *that, "I must remain 'woke' and alive to the trends to direct my children."* (Interview, 27/11/2025).

There is also the perception that technology affects family relationships with majority reporting incidences of conflict between the children and themselves. Conflict often arises when children do not respect the laid-out guidelines, and the parents react. Participant 01 described this as follows, *"Even though we have managed a relative balance, oftentimes when I challenge digital consumption and how much time is spent on gadgets, there is friction."* (Interview, 26/11/2025). Another participant said, *"Sometimes we have had conflicts because of gadgets when we correct them."* (Participant 05, Interview, 27/11/2025). Similarly, another participant pointed out, *"While digital use in our home has led to more conversations about rules and trust, it has sometimes led to disagreements about limits."* (Participant 06, Interview, 27/11/2025).

Many millennial parents perceive digital parenting through the lens of personal bias, cultural values and spiritual beliefs which shape what they allow or restrict. One of the participants said the following, *"My belief system and my faith determine my choice of digital tools and usage."* (Participant 01, Interview, 26/11/2025) Similarly, another added, *"My personal and cultural values and my Islamic faith influence the way I approach digital parenting."* (Participant 02, Interview, 26/11/2025). Participant 03 further stated, *"My faith and belief system shape the way I approach digital parenting. Also, my upbringing."* (Interview, 26/11/2025). In a more expressive way, Participant 04 categorically shared as follows:

For me and my family, our approach to digital parenting is shaped primarily by the Word of God. Our beliefs, values, and decisions are grounded in Scripture. We view parenting, even in the digital age, as part of our calling to steward our children well and guide them in a way that honours God. Everything we do, including setting

boundaries and teaching digital responsibility, flows from our desire to uphold biblical principles and fulfil the Lord's work in our home. (Interview, 27/11/2025)

In addition, Participant 06 said, "*My approach is shaped by my upbringing and our family values.*" (Interview, 27/11/2025). Further, another participant said, "*Culturally there is the fear of the children being too exposed to cultures and ways of life that contradicts my own. I therefore try to enforce my world view through digital parenting.*" (Participant 10, Interview, 28/11/2025). Participant 07 added, "*I guide my children to use digital tools based on my belief system and faith.*" (Interview, 27/11/2025).

Description of Biopsychosociotechno-spiritual Stress of Millennial Parents

The study showed that millennial parents experience different dimensions of stress because of digital parenting. When asked about the biological stress brought about by digital parenting, many participants reported experiencing fatigue as a result of digital parenting. Participant 03 stated, "*Constantly monitoring my children's use of digital tools is both exhaustive and draining.*" (Interview, 26/11/2025). Participant 05 adds, "*Constant monitoring drains my energy. I often have tension, headaches, or feel physically tired.*" (Interview, 27/11/2025). In addition, Participant 04 says, "*Trying to get them to do some things other than being on their gadgets is tiring.*" (Interview, 27/11/2025). Similarly, another participant said, "*I have an upper back ache as I sit for long hours in front of a computer at work and when I get home, I sit up to help my son with his school assignments.*" (Participant 10, Interview, 28/11/2025).

Most participants reported experiencing psychological stress because of digital parenting. The common feelings that millennial parents experience are anger, worry and frustration. Participant 01 reported, "*I feel emotionally ambivalent when it comes to digital parenting. While I am excited about my children learning new digital skills, I feel stress, worry, frustration and uncertainty as a parent raising my children in this digital era.* (Interview, 26/11/2025). Additionally, Participant 02 said, "*I feel angry and frustrated when my children do not adhere to the given guidelines about digital use. When they cross a boundary, I often respond in anger.*" (Interview, 26/11/2025). Another participant reported feeling, "*Frustration when I find the kids watching or playing games that are not pre-approved.*" (Participant 03, Interview, 26/11/2025). In addition, another one said, "*I often feel worried, stressed and frustrated.*" (Participant 06, Interview, 27/11/2025)

A few parents have experienced feelings of guilt and doubt often brought on by questioning the extent to which they manage their children's screen time. One participant said, "*I sometimes question if I'm being too strict or too lenient.*" (Participant 01, Interview, 26/11/2025).

While another one added,

When I don't know what adverts will pop up on their screen and what they could possibly end up seeing. I once walked into the room, and they quickly turned off the TV and I wondered if the boundaries we had established were really working. (Participant 05, Interview, 27/11/2025)

A few parents reported experiencing social pressure about digital parenting from family, friends and society at large. Participant 04 said, "*I follow people that influence me and my faith, so the impact is positive. I have learned from them lessons about raising children in this digital age in a healthy manner.*" (Interview, 27/11/2025). Another participant shared, "*I am perceived to be 'Stone Age' and not with the times; there is always pressure to grant my children more access to gadgets and apps.*" (Participant 03, Interview, 26/11/2025). Participant 05 added, "*I often feel pressure to "keep up" with what other parents are doing.*" (Interview, 27/11/2025).

It was also found that a few millennial parents experience technological overload because of digital parenting. Participant 10 said, "*I experience technological fatigue each school holiday as my son wants to be on his gadget all the time. He lacks motivation to go out and play or play board games. It's easier to give in and let him be.*" (Interview, 28/11/2025).

Further, another participant points out,

I feel our home creates an environment that increases technological stress. There is demand for usage by the children all the time and I know it's because they want to connect with their friends through their games. It means a lot to them, but I experience technological overload. (Participant 01, Interview, 26/11/2023)

Another participant adds,

I suffer from technological overload because of the demands my children make when they insist on using their gadgets because they are bored or need to finish their homework. It's too much as I must be alert about what they are doing online. (Participant 02, Interview, 26/11/2025)

When asked about the spiritual dimension of stress, many of the millennial parents acknowledged that they had experienced value-based conflicts because of digital parenting. One participant said,

Technology sometimes introduces things that are a mismatch to our beliefs. Sometimes it's subtle and unexpected even in innocent programs. As parents we feel the need to watch more edifying content which is not what is trending, but the children are interested in trends. (Participant 03, Interview, 26/11/2025)

Another participant stated, "*Everything is sexualized, yet I am trying to show my children to walk in purity and godliness. One moment you're watching a good song, then an advert of a nude lady is on screen. Then I must explain what's happening.*" (Participant 04, Interview, 27/11/2025)

Millennial Parents' Coping Strategies for Biopsychosociotechno-spiritual Stress

Millennial parents have developed coping strategies to help them deal with the various dimensions of stress associated with digital parenting. Participant 01 says,

I set clear time limits and make sure devices are turned off during meals, homework, and bedtime. I limit my own screen time and avoid using my phone when I'm spending time with my child. I try to limit my own screen time and avoid using my phone when I'm spending time with my children. (Interview, 26/11/2025)

Further, another parent stated, *"I have put in place limited screen time on weekends and none on weekdays. It's a struggle, but I try."* (Participant 02, Interview, 26/11/2025). Similarly, Participant 04 reported, *"I'm conscious and detox intentionally. Sometimes to cope, I just switch off and let my gadget, phone or laptop, be in another room."* (Interview, 27/11/2025). Another parent emphasized, "*I am big on selfcare.*" (Participant 07, Interview, 27/11/2025).

Participant 03 was emphatic by saying,

Limitation of screen time is important to me. I limit the amount of time I spend on particular apps. I don't use my gadget or certain apps during some hours. I deliberately look out for myself especially over things that strain me emotionally. (Interview, 26/11/2025)

In the same line, another parent expressed that,

Having a sleeping time. My children also have permission to take the phone away from me if I am too engrossed and at the wrong time. The way I cope emotionally or psychologically is by listening to music, playing board games, going for evening walks, and taking care of my skin and hair. (Participant 05, Interview, 27/11/2025)

Participant 06 said, "*I don't consciously regulate my digital activities, but I do. Some of the ways I take care of my psychological wellbeing are by engaging in mindfulness and selfcare.*" (Interview, 27/11/2025). In addition, another parent said, "*I take care of my emotional or psychological health by creating time away in nature and outdoor activities with the kids where we put away gadgets.* (Participant 08, Interview, 27/11/2025). Participant 09 affirmed that, "*Some of the strategies I use to cope include self-care and mindfulness.*" (Interview, 27/11/2025). Lastly, Participant 10 said, "*I put my gadgets away when at home. I am also into meditation, workout, and walks in nature.*" (Interview, 28/11/2025).

DISCUSSION

This qualitative study contributes to existing knowledge about digital parenting and biopsychosociotechnospiritual (BPSTS) stress among millennial parents. In line with previous studies, digital parenting has transformed parenting, parental responsibilities and conventions, resulting in cultural adaptability and emotional ambivalence (Mega et al., 2025). However, this transformation has brought to the fore the stresses

that parents face as they struggle to balance between providing digital autonomy for their children and protecting them from the vices in the digital space (Nichols & Selim, 2022).

The study revealed that most families use digital tools daily, including educational apps. This is in line with research by Kumar et al., (2025) which indicates that apart from the use of educational apps for collaborative learning, gamification and virtual reality have increased children's involvement in the usage of digital tools.

This calls for digital competence for parents whose responsibility includes choosing culturally relevant content for their children, managing their children's screen time effectively, and actively engaging with educational and entertainment technologies. Choy et al. (2024) state that the role of parents in mediating children's use of digital tools is crucial in maximizing the benefits and minimizing the potential risks that come with their involvement in the online space. In this research, it is seen that digital parenting is not a concept that can be ignored as it is here to stay, especially with the advancement of technology, and its use in educational settings.

The study highlighted the biopsychosociotechno-spiritual stresses that millennial parents experience as they navigate the digital space with their children. This is in line with the biopsychosociotechno-spiritual model proposed by Egunjobi, J.P. (n.d.) which states that stress is a human problem that arises from dis-integration across five dimensions: biological, psychological, social, technological and spiritual. The study revealed that millennial parents mostly experience biological, psychological and spiritual stresses associated with digital parenting. These dimensions are intrinsically interconnected and a change in any one of them precipitates outcomes in another, thus affecting the health and wellbeing of an individual (Tassos et al., 2025).

The study also revealed how millennial parents have found ways of coping with the challenges that come with digital parenting. Strategies such as managing screen time, setting clear boundaries and rules, self-care, mindfulness, connecting with nature, and establishing structured routines are some of the strategies employed by parents. These strategies are in line with what has been proposed by Woldermariam (2026). However, it is worth noting that there is limited literature on coping mechanisms that parents can readily adopt for their wellbeing regarding digital parenting.

CONCLUSION

The findings of this study reinforce the importance of digital parenting as an approach in modern parenting. Perceptions held by millennials about digital parenting are shaped by their personal values, upbringing, digital literacy and the ever-changing technological world. The increased use of digital tools for both education and entertainment purposes has influenced the way parents interact with technology and as a result, experienced stresses that cut across the biological, psychological, social, technological and spiritual spectrum. Despite the challenges that come with digital parenting, millennial parents have devised coping strategies that enable them to successfully navigate the digital space.

RECOMMENDATIONS

Parents should actively participate in digital literacy workshops to enhance their knowledge and understanding of digital platforms, online safety and age-appropriate technology use. This will build their confidence in guiding their children thus reducing technological stress. To reduce biological and psychological stress, parents should aim at establishing balanced and predictable routines in the home. These routines should include time for studies, play, rest, leisure, outdoor family or group activities, and family bonding. In addition, a collaborative approach in negotiating rules and guidelines for digital media usage by children will help minimize conflict and promote emotional and social bonds within the family.

Schools should develop structured digital parenting programs which include workshops focused on building parents' digital competencies. In addition, guidance on the school's learning management system and communication apps will help reduce technological stress for parents. Schools should strengthen partnerships with parents and provide forums where parents can share concerns and participate in the co-design of digital policies. This shared responsibility will reduce social and psychological tensions.

Government-led initiatives should integrate digital parenting stress into national mental health strategies. The Ministry of Education in collaboration with the Kenya Institute of Curriculum Development (KICD) should

incorporate parent-focused digital literacy modules within school-based digital programs. At community level, peer support groups should be encouraged to help parents discuss challenges, share strategies, and learn about digital parenting in culturally familiar settings.

Parents will benefit greatly from a multi-sectoral approach which is essential in addressing the complexity of BPSTS stress experienced by millennials in Kenya. This will ensure digital competence and overall wellbeing.

REFERENCES

1. Aderinto, A. A., & Okafor, C. N. (2021). Psychosocial stressors and adolescent wellbeing in sub-Saharan Africa. Journal of Child and Adolescent Studies, 14(2), 45–59.
2. Awah, I., Green, O., Baerecke, L., Janowski, R., Klapwijk, J., Chetty, A. N., … Cluver, L. D. (2022). "It provides practical tips, practical solutions!": Acceptability, usability, and satisfaction of a digital parenting intervention across African countries. Psychology, Health & Medicine, 27(sup1), 107–123. https://doi.org/10.1080/13548506.2022.2113106
3. Benedetto, L., & Ingrassia, M. (2021). Digital parenting: Raising and protecting children in a media world. In L. Benedetto & M. Ingrassia (Eds.), Parenting: Studies by an ecocultural and transactional perspective (pp. 1–21). IntechOpen.
4. Benlahcene, B. (2023). Parenting in the digital world: Challenges and advantages in contemporary Africa, with special focus on North Africa. SSRN. https://doi.org/10.2139/ssrn.4427563
5. Byrne, S., Rodríguez, G., Álvarez, M., Gutiérrez-Rodríguez, N., Rodrigo, M. J., Padilla, S., & Martín, J. C. (2024). Professionals' digital competences and user profiles in social agencies and their impact on professional practice, family autonomy, and wellbeing. Frontiers in Psychology, 15, 1363444.
6. Choy, Y. N., Lau, E. Y. H., & Wu, D. (2024). Digital parenting and its impact on early childhood development: A scoping review. Education and Information Technologies, 29, 22147–22187. https://doi.org/10.1007/s10639-024-12643-w
7. Egunjobi, J. P. (2025). The silent victims: Understanding and healing families affected by addiction – A biopsychosociotechno-spiritual and practical theology support. Lulu Press Inc.
8. Egunjobi, J. P. (Ed.). (2019). The biopsychosocio-spiritual communication. Lulu Press Inc.
9. Egunjobi, J. P. (2020, April). Biopsychosociotechno-spiritual self-care during COVID-19 lockdown. https://doi.org/10.13140/RG.2.2.12562.58566
10. Egunjobi, J. P., Atungs, G., David, D. O., Utume, A. T., & Eteme, E. (2020). Community biopsychosociotechno-spiritual experiences at the confirmed case of COVID-19. https://doi.org/10.13140/RG.2.2.26580.83842
11. Egunjobi, J. P., & Agwu, U. K. (2024). Personality theories: A biopsychosociotechno-spiritual perspective. Lulu Press Inc.
12. Egunjobi, J. P. (n.d.). Distinguishing Psycho-Spiritual Institute (PSI) philosophy and Egunjobi's psycho-spiritual theoretical frameworks.
13. Himashree, G. (2025). The biopsychosocial-spiritual model: A holistic approach to health and well-being. Journal of Krishna Institute of Medical Sciences University, 14(1), 1–2.
14. Kubota, E., MS, A. N. F., Mahendra, S., Prayoga, A., & Rahmawati, U. D. (2022). Millennials and the sandwich generation: The challenge of adapting self-identity across time. Proceedings Series on Physical & Formal Sciences, 3, 25–31. https://doi.org/10.30595/pspfs.v3i.260
15. Kumar, N., Neerupa, C., Sengani, V., & Pavithra, R. (2025). How millennial parents guide Generation Alpha in using educational apps. Quality Assurance in Education, 33(4), 653–670. https://doi.org/10.1108/QAE-01-2025-0019
16. Kumar, N. (2025). Digital parenting: Prospects and challenges (pp. 236–246). BlueRose Publishers.
17. Livingstone, S., & Blum-Ross, A. (2020). Parenting for a digital future: How hopes and fears about technology shape children's lives. Oxford University Press.
18. Mustikasari, M., Syukur, M., Najamuddin, Kamaruddin, S. A., & Asrifan, A. (2025). Digital parenting in the urban millennial era: Social change in young parents' child-rearing practices using mobile touchscreen devices in Makassar, Indonesia. Journal of Humanities and Social Sciences Studies, 7(5), 47–58. https://doi.org/10.32996/jhsss.2025.7.5.5
19. Nichols, S., & Selim, N. (2022). Digitally mediated parenting: A review of the literature. Societies, 12(2), 60. https://doi.org/10.3390/soc12020060

20. Njiru, J. I., & Odundo, P. (2023). Digital parenting: Navigating the challenges of raising children in the digital age in Nairobi, Kenya. International Academic Journal of Social Sciences and Education, 2(3), 284–301.

21. Nwachukwu, U., & Adeyemi, S. (2022). Digital parenting practices and challenges in Nigerian households. Journal of African Media Studies, 14(3), 319–335.

22. Odgers, C. L., & Jensen, M. R. (2020). Annual research review: Adolescent mental health in the digital age—Facts, fears, and future directions. Journal of Child Psychology and Psychiatry, 61(3), 336–348. https://doi.org/10.1111/jcpp.13190

23. Saini, A., Malik, P., Renu, & Lohan, S. (2025). Navigating digital parenting: Strategies for raising Generation Alpha in a hyperconnected world.

24. Tassos, M., Carey, L. B., Gjorgioski, S., Hodge, B., & Riley, M. (2025). The biopsychosocial–spiritual impact on non-clinical health professionals who interact with traumatic and/or sensitive health data: A scoping review. Health Information Management Journal. https://doi.org/10.1177/18333583251338406

25. UNICEF. (2022). The state of the world's children: Children in a digital world. UNICEF Publications.

26. United States International University. (n.d.). Clubs and organizations. https://www.usiu.ac.ke/clubs-and-organizations/

27. Woldemariam, A. T. (2026). Exploring parental stress and coping mechanisms: A phenomenological study of parents' experiences raising teenagers in the digital age (Doctoral dissertation, The Chicago School of Professional Psychology).

28. World Health Organization. (2023). Mental health and well-being of adolescents: Global update. WHO Press.