Chapter One

Introduction

1.1. Background of Study

One of the most effective strategies for reducing digital media impacts has been identified as parental mediation. When the government transferred control of youth media intervention from the media to parents and educators in 1990, parental mediation research in the US grew more and more important[1]. Parental meditation has been defined by different scholars and practitioners depending on which media gadgets or application is involved especially among children. Parental mediation is said to be the endeavors of guardians or parents to achieve the connection between kids and the computerized media, the endeavor/attempt of parents to deal with the connection amongst kids and media. Parental mediation and interaction with their young people in regards to innovative utilize executed to advance positive innovation use[2].

Parental mediation helps to provide peace of mind to parents by protecting children from the perils of online access, it allows you to monitor what your children find on search engines of digital media, and it can help you block games or contents that are not good for your children, and it helps to control good cyber habits. Parental Mediation helps you to manage your children's devices[3].

There are different types of parental mediation which include, Active mediation, co-using or co-viewing and restrictive parental mediation. Active parental mediation is a parental mediation technique where parents use parent-child discussion and participation in their adolescents' technology use to alert adolescents to risks associated with interactive technology[4]. Active

parental mediation alludes comprehensively to the direction and counsel that guardians give through children's online activities over kids' online exercises. It is a cycle in which young people can become more critical of internet content as a result of active discussions of online concerns. [5] and to be more aware of Web wellbeing[6.] Active mediation can likewise reach out to guardians remaining close by or sitting with kids when they go on the web and guardians in investigating and offering on-the-web exercises to their kids tracked down that the degrees of dynamic observing were for the most part high during pre-adulthood, whereby guardians tackle subjects by examining them when they are depicted in the media. This procedure may likewise decrease the probability of bothersome and harming practices or mentalities. It has been found that young people who actively meditate are less likely to develop web obsession. It also minimizes children's exposure to internet risks without reducing online opportunities and lessens the harm that children suffer when they do. It has been discovered that when children encounter anything upsetting online, active mediation increases.

Co-using or co-viewing parental mediation, is a parental technique in which the parent uses digital media gadgets with their children. According to reports, some parents occasionally engage in co-viewing with adolescent guys. This involves watching without having a conversation[4]. Because they are worried about the negative impacts of media on children, the majority of parents consume media content with their kids in order to keep an eye on their media consumption[5]. Additionally, it has been noted that active and restrictive parenting correlated with parents' negative attitudes toward violent television programs, whereas parent-child co-viewing of violent television programs was positively related to positive attitudes of parents toward violent television programs[5].

Restrictive parental mediation, is when parents enforce regulations on children's and teens' use of media, such as limiting the amount of time spent with media, defining specific media use hours, and prohibiting certain content[6]. Restrictive mediation, then again, alludes to the guideline of kids' online exercises using rules. These guidelines for the most part relate to the time kids spend on the web, the marks of access that youngsters have to the Web, the online substance that kids see, and the exercises that they might participate in like the downloading of documents or their commitment with the person communication locales. Restrictive mediation has been accounted for to be picked when guardians are fundamentally stressed over youngsters' extreme, uncontrolled and fanatical utilization of the Web and the adverse outcomes this might have as far as scholastic execution and relational connections. Restrictive mediation has been found to diminish kids' recurrence of Web use [7], to debilitate the positive connection between higher online support and dangers and to lessen youngsters' openness to online dangers and damage [8]. Be that as it may, a few examinations discovered no effect of restrictive mediation degree of risky Web practices[9] and it being less successful as the kid gets more seasoned [10]

All generations have parental constraints; parents' digital literacy technology seems to affect the childcare approach to children's digital media [11]. Parental arbitration is to maximize benefits and is particularly intended to minimize potential negative impacts[12]. Obstacles to good parenting in Nigeria are influenced by various cultural norms, standards, and beliefs[13]. Couple with this is the low level of leakage of parents, which can also interfere with the arbitration of the actual parents [14]. For example, [15] know that only 56 percent of Nigerians participated in ceremonial literacy. This is a concern because parental numerical literacy can be an important media competency that parents can control and supervise their children's media use with.

The use of digital media devices by children has dramatically increased in many countries during the past decade[16]. Digital devices or gadgets are clever electronic tools that humans use to perform certain tasks or make life easier or more efficient. There are computerized improvements in every aspect of our lives, such as PCs and cell phones. We use them to impart, study, work, learn and to engage ourselves. What's more, youngsters who are brought into the world in this computerized climate figure out how to talk, read or even stroll simultaneously as they figure out how to utilize advanced gadgets. Youngsters are at the cutting edge of utilizing computerized advances and there are not very many who don't utilize them. Indeed, 93% of European young people (94% on account of Spain) utilize the Web basically week by week, and the majority of them associate with the Web day by day Children today live surrounded by digital media gadgets like smartphones, tablets, and iPhones. This prompts worries about the dangers of children utilizing digital media for online behavior[17]. As a result of the prevalence of digital technology, parents must take a proactive part in their children's online safety to keep them safe from dangers including cyberbullying, exposure to sexual content, and temptation [18]. This is because, despite the numerous opportunities that digital technology has given young people recently, it has also exposed them to a number of threats that necessitate parental supervision while they are online[12].

Children are using digital media more frequently as a result of consumer digital devices' rising popularity[19].The predominance of computerized innovation has not just changed the manner in which kids learn and retain information, yet in addition the manner in which they convey and communicate with one another[20]. Academics feel that the impact of the media on children mostly depends on the right management and mediation of their usage, even though the overall beneficial or bad impact of these new technologies on children is still debatable.[21]a new UK

study demonstrated that kids invest more energy online than staring at the television, while youngsters revealed that tablets and cell phones are the gadgets they utilize frequently to go on the web [22]. Comparable investigations directed for different nations propose that more Asian kids and youths have created cell phone addictions — 10% in England[23], 17% in Switzerland [24] and 31% in Korea[25]. These investigations applied distinctive self-report cell phone enslavement scales with remove scores, albeit these scales utilized usually estimated dependence side effects like needing, withdrawal, resistance, physical/mental issues identified with use, and trouble in performing day by day exercises.

However, parents face numerous difficulties as a result of the evolving media landscape. Children nowadays, dubbed as "digital natives," are tech savvy and self-assured, and their mastery of digital technology frequently exceeds that of their parents[22]. Furthermore, because so many digital devices are portable, it is challenging for parents to closely monitor their children's usage. Due to this new development on children use of digital media, even in schools, this study is aimed to know which parental mediation style parents use on their children which is most effective, also to find out the different approach of parental mediation used regarding children's use of digital media devices[25].

According to research it has shown that children use Digital media gadgets to learn new innovations, such as skills, language mathematics and so on. Also children use it for gaming, chatting with friends and staying connected with their peers. In addition, a study found that nearly two-thirds of children have smartphones, and children who own smartphones, often use smartphones or gaming tablets, and use smartphones or tablets for social media and instant messaging are more addictive. In this generation we now see children who carry digital media around, frequently engrossed with their gadgets. Study shows that children use Smartphone's

and tablets twice as much time per week as they use computers. In addition, this study found that 15% of children suffer from Smartphone addiction, and that children from families classified as single-parent families and/or families with low socioeconomic status have a higher prevalence of Smartphone addiction[25].

The frequent use of digital media gadgets among primary school pupil has raised question amongst the society, and thereby trying to understand the stance of the parents on effectively mediating their children. Aware parents really aware of the level of addictiveness their children have with digital media gadgets, and are they putting in right measures to make sure that their children are save from the risks on the use of digital media gadgets and also be sure if their children are actually using those digital media gadgets for the right reasons[25].

1.2. Statement of the Problem

Children nowadays are exposed to different things using the digital media gadgets, which may later have a positive or negative effect on children if not properly monitored either by parents or guardians. Despite the efforts of parents or guardian do mediate in their children's use of digital media devices, children are still some times exposed to Negative contents through their gadgets. The problem could include whether parents are not actively involved when their children make use of any digital media gadgets, or parents set down too strict rules which ends up making the children more rebellious and inquisitive as to why you set those rules, perhaps parents are overly interested in how their kids utilize various forms of digital technology. A statistic by Premium Times newspaper, 25% of children are more engrossed with the video and music content while using the digital media gadgets, 35% use the digital gadgets to go through social media which includes, Facebook, twitter and so on. 1 % of children make use of the

social media gadgets for online gaming. Based on this the research wants to find out if the parental mediation on the use of digital media really affects the children positively or negatively. It's against this backdrop that the study sought to examine how parental mediation really affects children on the use of digital media gadgets, whether positive of negative.

1.3. Aim and Objective of the Study

The aim of this study is to determine the influence of Active, Restrictive, and Co-Using Parental Mediation on use of Digital media gadgets by primary school pupils in Oluyole local government area in Oyo state. The specific objective of the study was broken down into the following:

i. Identify the digital media gadgets used by private primary school pupil in Oluyole local area of Oyo State

ii. Ascertain the purpose of the use of digital media gadgets by private primary school pupil in Oluyole local area of Oyo State

iii. Ascertain the forms of parental mediation used to monitor private primary school pupil in Oluyole Local area of Oyo State

iv. Ascertain the influence of parental mediation (Active, restrictive and co-using mediation) on the use of digital media gadgets by private primary school pupil in Oluyole local area of Oyo State.

v. Ascertain the combined influence of parental mediation (Active, restrictive, Co-using) on the use of digital media gadgets by private primary school pupil in Oluyole local area of Oyo State.

1.4. Research Questions

The following are research questions were carefully derived from the above objectives of the study.

i. What are the digital media gadgets used by private primary school pupils in Oluyole local area of Oyo State?
ii. What is the extent of use of digital media gadgets by private primary school pupils in Oluyole local area of Oyo State?
iii. What is the purpose of the use of digital media gadgets by private primary school pupils in Oluyole local area of Oyo State?
iv. What is the form of parental mediation (Active, Restrictive and Co-using) used to monitor private primary school pupil use of digital media gadgets in Oluyole local area of Oyo State?

1.5. Hypotheses

The following alternative hypothesis of this study will be tested at 0.05 level of significance.

H_1. Active mediation will not significantly influence use of digital media gadgets by primary school pupils.

H_2. Restrictive mediation will not significantly influence use of digital media gadgets by primary school pupils.

H_3. Co-using mediation will not significantly influence use of digital media gadgets by primary school pupils.

H^4. Combined parental mediation (active, restrictive and co-using) will not significantly influence digital media gadgets.

1.6. Significance of the study.

The findings of this research will benefit the following groups: Parents, Schools, Behavioral scientists and also NGO's that specifically have the interests of children at heart. Parents will benefit from this study by knowing which Parental mediation is best suitable for their children, whether male or female, and also the level of mediation they should use in curbing their children, it will also help them to understand why their children exhibit some certain characters.

Schools will benefit from this study also, because the school is also part of a child's socialization process, it will give teachers insight on how to mediate with children's use of computer in school because most of the private primary schools in Ibadan offer computer studies in their curriculum. It will benefit behavioral scientists because it will give them more insight of how human beings in this case children communicate with their behavior and how parents can identify when something is wrong or is a threat to children.

NGO's will also benefit from this work because it gives them more insight of how to educate parents or guardian on how to effectively use the parental mediation strategies to guide their children from the ills of the use digital media gadgets by their children which can be done through seminars, awareness programs etc.

1.7. Scope of study

The research is focused on influence of parental mediation as it influences use of digital media gadgets by primary school pupils in Oluyole local government in Oyo State. The research will sample opinions of parents of pupils in primary 4 and 5 of selected primary school pupils in the local government mentioned above. The reason for the choice of choosing these private school is because they are well established and therefore it is believed that they have long standing tradition of academic excellence overtime. Parents are believed to be in a better position to be surveyed in this study because it is assumed that since they know their children very well they will be able to supply information as demanded by this study.

1.8. Limitation of the Study

Researching on Parental Mediation was a bit challenging because the schools which I used for the purpose of this study were reluctant to allow me administer questionnaires to parents, but with so much persuasion and reassurance that the information going out will not be made public they agreed to it. However this did not in any way affect the quality of the data collected or the overall results obtained.

1.9. Operational Definition of Terms

Parental mediation: it is a method for policing, monitoring, or interpreting the media for children and adolescents.

Active mediation: active mediation entails conversations between parents and kids on media material to develop and promote kids' comprehension and critical thinking abilities.

Co-using mediation: co-using mediation is described as the parental and kid sharing of media content experiences without objective guidance or substantial dialogue.

Restrictive mediation: restrictive mediation refers to the use of rules to regulate children's online activities.

Primary School: a primary school is a school for children between the ages of 5 to 11.

Primary School Pupil: they are children or young person in school or in charge of a teacher or instructor.

Digital Media Gadgets: is any machine that is encoded in machine-readable formats. They are used to share information on a screen with the use of audio, video, pictures, etc. they are also an electronic device that can receive, store, process or send digital information. Examples of Digital gadgets are smart phones, smart watches, tablets, laptop, and computers

Use of digital media gadgets: this is the action of using digital media gadgets for a purpose, which includes also the amount of time spent on using the digital media gadgets.

Frequency of the use of digital media gadgets: frequency measures the number of times something occurs in a specific amount of time, which indicates that the frequency of the use of digital media devices includes both the time spent using them and the number of times they are used.

Endnotes

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Chapter Two

Review of Related Literature

The research work is aimed solely to access parental mediation on the use of digital media gadgets by primary school pupil in Oluyole Local government area of Oyo state. The study will ascertain how effective the different types of Parental mediation and has helped with the use of parental mediation by primary school pupil. The chapter is divided under the following

2.1.Conceptual Framework

2.2.Theoretical Review and Framework

2.3.Review of Empirical studies

2.4.Conceptual Framework

2.5.Summary

2.1.Conceptual Framework

2.1.1.1. Concept of Parental Mediation.

We can fully understand the concept of parental mediation only if we understand what Mediation is all about. Mediation is defined as "the intervention into a dispute or negotiation by an acceptable, impartial and neutral third party (with no decision-making power) to assist disputing parties in voluntarily reaching their own mutually acceptable settlement of issues in dispute[1]." Mediation consists of negotiation between disputing parties with the assistance of a neutral third party. Through the process of mediation, the sender can provide the recipient with perspectives on problems or events (the world or reality) that the recipient is unable to personally observe[2].

The United Nations (UN) Guidance for Effective Mediation describes mediation as a voluntary process "whereby a third party assists two or more parties, with their consent, to prevent, manage or resolve a conflict by helping them to develop mutually acceptable agreements". Mediation is a voluntary endeavor in which the consent of the par-ties is critical for a viable process and a durable outcome. The role of the mediator is influenced by the nature of the relationship with the parties: mediators usually have significant room to make procedural proposals and to manage the process, whereas the scope for substantive proposals varies and can change over time. [3]

By agreement, mediation can only take place when, some drawbacks of mediation include: Parties choose the mediator and the topics they discuss; it can be modified to match the parties' time frames; it is confidential; they can decide whether or not they want a lawyer; and because it's voluntary, I can't guarantee I'll get a result. There is no explicit time limit on when a legal claim may be filed. Only if all parties agree may mediation take place, but there is a potential that no resolution will be reached as a result.[4]

Parental mediations are defined as strategies employed by parents to mitigate negative media effects on children[7]. The actions taken by parents to establish a relationship between kids and

digital media. The parents' attempts to control how their kids interact with the media. Interventions by parents and conversations with their children on technology use are used to encourage constructive technology use. The function of different sorts of parent-child interactions regarding media usage and consumption is discussed in the notion of paternal guidance [5]. Any method that parents employ to regulate, monitor, or interpret media content for both kids and teenagers is referred to as parental mediation. [6]. Parental mediation is viewed as the variations of the different interactions established between parents and children that revolve around the use and consumption of different media[7].

Parental Mediation is a form of parental socialization because parents, as the primary socialization agents, influence their children's behaviors and attitudes to become more competent technology users[10]. The core tenet of parental mediation research is that although media exposure can have an impact on children, this impact can be mitigated to some extent by parents' involvement in monitoring and regulating their children's media use[4]. Parental mediation entails dialogue and engagement between the parent and the child. [11]. Therefore, it is assumed that elements related to parent-child contact are crucial in explaining parental mediation strategies. However, little is known about the relationships between the various parental mediation strategies for children's digital technology use and aspects of parent-child interaction.

Parental mediation could also be seen as a "specific" or "new" type of parenting[8]. Parental mediation consists of all practices by which parents mold and regulate their children's use of the media, or as [9] stated that "any method parents employ to supervise, manage, or translate media information for children" [12]. Thus, parental mediation entails simply creating the child's media-ecology at home by acquiring and locating devices, as well as implementing various practices on their children's media use. The use of software and filters by parents to track, monitor, and limit

their children's use of digital media can also be considered parental mediation[13]. Parental mediation enhances the learning effect, with deliberately prosocial aims in mind (e.g. increasing interracial harmony). It was also aimed at inner city children. However, evidence points to children from higher socioeconomic situations as being the ones who benefited the most. Because children from higher socioeconomic backgrounds are more likely to watch and talk about TV with their parents, this was determined to be a product of the parental mediation[14].

Parental restrictions have been proposed by some academics as a strategy to optimize the positive health effects and reduce the hazards related to children's use of digital media... A strength of parental mediation is that parents who help children to maximize prosocial effects. A study investigated children aged 4-10 and asked them about moral messages of an episode of 'power rangers'. They found that most knew that there was a message but only those 8+ could identify it. Those under 8 focused on fighting rather than the message. Their most important finding was that if parents help their child 'unpack' what they have seen then the prosocial effects are maximized and antisocial reduced[14].

A research work suggests that only some forms of parental mediation would be effective in enhancing prosocial messages in television programs. They discovered that when parents and kids "social co-view," they may both watch but do not talk about the topic. This type of meditation is largely ineffective as a means of modifying children’s interpretations of television. Only in conditions of 'instructive mediation' which involves discussion and explanation, can the parent be described as an effective mediator between TV and the child[15].

In comparison to parents from high-income or highly educated households, parents of low-income families with toddlers who have social emotional deficits are also more likely to

encourage their kids to use mobile devices to settle down[16]. Children with qualities like emotional negativity and a challenging temperament are more likely to originate from low-income families than high-income families. This may be because children from low-income families have limited access to the resources that would enable them to engage in interactions with settings that would foster the development of these skills. As a result, low-income parents adopt a more media-focused parenting style and utilize digital media as a coping mechanism, which leaves kids more vulnerable to the harmful effects of digital media use. These findings suggest that alternative coping mechanisms could be taught to parents, which could provide the behavioral scaffolding necessary to enhance children's executive functioning abilities, such as working memory, inhibitory control, and cognitive or mental flexibility, which are crucial for kids' overall development[17, 18].

Scholars have also discovered a number of characteristics that influence parents' choice and preference of mediation procedures in addition to the idea of parental internet mediation. These variables include the child's age[19], [22] to the socio-economic status of the family [21] and the family structure[22]. In addition to their media attitudes, studies on parents have indicated that mothers use mediation techniques more frequently than fathers [23]. Contrary to popular belief, parent education has little to do with effective mediation techniques [24]. Single parents were shown to have fewer opportunity to use mediation techniques with their kids at the family structure level[22]. The use of media as a break from parenting by single-parent households has been hypothesized to further reduce parent-child interaction and increase kids' media usage[25]. However, children from lower socioeconomic homes are those that spend more time with media, read less, and have media in their rooms[26]. In addition to social and economic variables, it has been established that

mediation use is influenced by situational elements like family schedules and social contacts as well as internal aspects like parents' educational practices and health state.

Although numerous studies have identified the various parent and family-level determinants of parental mediation, given the quick development of technology and the brief lifespan of digital devices, one area that warrants further study is the connection between parental mediation and parents' digital media competence (i.e., digital media literacy)[28, 29] claim that parents can't effectively control their kids' internet use because they don't know enough about the internet. Advanced media competency is positively correlated with restrictive and technical mediation, according to a recent study[30].

Overall, the research indicates that a variety of factors can affect the amount and type of mediation that parents use. In other words, although parental intervention may lessen the harmful impacts of digital technology on children, the kind and scope of parental intervention much depend on the parent. The research also indicates that parent-child contact patterns and parents' media perceptions and usage may be more significant than parent-child demographic variables[30].

In both developed and developing nations, parental supervision of young children's and teens' internet use is commonplace. Given that nearly all young people today use media and the internet as part of their everyday lives since they are growing up in the digital age, it is one of the crucial priorities of modern civilizations[31]. The various ways that young people interact with digital media emphasize the many difficulties that they face in a diverse sociocultural setting32. The detrimental impacts of digital media have been debated recently, with a focus on the younger generation, especially children and teenagers, and their physical and psychological health.[33]. Large evidence pointing to issues such as internet addiction[34], cyberbullying and

cybervictimization[35], and adverse health effects of online gaming [36] is accessible. The results mostly relate to sociability, mental health, and cognitive indices[37] but also to sleep patterns, violence against oneself, and general quality of life [38].

Parental mediation is anticipated to be a beneficial strategy for decreasing the detrimental impacts of digital media on children's and teenagers' physical, cognitive, and social welfare. Parental mediation is a complex idea that supports the growth and improvement of essential digital skills[39]. The media effects paradigm, which is primarily based on communication and addresses social, psychological, and developmental perspectives, is where the concept of parental mediation is principally located[40]. In this context, it is crucial to focus on the reciprocal interaction between parents and the younger generation as well as on their social environment and psychological requirements[40]. The discourse of parental mediation examines how parents engage, control, or steer their children's or teenagers' usage of media or the internet, with a focus on minimizing detrimental impacts on their sociability, physical, psychological, and emotional health[32].

The primary media and digital device gatekeepers and socializers of youngsters are their parents. They watch out for the time and content that their kids spend with media. Children, teenagers, and adolescents are all terms used in this study to describe the younger generation. Parental mediation has been researched for each of these age groups. This is due to the fact that childhood, adolescence, and adolescence are all stages of transition in a person's life during which children and adolescents experiment with new things, reject traditional wisdom, and favor leading unorthodox lives[41]. Although there is a change in terminology and age ranges as a result of the passage from childhood to adolescence, children are defined as preschoolers and school-age children as well as teens (aged 13 to 19) and adolescents (aged 10 to 19 years)[42].

However, children, teenagers, and adolescents were all grouped together in terms of developmental activities. These age groups are also the most frequently mentioned in the research on parental mediation due to the critical role parental control plays in the management of their behavior. However, given their developmental tasks, children, teenagers, and adolescents were grouped together. Additionally, the literature on parental mediation typically refers to these age groups because of the critical role parental control plays in the regulation of their behavior[43]. They therefore need parental guidance and supervision.

2.1.1.2.Active Mediation as a Determinant of Parental Mediation

The category suggests that sharing the media is more active when the child uses the internet than when they watch television. It refers to behavior in which the parent is sitting near the child and talks to them about the online activity. Active mediation means when the parent talks to their children about what they learnt and what they did with the digital media [44]. Researchers that studied parental mediation techniques discovered that when parents engage active mediation, adverse impacts like violent conduct can be reduced [45]. Another mediation technique known as "active mediation" aims to improve the parent-child bond through dialogue[46.] Talking about media content while a child is interacting with the medium (viewing, reading, or listening) is known as active mediation. This encompasses both constructive and critical kinds of mediation[47]. In order to explain or discuss children's use of digital media, parents can have evaluative talks with their kids using active mediation[15]The discussions parents can have with their children concerning digital media are referred to as active mediation. These discussions can occasionally take on a generally negative tone when parents tell their kids that anything they are viewing or doing on the internet or through digital media is not genuine or that they disapprove of certain behaviors displayed in certain digital media contents. The parent-child interaction in this instance

is referred to as "negative active mediation." However, parents can also speak positively about the content their kid's access or view online. Parents might express their acceptance of particular content or behaviors that are shown, or they can emphasize how accurate certain portrayals are. "Positive active mediation" is the term for this type of interaction Neutral active mediation refers to parent-child discussions on digital media that are neither positive nor negative.[47]

The Active Mediation has been given numerous labels, such as Parent-child communication, Instructive communication, and evaluative guidance. Active mediation is the least common of all parental mediation strategies. The Active mediation shows that children are less aggressive, have better plot comprehension and more critical viewing/using [48]. Study has also shown that active parental mediation can reduce sex-role serotypes, enhance learning from educational material, and diminish fright responses to scary content [49]. The parent-child communication may be stronger for these children especially those who are in elementary school [50].

Active mediation of internet use: practices such as talking about internet content and online activities, sitting nearby while the child is online and actively sharing the child's online experiences. Active mediation of internet safety: activities and recommendations aimed at promoting safer and responsible uses of the internet. Active mediation of children's internet use is also the most popular strategy adopted by European parents of 9- to 16-year-olds, followed by safety guidance and restrictions [51]. Parents who engage in active mediation would highlight the significance and context of the media's contents for their children. [52]Active mediation entails talking with teenagers about television, including the shows, content, and advertisements[53]. In a previous contribution, [54] divided active mediations into three categories: neutral, negative, or positive. Positive active mediation [55] is used when parents applaud or endorse the media content. The term "negative active mediation" [56] refers to the use of parental judgment or critique of

media messages, such as talking about the detrimental impacts of advertising practices or violent content. Parents may engage in neutral active mediation, which is dialogue that cannot be categorized as either positive or negative active mediation, or they may combine both positive and negative active mediation[57].

Parental active mediation may help develop teenagers' media-critical thinking skills and shield them from the damaging impacts of media[58]. According to several studies, talking with kids rather than putting them under constraints is a better way to guide them. [59, 60]. When parents actively mediate for their children, they tend to learn more from educationally oriented media content and develop positive social conduct. [57.] Political socialization of youngsters is influenced by negative active mediation [61]. Parents' open explanations of their values and expectations, no matter how archaic they may seem to adolescents, are helpful and protective [57]. Parents may be able to influence the type of violent content that adolescents are exposed to if they watch such content with adolescents and offer their own opinions.

A study asserts that with Active mediation, instead of learning directly from the environment, the child learns with the aid of an adult who understands the child's abilities, interests, and needs[63]. This adult presents and explains certain aspects of the environment which allows the child to attend to salient and pertinent stimuli. Benefits of Active mediation are that parents can be more certain about what children experience, can help children understand the medium and its content, can encourage them to accept only those messages they endorse, can intervene should there be undesirable content, and can gain firsthand knowledge of their reactions to the content [64]. Active parental interpretation of media content also has been shown to enhance a child's learning process[65] As such, Active mediation helps children become more educated media consumers[66]. Active Parental Mediation helps children to create schemas for interpreting experiences[67],

allowing children the potential to develop a template with which to compare their own perception of similar activities, so they can extend this perception to instances when the parent is not around.

Active mediation involves parents and kids talking about media content to enhance and promote kids' comprehension and critical thinking abilities[68.] The goal of active mediation is to help kids become critical thinkers when they interact with media information. As was previously said, parents that use an authoritative online parenting style have showed active mediation [69]. Active parental intervention occurs when parents communicate with children about directed cell phone use [54].This is often seen as the active and open communication method. Family communication pattern theory (FCPT) states that communication within families can foster mutual understanding and trust, which in turn lowers tension and conflict. Young people may develop critical thinking skills if they are exposed to their parents' viewpoints[44]. Their behavior is influenced by this relationship, which encourages them to change their thinking to reflect that of their parents. On the other hand, the general learning model proposes that frequent exposure to environmental stimuli (such as parental communication and direction social media) affects an individual's conceptions and attitudes and thus probably alters the individual's behavior [69]. Furthermore, [70] discovered a negative correlation between parental reconciliation and children's views toward violence and violent behavior, demonstrating that parental reconciliation can be successfully developed through modifying children's attitudes against violence. The current study's hypothesis that adolescent self-control attitudes mediate the effects of effective parental mediation for drug addiction was based on these two ideas and a review of 4,444 pieces of evidence. According to the parental mediation idea, children who experience positive parental mediation grow to think critically about using digital devices. 46. This encourages people to adopt healthy digital media

practices and adaptable approaches to managing the usage of digital media devices. Children's attitudes and behaviour regarding media have been found to be influenced by parental active involvement. Children's attitudes toward alcohol and violence, for instance, can be influenced by parents' active involvement in TV and media use. It might be crazy. 57. Adolescents' attitudes and actions linked to detrimental bad habits can also be changed by parental active interventions. 70. Inspiring children's behavioral intentions toward self-control of cell phone use can change children's behavior through active parental mediation. Studies have shown that positive parental reconciliation negatively predicts a child's future sexual behavioral intentions.

2.1.1.3.Restrictive Mediation as A Determinant of Parental Mediation

Restrictive mediation occurs when parents impose rules on their kids' and teens' media use, such as setting time limits, establishing specified media use hours, and forbidding the viewing of certain materials[35].In restrictive mediation, parents establish guidelines to control how much and what kinds of media their kids can access. In other words, parents who use restrictive mediation place restrictions on both the content and the amount of screen time [53]. According to research, restrictive mediation is establishing guidelines for children's television viewing, such as the types of shows they can watch or how often. [54]. Technical mediation is frequently considered a subset of controlling parental mediation when it comes to internet usage. Technical mediation is the installation by parents of a filter or computer program that tracks children's internet activity and keeps them from visiting particular websites or inappropriate websites. According to research, restrictive mediation appears to be the most widely employed parental mediation technique[72]. Because restrictive mediation may not support kids' development of critical thinking abilities, it may be viewed as less effective than active mediation [73]. However, 74 claimed that if a child obeyed their parents, there was a chance that they wouldn't expose them to media that was

thought to be less acceptable. Restrictive parental mediation may not help adolescents to deeply understand their parents' expectations and internalize them as sets of attitudes and/or beliefs, but it may have an impact on their conduct in the short term. However, restrictive techniques are more frequently utilized with younger children than with older ones, which suggests that for the under-eights examined in [74].

Setting rules that limit how the medium is used, such as limitations on usage time, location, or content (such as limiting exposure to violent or sexual material) without necessarily exploring what such material means or what it does[14]. Interaction restriction this involves limiting activities that involves children with interacting with people online, Technical restriction this refers to the use of filtering and software[73]. Researcher showed how lower-educated parents, who are less skilled at using digital media, engage in less active mediation of their children's internet use, set inconsistent rules to regulate use, and more often use technical restrictions[75]. Age of the child, parental online skills, parental perceptions of the harmful effects of the internet, parental perceptions of their child's lack of self-control, and parental perceptions of their child's age were all significant predictors of restrictive mediation. Restrictive mediation was not linked to addictive use but was significantly connected with decreased online hazards and decreased time spent online. For a youngster with poor self-control in particular, the impacts of restrictive mediation on online time and risks were more pronounced[76].

On the other hand, restrictive mediation refers to the application of guidelines to control kids' online activity. These guidelines often apply to how much time kids spend online, where they access the Internet, what they watch online, and any activities they could partake in, such downloading files or using social media. Social media platforms Restrictive measures have reportedly been employed when parents are worried about their children's excessive,

uncontrolled, and obsessive usage of the Internet and the negative effects this may have on academic achievement and interpersonal relationships. It has been demonstrated that restrictive mediation lowers kids' Internet usage.[77] reducing children's exposure to online risks and harm in order to diminish the positive association between increased online involvement and risks and to lessen the positive relationship between increased online participation and risks. [78] is consistent with Meitner's time restrictions for kids' internet screen time. According to Meitner, there are two types of restrictions: time restrictions and content restrictions. Different Internet parenting philosophies are related to the degree of restrictive mediation.[79] to lessen the supportive connection between. Parents who practice authoritative internet parenting engage in meaningful conversations with their kids to explain time restrictions and content guidelines and to promote discussion of technological rules. [80]. However, the Authoritarian Internet parenting style entails parents enforcing time limits and content restrictions with their children without dialogue and expecting compliance. [81].

There are some types of Restriction mediation practices some parents use to restrict their children on the use of digital media.

- Time Restrictions: We can see numerous parental settings that can restrict how much time kids spend online along the function axis. Some software programs also let parents specify in advance the precise times that their children can use the internet on weekdays and/or weekends.
- Content Restrictions; First, content limitations apply to incoming content interventions such as white lists (filtering content, allowing only pre-approved content), as opposed to black lists (blocking pre-defined inappropriate content). Implementations rely on URLs, such as those on a list of (un)problematic, (in)admissible websites for kids, keywords (such as white

list search engines), age differentiation by detection of technical age labels or in accordance with the age level defined in the software (such as adjusted advertising settings, age-restricted content for pay TV services by means of a PIN code), and automated picture analysis (such as detecting nudity in pictures).

- Activity Restrictions: the functionality for limiting economic actions, like online purchases, is covered by the first sort of activity limits (e.g., blocking in-game purchases). There are many examples of the second kind, which includes limitations on social interactions. Tools can restrict who the child can engage with (e.g., only speaking with a small group of friends, no interaction with strangers), and they can also disable features that allow users to share content, make new friends, or communicate with others via gaming platforms. The third category includes methods for blocking multiplayer gaming and other restrictions on leisure activities. Because permitting kids to play multiplayer video games would put them in contact with strangers, for example, the underlying reasoning frequently also concerns limiting social activities for kids. Monitoring and tracking refers to the use of tools by parents. Children's online activities, and enable several follow-up actions. These provide parents with an overview (via email or in a report) of their child's browsing history, or send a warning to children if they visit inappropriate websites[82].

2.1.1.4.Co-Using Mediation as A Determinant of Parental Mediation

Co-using denotes the parent remaining present while the child engages with the medium (as in co-viewing), thus sharing the experience but not commenting on the content or its effects. [14]. Some argue that co-using with children without discussion is a deliberate, conscious form of mediation, while others argue that it is simply a coincidence or behavioral ritual with no

intention[70]. In fact, of the three types of mediation, co-using has the least amount of clarity in the literature. [83]. Co-using has inconclusive effects on attitudinal and behavioral change of children. Co-using was also found to be influential in the political socialization process. Parents who co-use objectionable digital content (such as sex, violence, and drugs) with their children, on the other hand, encourage their children to develop similar viewing habits[55]In fact, co-using may increase the likelihood of negative media effects such as aggression because parents' failure to discuss the content acts as a sort of "silent positive endorsement" of the content. [49]explains, “when parents co-use negative digital content and do not say anything that contradicts what is shown, children may interpret their parents’ presence as a sign that they approve of the content and think TV viewing is a valuable, useful activity.” As a result, Nathan son advises that "parents should be aware that the popular advice to 'watch television or use digital media with your children' may produce unfavorable effects if parents do not contradict the negative messages that are co-viewed or co-used." According to Austin et al., "co-viewing/co-using and critical or analytical parental discussion of content are conceptually distinct" and that "co-viewing/co-using is more likely to relate to positive mediation—noncritical discussion that reinforces television content, or digital content—than to negative mediation." Co-viewing/co-using appears to lack parental intention to view with a purpose. However, they questioned the notion of unintentional co-viewing/co-using.[54]. They assessed the motivational aspects of co-viewing/co-using in parents of children in grades K-6, distinguishing between intentional and passive motivation.

The sharing of media content experience by parents and their children without objective instruction or significant discussion is defined as co-using mediation [57]. In the context of television content consumption, the term "co-using mediation" is also known as "co-viewing." According to research, co-viewing is the simple act of parents watching television with their

children without discussing its content, relevance, or usability[54.] It has been reported that some parents occasionally engage in co-viewing (watching without open discussion) with adolescent boys[72]. Most parents watch media with their children in order to monitor their children's media consumption because they are concerned about the harmful effects of media on children[84]. Parent-child co-viewing of violent television shows has also been linked to positive parental attitudes toward violent television shows, whereas active and restrictive mediation has been linked to negative parental attitudes toward violent television shows [83]. A study also found that co-viewing was not associated with parents' negative attitudes toward their children's television viewing, whereas active and restrictive mediation were. [85]. A study found that children aged 8 to 12 perceive their parents watching television together as evidence of their parents' positive attitudes toward the given type of program (violent television shows)[83]. In other words, children are more likely to perceive parental endorsement of specific media materials as parental endorsement than as parental intervention efforts. As a result, co-viewing has been deemed the least effective parental mediation technique when compared to active and restrictive mediation[85, 83]. In light of the three types of parent. Co-viewing began with the introduction of television to families as a new media technology[86]. At the time, parents would occasionally accompany their children to watch a variety of television programs. Parents were involved in co-viewing media with their children for some television programs, but they did not always engage in critical discussion of the media content during the shared media experience technology amongst families.[68].

When television was no longer the primary platform for viewing, the parent-child behavior of co-viewing spread to the Internet in the early 1990s [86, 87.] Through the use of mobile devices, digital technologies, and other opportunities for children and parents to engage, the viewing

location transitioned from the home recreation room to the Internet [53]. Joint media engagement (JME) is a new type of co-viewing that was coined to explain parents and children's interaction with the new Internet [86, 87]. Because the Internet was a more interactive digital medium, JME provided more opportunities for parents and children to engage in learning as a cooperative activity and a vehicle for further child development [86, 87]. The Authoritative Internet parenting style emphasizes parents collaborating with children to guide their knowledge and understanding of the Internet.

Co-viewing/ using occurs is also defined as parent child viewing or using media devices together. Parent might co-view or co-use because they wish to protect their children from harmful content or help them benefit from educational or positive content. In this case, parents are said to engage in "intentional co-viewing". Other times, however, parents simply wish to view or use the same program as their children because of shared interest or as a function of them being in the same place at the same time. The later type of co-viewing or using can be thought of as "passive co-viewing"[88].

- Media Co-Use and Newer Technologies

New technologies, such as portable touch screen devices and gaming systems like the Wii or Kinect, provide an intuitive interface that allows parents and children to interact more than ever before. Regrettably, only a few studies have looked into the effects of parental shared media interactions with these devices. [88]. According to the findings of a recent study, teenage girls who spend time playing video games with their parents' exhibit increased parental connection, more and less social behavior. Introversion issues when compared to non-players [88]

Another recent study discovered that spending more time playing family video games was related to higher levels of family bonding.[89]. Regarding computers, emerging evidence suggests that computer-assisted parenting can affect adolescents' abilities and expertise [90]. Furthermore, 4,444 elementary school-aged children whose parents use the Internet more frequently than 4,444 children are more likely to visit primarily educational websites than 4,444 children whose parents use the Internet less frequently. Although there have been few studies on the effects of computer or video game use in very young children, these promising results suggest that a positive relationship between parents and children for use may exist. Internet-based new media that is both safe and beneficial[91]

Children between the ages of 5 and 8 are particularly at danger and unable to recognize online risk, according to prior study. Additionally, younger children are less resilient and more susceptible to anxiety when they take risks, are excluded from or bullied online, or lose due to games or virtual money[91]. Additionally, 4,444 children may have difficulty determining whether websites are trustworthy and remembering information from 4,444 sites that have advertisements or have a more active (more frequented) appearance. With such findings, the use of computers by parents may be likely to protect children from exposure to online risks and to help them learn and interact with devices and adaptation results. As it is still unknown if children under the age of nine can participate, it is vital to stress that parent-child cooperation can be important for young children.

- Predictions of Factors Media Co-use

Demographic characteristics of parents and their settings for the supply effects of digital media to children were found on how parents are involved in the use of children of children, although

the findings that focus on the effects of demographic properties do not receive always consistent [44]. Coating of larger TVs among the parents who hold strong or negative beliefs on digital funds [85] and those who have more time with media Spend. It was found that the age of the child predicted its -level, with parents spending a lot of time with their children, if they grow up, and interest in the same[18.] Other important factors that focus on parents who affect children include the accessibility of parents, participation and participation [85]. Family communication style [57]; and the level of parenting, with the parents, which are less likely than, to digital communication devices [44, 85].

2.1.2. Conceptual Meaning of Digital Media

The word "digital media" is broad and encompasses a variety of goods, markets, and professions. Then there are the things that are hidden from view: web development, apps, video creation, coding, and data. The things you can see are photographs, videos, and articles. Since the industry is evolving so swiftly, new goods are being developed daily. Therefore, those who work in digital media may be experts in social media, virtual reality, web development, narrative, or have a broad range of knowledge. The industry is dynamic and diversified, making it ideal for anyone seeking a challenge. Any media that has been encoded in a machine-readable format is considered digital media. On digital electronics devices, digital media can be produced, watched, shared, altered, and archived. Any data represented by a digital medium, including series of digits, and Media refers to a method of broadcasting or communicating information[92]. This includes text, audio, video, and graphics that is transmitted over the internet, for viewing on the internet [93].

The use of computers and mobile devices (blogs, e-books, and video games) that are assisted by the internet to create and disseminate content, as well as other physical embodiment such as flash memory sticks, hard drives, and others, is known as digital media, also known by the term "New Media" by many. Modern family life and early childhood development are both heavily reliant on digital media[94, 95]. Many children grow up in media-rich households [95], but does that imply that newborns, toddlers, and very young children have access to digital media technology? If so, how do they actually put it to use? What do parents think about children using digital media at a young age, and how do they deal with it in their daily routines and practices? In the digital age, parenting has become more challenging.[96]. Parents are concerned about the potential risks and cultural norms associated with new technologies. They are accountable for their child's health and development into a digitally literate citizen.

In addition, and perhaps more importantly, because of the rise of the "democratic family," which refers to the current expectations of parents to negotiate with and respect the voice of the child, the introduction of digital media technology creates new opportunities for family negotiations due to generational differences between parent and child generations [96]. Thus, parents are under pressure from several different directions. In the intersection between the social micro level (everyday life) and social macro level (societal expectations), clashes and conflicts may arise. The study field on children and media needs more qualitative and in-depth methodologies to better understand how young children use digital media, yet information of the variances and complexities in these activities is still lacking.[97].

Digital media is a term used to describe content that is transmitted digitally across computer networks and the internet. It is any form of media that is offered to consumers in an electronic or digital format[98]. Wikis, virtual reality worlds, photo sharing, blogs, microblogs, Vlogs, digital

storytelling, video sharing, machines, data sharing, social networks and chat apps, conversion tools, social bookmarks, podcasts, content sharing, iTunes, Google tools, rich media, internet calling, writing communities, digital scrapbooking, eBooks, memes, info-graphics, CD-ROMs, and DVDs are just a few examples of the many different types of digital media products available today. [99]. Social network sites such as Facebook, Twitter, Instagram, and many others are what we would call the new media. The new media comprises content that is created, stored or retrieved in digital form.

Digital media have both positive and negative influences on children. Digital media has been found to connect children with family and friends, enable youngsters to acquire better perspectives on many subjects, and provide a better platform for these good influences, for increasing a child's understanding of numerous topics, encouraging improved communication and self-expression in kids, and assisting kids in developing technical expertise [100]. The capacity to demonstrate acts of perseverance, respond to difficulties and frustration, and successfully manage situations are some other positive effects of digital media on kids[101]. There are many detrimental effects of digital media on children's lives. Online grooming, hate speech, social disapproval, cyberbullying, identity theft, cyberstalking, violence, low self-esteem, and a lack of interpersonal skills in youngsters are all linked to digital media. [103]. Drug and alcohol addiction, criminality, disdain for the law and established authorities, sexual promiscuity, impolite language and attire, susceptibility to internet hazards, attention issues, Other drawbacks include addiction to digital media, depression, confusion between reality and fantasy, aggressive thoughts and actions, and incorrect ideals topics related to children's digital use [102].

Digital devices, sometimes known as gadgets, are inventive tools that people utilize to execute specific activities, as well as to simplify or improve daily life. The term "gadget," which is

frequently used to describe little devices, first arose in the 18th century to describe a glassmaking equipment. Today, the term "gadget" can refer to a variety of helpful devices and is frequently used interchangeably. Due to advancements in technology, the creation of computers, and changes in human priorities and requirements, devices have increased in both use and influence. Devices or personal gadgets like phones, household appliances, watches, and many more are included in modern technology. Devices can be used for anything from general purposes to complex activities like measuring heart rates and trip distances.

2.1.2.1.Type of Digital Media Gadgets

Smart Phones: A smartphone is a cellular phone with a built-in computer and other functionality such as an operating system, web browsing, and software application support that were not previously found in phones.

Tablet Computer: is a wireless touch screen personal computer (PC) that is smaller than a notebook but larger than a smartphone. The majority of contemporary tablets are equipped with wireless Internet access, local area networks (LAN), and a number of software programs, such as business tools, browsers, and games.

Laptops: Laptop computers, also known as notebooks, are portable computers that you can take with you and use in different environments. They come with a screen, keyboard, and a mouse that can be either a trackpad or a trackball. Laptops contain a battery that enables them to run without being hooked into a power outlet because they are designed to be used on the road. A power adapter that lets laptops use electricity from an outlet and recharges the battery is also included.

Computers: A computer is a digital electrical device that may be configured to do automatic computations using a series of mathematical or logical processes. Modern computers can perform generic sets of operations known as programs. These apps give computers the ability to carry out a variety of tasks. A computer system is a "complete" computer that comes with the peripheral devices, operating system, and hardware required for "full" functioning. This phrase may also apply to a collection of connected computers that work as a unit, such as a computer network or computer cluster.

2.1.2.2.Advantages of Digital Media Gadgets by Children

Children's interactions with digital media can be both beneficial and harmful. When it comes to having beneficial effects, digital media mostly serves to keep kids in touch with their loved ones, promote greater perspective-taking, and broaden their understanding of a variety of topics. Centered on inspiring kids and fostering the growth of their technological expertise while giving them a good platform, improved communication, and freedom of self-expression[104]. The capacity to be patient, respond to difficulties and frustrations, and manage circumstances are some other positive benefits of digital media on kids[105].

There are other advantages such as:

1. Freedom of speech and creativity: Children have enormous imaginations that are too vast to contain. They now have computers, iPads, and more art to help them realize their ideas, as opposed to the past when all they had were simple art tools like crayons and markers.
2. Socialization and relationship-building: It's not a dangerous strategy by any means, but your kids are much more likely to discover other kids to interact with online than they are to find

kids in general. Some people don't use or enjoy technology. Like sports, reading, and other pastimes, video games, social networks, and mobile apps are all hobbies and passions. So there are two ways that technology can be used to socialize. You never know where your child's early STEM exposure and the connections that follow will lead them. As they advance through school, internships, and eventually professions, they essentially "connect" with each project and acquire new technological allies.

3. Independence and empowerment: Kids can complete the task independently thanks to technology! Who knows how far they would get without technology? The feeling of empowerment and independence that comes from producing something is quite amazing, too, not just the act of doing it. It can have a lot of power, more than what words can say.
4. Problem-solving and persistence: Children may now take initiative and do things autonomously, often entirely on their own, thanks to the freedom of speech that comes with technology. They encounter difficulties along the way that must be overcome if they are to accomplish their objectives, so they learn how to overcome them. It all contributes to developing a strong sense of persistence, whether the challenge is attempting to construct a shelter in the Minecraft universe or learning how to hack. They will therefore be inspired to devise their own answers to issues, whether they arise as a result of technology or not, such as homework assignments, social conflicts, or private issues.
5. 5. Learning enhancement: This is a more concrete illustration of how technology can improve learning, even though the aforementioned abilities of creativity and freedom can easily make someone a better learner. This is also a fairly simple concept to understand. What do you typically think of when you hear academic terms? Books, schools, and libraries dominated the scene in the past. Then a new method of learning was offered by computers.

Let's look at what virtual and augmented reality can accomplish now that this technology has truly opened the door to learning. Kids can enter virtual reality to feel what it's like to be there when the pyramids are being built rather than reading about how they were constructed. Instead of reading the text on the page, they can stand below and watch enormous rocks be moved into position.

2.1.2.3. Disadvantages of Digital Media Gadgets by Children

Digital media has a lot of detrimental consequences on kids' life. Online grooming, hate speech, social disapproval, cyberbullying, identity theft, cyberstalking, violence, low self-esteem, and poor interpersonal skills in youngsters are all linked to digital media (Barnes & Laird, 2012). Substance addiction and drunkenness, criminal activity, defiance of the law and the constitution, sexual assault, impolite language and dress, susceptibility to internet hazards, attention problems, dependency on digital media, depression, Other drawbacks include the ability to confuse reality and illusion, violent thoughts and behaviors, and false values. Concerns regarding children's use of digital media that need to be addressed[105].

Parental controls have been proposed by a number of academics as a strategy for maximizing the positive influences and minimizing the risks related to children's use of digital media[106, 107]. Online or offline installations, tools or gadgets (software and filters) used by parents to track, monitor, and limit their children's access to digital media are known as parental controls108. According to the definition provided by 27, 111, parental controls are technologies that provide caregivers (adults who may be parents or guardians) the ability to keep an eye on or track their children's use of digital media in order to explore potential and reduce risks related to that use. These technological resources include the ones provided by Internet Service Providers (ISP),

computer operating systems, and programs downloaded or installed within the home. Additional parental controls include browser-based ones like safe search, timers, You Tube safety mode, and advice from content providers like pin-protected content[108, 110]. According to some academics, parental controls are a superior parental mediation method in the digital age to active, co-use, restrictive, and monitoring parenting strategies.[106, 109]. Parental controls have the advantage of being simpler ways to prevent kids from accessing inappropriate content than the other parental mediation strategies. They are also simple to install, self-explanatory, and simple to find, and many of them are free.[109].

2.1.3. Use of Digital Media by Children

Over the past ten years, the development of new media has altered children's media consumption habits. Before the advent of the new media, children usually just sit with their parents and watch Television shows but now the invention of digital media such as phones, laptops, tablets and so on as caused children to be more glued to their digital appliances. According to research viewership on TV by children has reduced drastically in the last two decades[112].

Children in the early 21st century live and develop within a digital environment where interactive and observational media experiences are increasingly combined. Children use digital media for a variety of purposes, such as enjoyment, self-discovery, mood regulation, finding virtual pals to keep them company, and information gathering[113].

- **Language and Reading**

The alphabet, phonics, word recognition, word construction, and learning a second language are just a few of the language and reading preparation abilities that are taught through the use of

interactive toys and digital media for young children at home.. Research has found that well-designed digital learning programs in these areas can be effective[114]. Digital media can help boost children's vocabulary skills and their acquisition of spelling and reading can improve their early writing skills and can enhance word recognition and word creation, compared to traditional teaching methods[115]. An experiment found that young children's learning with digital media animated multimedia books enhanced awareness of letter sounds and words among children ages 3 to 6[116]. Preschoolers have benefited from online language learning. According to one study, digital storytelling on the internet helped 6-year-old Spanish children's English listening comprehension[117.] Other online learning studies [118] revealed that studying sign language helped youngsters who weren't deaf develop their skills.

- **Mathematics**

Young children's mathematical development can benefit from digital learning materials. The preschool years are a critical time for the development of many early informal mathematics skills, including enumeration, arithmetic problem solving, spatial reasoning, and geometric understanding. As a result, digital tools and software that target teaching mathematical concepts to young children are receiving more attention. One study found that the computer learning programs James Discovers Math (1995 edition by Broderbund) and Millie's Math House (1992 version by Edmark) enhanced children's arithmetic proficiency119. According to some additional research, using developmentally appropriate mathematics learning software, young children can acquire mathematical proficiency as well as related thinking and reasoning abilities.

- **Creativity and Learning**

Well-designed computer programs that are open-ended, give users some control over learning activities, and provide opportunities for creative choices or imaginative expression might support children's creative approaches to learning. Interest and engagement might rise as a result of learning. For instance, a study found that young children who regularly engaged in this kind of open-ended computer-based learning demonstrated more curiosity, hypothesizing, problem formulation and solution, collaboration, motivation, and positive self-evaluation as compared to children who took part in more structured computer-assisted instruction with very little user control.l[120]. Students who use digital media can improve their creative expression skills in a variety of genres, including poetry, music, animation, writing, and storytelling. For instance, there are digital tools that encourage young children to create multimedia stories and tools that teach them about colors and how to blend them. Chromium is a mixed reality environment that combines digital media displays and hands-on materials to enable young children ages 4 to 7 to experiment with and learn about color mixing by carrying out various digital and physical actions. Research has found that it is an effective learning environment that teaches a range of concepts about color and color mixing.[121]

- **Collaborative Learning and Motivation to Learn**

With properly developed digital technology, social interaction and collaborative learning abilities can be improved. [122]. Research has also shown increases in young children's motivation to learn when they are involved with engaging and fun digital media. Computer learning activities can elicit high levels of interest in and focus on young children's learning with digital media, the learning task that does not tend to diminish over time and Young youngsters

expressed a great deal of engagement and enjoyment. Preschoolers, especially some with attention deficit hyperactivity disorder, may pay particularly close attention to computer-based learning (ADHD). The researchers hypothesized that this might happen when the computer can give the child quick feedback on their performance and progress without any delays that might lead their attention to wander[123].

2.1.4. Frequency of the Use of Digital Media by Children

Frequency counts how often something happens over a certain period of time. A four-year doctoral study into the digital practices of teens in South-East and North-Central Nigeria found that Nigerian teens rely extensively on the mobile phone and the mobile internet For the children's enjoyment, release from stress and boredom, and for managing mental health, social media and connectedness are crucial. A study clams that Nigeria is one of the African countries with the highest and consistently growing internet penetration. The study found that a growing number of Nigerian teens have access to digital technologies, particularly mobile phones and the internet[76]. Many of them have access to either a shared Smartphone, or personal Smartphone's, or just feature phones bought by their parents, guardians, or older relatives. According to the report, 23% of respondents bought their phones with their own money and without the help of their parents. The frequency of mobile phone usage by children/teens in Nigeria, the length of time they spend using mobiles and the internet, is quite significant. When they had the possibility, two-thirds (66%) of the kids utilized their phones for 1 to 5 hours. The use of and access to other digital technologies or devices such as computers, laptops and tablets is not popular; this is occasional or non-existent.[125]

Children are now spending more time online as a result of increased access to digital devices and the Internet. Every weekday after school, 15-year-olds in OECD countries spend about two and a half hours online. This increases to more than three hours on a typical weekend day. Between 2012 and 2015, daily internet time increased by 40 minutes on both weekdays and weekends.

Where and when kids access the Internet has also increased with access to mobile rather than fixed technologies. “Ubiquitous internetting” proposes that anyone can choose to stay online permanently, regardless of time or location, if they have the proper gear. 125; kids can now browse the Internet without having to be seated in front of a computer. Despite the possibility of omnipresent internetting, children typically indicate that they use the Internet more frequently at home than while they are "on the move" or at school. Two thirds of 9 to 16-year-olds in Europe today access the internet in their beds on a weekly basis, up from 50% in 2010! Italy has very less internet use at school compared to Denmark and the UK. Despite the fact that children spend more time online in 2014, the majority of them don't advance very far on the "ladder of possibilities." SNS use has surged among boys and teenagers; 53% of 11–12-year-olds and 22% of 9–10-year-olds use Facebook. Children with 100 or more contacts and those with public profiles have significantly increased in Romania; in comparison, the UK and Ireland have somewhat "safer" SNS usage (greater privacy, fewer contacts, and less use by minors). Compared to their parents, fewer than half of youngsters consider themselves to be "digitally innocent." The 9 to 10 year olds' digital self-confidence has fallen, and only 10% of them now think they are more talented than their parents. Children now claim they can modify their SNS privacy, up from 43 percent in 2010; among those between the ages of 14 and 16, it is now 79 percent. More than half of those between the ages of 11 and 13 (55%) and 14 to 16 (79%) say they can change their SNS private[126.]

Due to the expansion of Internet access and usage, some kids now spend a significant amount of time online each day. Extreme Internet users are those who log on for more than six hours every day, according to PISA. In 2015, compared to the weekdays, just 16 percent of respondents were classified as intense Internet users. According to American study, children between the ages of 8 and 12 use screens for about four hours per day, compared to about six and a half hours per day for American teenagers daily for and a half hours [127]. More than 81.7% of the pupils reported having at least one profile on a social networking site. It is alarming that many children use social networking sites for longer than 5.2 hours every day. Children utilize personal computers for a variety of activities, including schoolwork and online gaming. American kids now have access to home computers and use them for everything, including playing video games, doing homework, communicating with friends via e-mail, and exploring the internet. A computer game system like a Sega or Nintendo, a home computer, and Internet connectivity were all commonplace in households with kids in 1999, according to estimates[128]. According to a National Center for Education Statistics study, 23 percent of preschoolers use the Internet, with kids between the ages of 5 and 9 being the most frequent users. According to the findings, 11.7 percent of students' time was spent on homework, while 20.5 percent was spent playing video games. Around two-thirds of preschoolers, 80% of kindergarteners, and 97% of students in classes 9 through 12 use computers. About 23 percent of children in nursery school use the Internet, and this number rises to 50 percent by grade 3 and to 79 percent in grades 9–12. Public school students and private school students differ in their use of these technologies. Private school students are more likely than public school students to use computers at home (76 percent compared to 66 percent; table 3), but public school students are more likely to use computers and the Internet at school[129]. Some researchers emphasized that children between the ages of 8 and

10 are the most likely to have a video gaming device in the bedroom and spend around an hour per day playing games. However, young kids under the age of 3 or 4 are more likely to utilize the Internet to watch videos. In 2012, 4% of 0-4 year olds owned their own computer, whereas 27% of 0-4 year olds utilized a computer in some capacity. Children ages 0 to 4 who utilized computers in 2012 did so at a rate of 22% every day or most days, 31% twice or three times per week, 28% once or twice per week, and 18% less frequently. Among 0 to 4 year olds, the average usage rate was 2.7 times per day. 23 percent of kids between the ages of 0 and 4 utilized the Internet in 2012. In 2012, 11% of children ages 0 to 4 years old utilized the Internet daily or most days, 36% once or twice per week, 33% occasionally, and 20% less frequently. Children aged 0 to 4 used the Internet on average 2.1 times each week. In 2012, 7 percent of children aged 0 to 4 who used the Internet did so for an average of roughly two hours per day; 47 percent spent an hour online; and 37 percent used it for less than an hour per day (9 percent not known). 76 percent of children aged 0–4 who accessed the Internet at all in 2012 had their mother oversee them at least occasionally. Moms were mostly in charge of online supervision. Twenty percent of kids had a dad watching over them, and 26 percent of 0 to 4 year olds had a sibling helping out. 9 percent of children aged 0 to 4 were permitted to use the Internet alone. The majority of 0–4-year-olds' internet activities in 2012 were playing games, with 74% of them taking place in this category. 28 percent of respondents watched TV or online videos, while only 13 percent visited certain websites[130]. Preschoolers may get familiar with digital devices before they are exposed to books, according to some research83. According to the most recent statistics, 82 percent of children aged 5-7 and 52 percent of children aged 3–4 in the United Kingdom use the internet. [84].

Parents in the Annenberg survey report that children (between 2 and 17 years) in homes with computers spend approximately 1 h and 37 min a day on computers, including video games. In

the Home Net study, machine records of weekly usage averaged across approximately 2 years of data between 1995 and 1998 show that among the teens who had access to the Internet at home, usage averaged about 3 h/week during weeks when they used it, and over 10% used it more than 16 h/week. Teens in the study were much heavier users of the Internet and all its services than were their parents. The research indicated that, in some situations, using digital media was more effective than using traditional techniques for teaching cognitive skills. The time that a particular child spends on a computer and their activities on the computer may depend on age, gender, ethnicity, and social class. In a national survey of children and teenagers from 2 to 18, the percentage of children who reported (or were reported by their parents) to have used a computer out of school the day before rose with age: from 26% in the 2 to 7 age range, to 44% among the 14- to 18-year-olds[133].

2.1.5. Purpose of The Use of Digital Media by Children

There are many reasons why children make use of digital media, this study will be discussing some of the purpose of the use of digital media which are as follows:

- **Learning, Attention, and Achievement**

The effects of electronic media on kids vary depending on their age and the media's subject matter. By the age of three, children can benefit from electronic media with instructional content that employs specific tactics, such as repeatedly repeating an idea, using attention-grabbing sights and noises, and giving the characters kid instead of adult voices. However, one study suggests that achievement peaks at one to two hours of educational programming and then drops with heavy use, proving that more is not always better.

- **Cognitive Skills**

Researchers have studied how children develop their cognitive skills with digital media, and they've found that, for example, well-designed computer-based learning activities and games can enhance abilities in analytical and evaluative thinking, abstract thinking, and reflective thinking. The introduction of computers into the educational system was led by the assumption, which persisted throughout the 70s, that computers would replace teachers. However, nowadays, computers are no longer perceived as miracle machines that can perform meaningful educational tasks without the intervention of teachers [134]. The usage of computers at home and in the classroom has enhanced eye-hand coordination[134.] Children's problem-solving capabilities, spatial cognition, spatial representation, iconic skills, and visual attention abilities have all improved when used for educational and recreational reasons on computers and video games[86]. One study found that kindergarten students' memory improvements were more pronounced when they utilized computers to learn than when they didn't. The majority of early childhood educators see the computer center as a helpful activity center for learning, and children as young as 3 and 4 are increasingly ready to explore computers. Time management is crucial. It takes a lot of time for kids to explore and try new things. Young children are free to click on different options to see what happens next. Teachers may want to intervene when children seem frustrated or when nothing is happening. Often, a quick word or two, even from across the room, reminds children of what they need to do next to achieve a desired goal. Providing children with minimal help teaches them that they can use computers successfully. In addition, by observing what children are doing, teachers can ask probing questions or suggest problems to improve and expand the child's computer experience. It's critical that kids continue to have access to a computer lab with a selection of age-appropriate software as they go through kindergarten and elementary school. Children should have the chance to choose some of their digital encounters. Additionally,

teachers in elementary or kindergarten will want to use computers for more focused tasks that support their learning objectives. For instance, a kid can use the ClarisWorks for Kids or comparable software's letter template to compose a letter to a friend or family in order to hone their language abilities.

Children can compare two of the program's seven ecozones by working in small groups while using software like Scholastic's Magic School Bus Explores the Rainforest. Other small groups can research these two economic zones on websites chosen by the teacher using software like Edmark's Kids' Desk: Internet Safe. The groups then combine to discuss their results and compose a report on the ecozones, illuminating each region using images that team members either created themselves or found online. These kids learn to search for information, use knowledge until they have a comprehensive comprehension of many sources, and integrate knowledge about how each ecosystem functions through investigating computational experiments. They gain skills for delegation, social interaction, problem-solving, and teamwork as a result of this process.

According to studies, children aged 3 and 4 who use computers for activities that promote important curriculum goals grow considerably more than those who have never used computers. Using computers in similar classrooms, increasing intelligence, non-verbal skills, knowledge structure, long-term memory, manual skills, verbal skills, problem solving, abstraction skills and concept.

The benefits of providing computers to preschool and elementary school children vary depending on the type of computer experience provided and how often children have access to computers. The potential benefits for preschool and elementary school children are huge,

including improved motor skills, improved math thinking, and increased creativity, higher scores on thinking tests. Critical thinking and problem solving, higher proficiency and increased scores on standardized language assessments.

2.2. Theoretical Framework

2.2.1. Parental Mediation Theory

The parental mediation theory was developed to look into how TV viewing affected kids and teens' media and communication habits. Three types of parental mediation—active, restrictive, and co-view—were initially identified by researchers[135] and later adapted to Smartphones, the internet, and video games. The parental mediation hypothesis was developed by [188] into four dimensions, which are separated based on the level (high vs. low) and kind (active vs. controlled) of mediation. Selective mediation is defined as having high degrees of active and regulative mediation, while Laizes-faire is defined as having low levels of both (or unmediated). Mediation that is both very active and low regulated is considered primitive, and mediation that is both highly regulated and restrictive.[136].

Additionally, [137] took a critical position toward the parental mediation theory and used participatory learning as another aspect of parental mediation, emphasizing the need of communication between parents and their kids as active participants. The parental mediation approach that is already in place, meanwhile, has weaknesses when it comes to digital and mobile media, according to [137]. [138] addressed this gap and presented five parental mediation aspects on access, content, supervision, and co-use to control online behavior in light of digital media. [139] took a comprehensive approach and recognized the difficulty managing online digital and portable devices, especially for parents. Additionally, the authors divided parental online

mediation into five categories that are more thorough and frequently used: active co-use or instructive, restricted, monitoring, technical, and active internet safety mediation. Later, [140] specified the enabling and restricting elements of parental online mediation, which reorganized the parameters and highlighted the interactive nature of mediation. Technical, safety, and monitoring mediation are all a part of enabling mediation. We believe that Laissez Faire, or the unmediated dimension, is also essential and must be included as the sixth dimension of parental internet mediation because few parents actually engage in this practice, even though the aforementioned five dimensions are very significant in the current environment of abundant digital media In accordance with their cultural customs, either mediate less or remain unmediated[141,] which may have an impact on the favorable consequences for kids or teenagers..

According to the parental mediation theory, parents should employ a variety of interpersonal communication techniques to mitigate and balance the detrimental effects of media on their children's life. It also presupposes that parent-child interactions across interpersonal media play a part in children's socialization to society. Parental mediation is a theory that examines the various channels of communication that parents employ to discuss their kids' media use[1]. Researchers became concerned about the potential adverse effects that media use might have on young children when it began to appear around the time that televisions entered the average home. However, media scholars disagree with the idea that media only has a negative impact because it is normative and has restricted earlier media studies1. For a very long time, parental mediation techniques exclusively included television and did not take into account digital media and devices. Parental mediation theory is currently being applied to digital technologies in a developing, but still young, study area that puts it in a modern perspective. Since most researchers concentrated on one sort of gadget, investigations involving many forms of digital

media are still uncommon.[2]. In order to lessen the negative effects of media on their children, parental mediation theory recommends that parents try a variety of communication techniques. One such technique is a type of media-based parent-child communication approach, which is crucial for socialization (Clark, 2011).

Active mediation, restrictive mediation, and co-use are parental mediation techniques. Parents that engage in active mediation engage their kids in conversation about the movies or video games they are watching or playing. The instructive method, which "aims at an educational end, such as teaching children technical features," and the evaluative approach, which "aims at a normative outcome, such as expressing (dis)approval," appear to be the two approaches that stand out within this parental mediation technique. Restrictive mediation is the discussion of establishing stringent guidelines for media use and enforcing penalties when kids violate these guidelines. The quantity of time, content, and times that children are permitted to use media are all regulated by parents[2]. While gadget limits, such as taking away a tablet so the child won't damage it, were applied to children younger than that, restrictions on the duration and content were frequently applied to children in primary school. Generally speaking, restrictive mediation seems to work better with younger children, whereas it may offend older children and trigger irrational, impulsive responses. [3]. Parents can also impose limitations on the purchasing of online applications and place-based restrictions. Co-use, additionally known as co-viewing[2], just refers to a parent's presence when their child is exposed to media. Instead of conversing to each other directly about what they perceive, the focus is on non-verbal communication. 1 Co-use typically occurs when parents approve of the media's subject matter. [2]

Researchers that studied parental mediation techniques discovered that by utilizing active mediation, parents might lessen adverse impacts like violent behavior. Active mediation is

described as a mediation technique that aims to improve the parent-child bond through dialogue[7]. Children's violent conduct has been reported to increase in response to excessively restrictive mediations, such as too many rules1. A lack of consequences for breaking the law was proven to be detrimental as well [3]

Finally, the parental mediation theory has highlighted six critical factors that must be taken into account as it has evolved over time in line with the development of media and digital technology: Technical and active internet safety mediation, co-use, or educational, limiting, watching, laissez faire, or unmediated. A number of study have found certain predictors of parental internet mediation, in addition to the aspects of parental mediation137, 142. However, as will be discussed in more detail in the following sections, additional theories must be consulted in order to develop a more full knowledge and explanation of the socio-ecological determinants of parental internet mediation.

- **Relevance of Theory to The Study**

The parental mediation theory is considered appropriate to this study because the theory depicts the different sides to which parents can use to mediate their children on how the use Digital media to achieve positive goals to either their academic or their character at large. It also shows that the advantages and disadvantages of different parental mediation type, which is more appropriate for the male child or female child. It also shows us the reason why a particular type of mediation is more appropriate for the female gender instead of the male gender.

The active parental mediation is when parents are actively involved in the contents their children watch or surf with the digital media. The active parental mediation shows that children are less likely to learn bad stuff through their phone; also it strengthens the relationship between the

parent and the child. For example, some parent allows their children to use their digital media when they are back from school to probably do their homework, which parents are actively involved in, a major problem with this type of mediation theory is that parents cannot always be with their children at all times when they are using their digital gadgets.

The restrictive mediation, is simply creating boundaries, such as content limits, time limit, application limit, etc. Children love to explore generally, and these limits might make them become sneaky to check out the content a parent didn't initially want them to check, which is the content is a bad one they will learn negative things from it and act on what they have seen. Study has shown that parents who use restrictive media always have aggressive children.

The co-viewing mediation occurs when the parent uses digital media with the children, there is no involvement of any relationship between the parent and child.

2.2.2. Uses and Gratification Theory

The Uses and Gratification Theory (UGT) is a method for comprehending why and how people proactively seek out particular means of satisfying particular wants. A public-centered method of studying mass communication is known as UGT[88]. Unlike other theories of media effects, this one asks, "What does communication do to people?" The primary focus of UGT[143] is on how individuals use the media. This assumes that audiences are consumers of the same readily accessible product—the media. This presupposes that audiences are not only passive media consumers. Instead, the general population is in control of how they use the media and actively participates in how they perceive and incorporate it into their own life. In contrast to other theoretical viewpoints, UGT holds that it is the public's duty to select the media that will best

meet their needs and wants. According to this reasoning, the media would be in competition with alternative information sources for viewers' attention. [144].

Uses and Gratification Theory Why we utilize media is explained by the use and satisfaction theory. In this method, youngsters choose certain media experiences and content (usage) to satisfy particular emotional and social demands.

UGT assumes that consumers imply clearly defined and intended usage, in contrast to other media consumption theories, and it allows consumers to distinguish the media they are using. This runs counter to earlier theories like the Theory of Mass Society, which claimed that people are powerless consumers of mass media produced by large corporations, and theories about individual differences, which claimed that a person's intelligence and self-esteem heavily influence their media preferences[90]. Given these competing hypotheses, most of UGT's presumptions are unique. [145].

The public is engaged, and he targets his media use. The initiative to associate a certain choice of means with the satisfying of a desire is inherent in the topic. The media compete with other resources to meet demand. People are sufficiently aware of their media use, preferences and motivations to be able to provide researchers with an accurate picture of this use. Judging the value of media content can only be judged by the public. Five uses can be made of media use goals, according to studies. Audiences who want information or education to identify the characteristics of a situation in a media environment, simple entertainment, improve social interaction, escape the stress of everyday life. Applied research and modern technology such as

- Use cell phones

A relatively new technology, cell phones have a wide range of applications and benefits. The subject of study into the reasons why people use mobile phones is growing as a result of the devices' portability, constant accessibility, and choices for adding and accessing material. People typically use cell phones for the following purposes and compliments [146]. Sensibility and sociability tools, entertainment psychological comfort, Portability, status and fashion instant access, But usage and public satisfaction differ by place and audience: Chat to a business partner connected to the MU of instrumentality, talk to Mobility and affection, and instant accessibility are all associated with using a mobile phone while traveling by bus, automobile, or train. In the undergraduate population, the data also reveal gender differences: women outperform males in terms of accessibility/mobility, relaxation and outings, and coordination. These findings may be related to social and cultural expectations that women should be independent but in touch with their family and friends, as well as to the fact that women are more likely than males to rely on extensive dialogue in text messages[147]. As a result of the widespread usage of mobile devices for Internet connectivity and content creation and retrieval, academics have investigated the MU of smart gadgets using a number of practical techniques. Mobile content contributions have distinct qualifications and purposes than mobile content retrieval, according to 148. Contribution: There are several reasons to add material, including leisure, amusement, accessibility, and passing the time.

- Internet Usage

The Internet provides a fresh and extensive field to study UGT. According to research, content, process, and social satisfaction are the three basic categories of satisfaction[149].

- Content: When using the Internet, users may need to look for particular information or documents, which the content might provide.
- Process: Whether they are browsing the web deliberately or randomly, users enjoy the experience of using it for practical purposes.
- Social: There are many different ways to create and strengthen social ties..

Researchers like LaRose et al. use UGT to understand internet use through a social cognitive framework in order to eliminate uncertainties caused by the homogeneity of internet audiences and to solely explain media use in terms of its use of media (satisfaction). Self-efficacy and self-assessment measures are developed by LaRose et al., who link UGT to harmful effects of online behavior (such internet addiction).) [150].

- Online gaming

This emerging field of study investigates the U&G of beginning an online gaming career. Starting to play online games was motivated by a desire for accomplishment, enjoyment, and social connection, and players' performance in the game and the degree to which they were rewarded predicted that they would keep playing it[151].

- Mobile Gaming and Augmented Reality

Researchers looked examined user behavior among Pokémon Go users in 2017 using the usage and satisfaction theory. Additionally, weaker forms of use are a result of believed physical

hazards (but not perceived privacy problems). The findings of this study indicate that U offers a strong framework that can be complemented by other theories, and that usage and satisfaction theory offers a potential paradigm for augmented reality research.[152].

Relevance of the Theory to the Study

Uses and gratification Theory is relevant to this topic because the theory helped the researcher to understand why and how people seek out specific media to satisfy specific needs. The theory suggests that audience members have the right to choose which media, what they use it for, how and when they use it.

The theory helps us to understand children and the use of digital media, the content children choose to see on their digital media gadget, the purpose of choosing the content, be it entertainment, education, or social usage.

2.3. Empirical Review

A parent-child approach to parental mediation of children's online media use in Nigeria.

Children today live surrounded by digital media gadgets like smartphones, tablets, and iPhones. This has increased anxiety on the effects of children's use of digital media on their online behavior. In the age of digital technology, parents are expected to exercise parental control over their children to safeguard them from hazards and harm that can be experienced online, such as cyberbullying, exposure to sexual content, and online solicitation. There are several strategies to strengthen and create new social relationships among the uses.

In order to remove uncertainties caused by the homogeneity of internet audiences and to only explain media usage in terms of its use of media are online, researchers like LaRose et al. employ UGT to understand internet use through a social cognitive framework[119]. The distribution and skewed nature of studies on parental mediation practices to date [159.] Numerous research have been conducted in Europe, including in Germany, the UK, Denmark, and the USA. The findings from these nations' research may or may not be applicable to developing nations, particularly Nigeria. In Nigeria, the various cultural values, traditions, and beliefs have an impact on the challenges to good parenting. [124]. Ineffective parental mediation may also be hampered by the parents' limited literacy. The National Literacy Survey conducted by the National Bureau of Statistics in 2010 is one example [160] showed that only 56 percent of adults in Nigeria are literate. Parental digital literacy could be a critical media skill that would enable parents to efficiently regulate, oversee, and manage their children's media use, hence this is a problem.

In Nigeria, there is a dearth of empirical study on parenting in the digital age. However, a recent survey reveals that 54% of kids between the ages of 13 and 18 face internet safety threats. Cyberbullying, exposure to sexual content, speaking with strangers, sexting, and grooming are some of these dangers of harm. The survey also revealed that talking to strangers was the most common risk faced by kids. Males they meet online [161] are the ones who first get in touch with three out of five girls. In this digital age, it is critical and essential for children's wellbeing to emphasize the necessity of cyber safety. It is crucial that this study examines parent-child perspectives on parenting in Nigeria's digital age. It cannot be overstated how important it is to examine the divergent views of parents and children on parenting in the digital age, when they appear to exist in different media worlds [162]. This suggests that parents' opinions about their kids' use of digital media may differ from their kids' actual usage.[163].

How can young kids learn through digital media? Children between the ages of 3 and 6 are increasingly adopting interactive digital toys and media for learning and amusement, both alone and with others [164]. A lot of the higher-quality media produced especially for kids in this age range has explicit learning objectives, makes use of tried-and-true learning techniques, and was created by a specialist who is aware of the developmental requirements and skills of young children, which change radically from year to year. But not all digital content for young children is made with great care and competence. Toddlers have access to a wide range of media alternatives, including innovative methods to play as well as the usual display of programmed content on screens utilizing a keyboard or gaming controller as an input device. Research has demonstrated that in some situations, using digital media to teach cognitive skills is more effective than using traditional approaches. According to one study, preschoolers who learned on a computer gained more memory than those who did not[165].

With properly developed digital technology, social interaction and collaborative learning abilities can be improved. [122]. For example, two studies found that toddlers who share computers share in an equal and collaborative manner and voluntarily accept and provide linguistic and non-verbal support. [166] and demonstrating a predisposition for collaboratively working with peers [167]. Children's drive to learn has also found to grow when they engage with entertaining digital content, according to research. Computer learning activities can generate high levels of interest in and concentration on the learning activity, and these levels typically don't diminish over time.[168], and young children reported high levels of enjoyment and engagement [71.] Preschoolers, especially some with attention deficit hyperactivity disorder, may pay particularly close attention to computer-based learning (ADHD). Researchers reasoned that this might occur because the

computer can provide the child with quick feedback on their development and performance, avoiding any potential lags in concentration. [123].

Electronic and interactive media have become an integral part of everyday life, especially welcomed by young people [169]. It is not surprising that the potential effects of excessive media use [170] and sexually explicit or violent content [171]on children and their development have drawn immense public attention. Parents and other primary caregivers are the ones who are most concerned about the effects of media and who actively try to control it in accordance with family norms and standards. We particularly hypothesize that active parental participation is the foundation of all mediation procedures. Additionally, since children typically play video games alone in their rooms, they may be harder to control than television (TV). We therefore looked into whether there are variations in mediation between different media types (i.e.., TV and video games [VG]), and (b) the factors that best predict parents' choice of mediation strategy[172].

This study examines how Grade 6 or higher Abu Dhabi students use social media platforms, as well as parental engagement and knowledge. It looks into how young kids use computers, mobile devices including phones and tablets, and social media-related apps. The goal of the essay is to comprehend the motivations behind using or not using online social networking. It investigates whether parents are aware of these activities and whether they have a probability of receiving an invitation to join their kids' social networking groups. In the online survey, More than 31,000 pupils from public and private schools participated. 91.7 percent of respondents had home Internet access, according to the results. Children claimed to use social media primarily for informational purposes and to stay in touch with friends and relatives. Most children reported that their parents were aware of their online social networking activity (82.2 percent).On social

networking sites, 38.7% of people claimed that their parents were among their friends. Social networking usage and time spent on them are negatively correlated.

Analysis of parental goals gathered in the European Values Survey (2000) by [173] reveals that European countries represent several socialization cultures defined by different sets of values which children have to learn within a family. The sets of values differ depending on the importance given to individualistic or collectivistic orientation in childrearing. In Nordic, North-Western, and traditionally Catholic nations, the individualistic orientation focused on "the self" predominates over the collectivistic one focused on "the group," while the collectivistic orientation predominates in post-Communist nations. In compared to countries with a weaker individualistic orientation in child-rearing, parents in these nations utilize more techniques, prefer social mediation, and engage in more online child mediation. with a stronger collectivistic orientation. This mediation gives more opportunity for communication with children and for instructive mediation.

This paper looks at the usage of School Children's use of digital devices, social media and parental knowledge and involvement examines the use of social media platforms and applications, as well as parental participation and knowledge, among Abu Dhabi students in grades 6 and upwards. It examines how young children utilize social networking software, smartphones, computers, and other technologies. The article tries to discover the motives for becoming a member of or now no longer becoming a member of on line social networks. It explores mother and father` expertise of those sports and their chance of being invited to sign up for their kid's social networking groups. More than 31,000 kids from personal and public colleges participated within side the on line survey[174]. The outcomes display that the price of Internet get right of entry to at domestic is excessive at 91.7%. Children say they use social

media on the whole to live in contact with own circle of relatives and buddies and locate information. Most kids stated their mother and father knew approximately their sports on social networking websites (82.2 percent). 38.7% of people said that their parents were members of their online social networking pal institution. Time spent on social networks and perceived student success in particular areas have nothing in common. The essay also covers gender, grade (or age), faculty type, and consequences[175].

According to the three criteria outlined by [176], Facebook and Twitter are the sites that are most popular with teenagers and young adults of both sexes (as of 2014). However, girls use social networking sites more frequently and for a longer period of time than boys on average [177]. This includes the fact that more girls than boys use Twitter and Facebook. Although usage trends have changed over time, gender discrepancies still exist in how youth use the Internet and social media. Instant messaging chats were discovered by Gross to be the most popular pastime among American middle- and high-school pupils. Teenage girls in the US blogged more frequently than boys in 2007. Boys, meanwhile, were more likely to upload online videos and use video sharing applications [179]. Boys spend more time using computers, especially playing video games and visiting video websites such as YouTube[127]. However, girls create and share more video links [179], and also are more likely to video chat, in line with their more active mobile communication and texting habits[118]. The majority of teenagers in the US now spend some of their leisure time online on social networking sites, regardless of gender. Numerous studies have found that gender has little effect on these relationships. Yell and discovered that although boys could work faster and more effectively than the girls at first, the girls did seem to perform better over time.[181]. According to a survey, computer use by gender varies by gender, with boys using computers more frequently than girls[182]. According to Holloway et al., there have not yet been enough

research examining the hazards and advantages of very young children's online interactions and device use to keep up with the significant increase in Internet and technology usage by this demographic183. In that their sample of youngsters aged between 7 and 11 years old came to the same conclusions as Dodge et al, Cranmer et al. also found that Internet safety was an abstract and poorly understood concept184. Age must be acknowledged as having a significant impact on children's and young people's technological requirements, usage, and interests[182]. In Singapore, while there were studies of children's Internet use, these studies focused on children between the ages of 12 and 18 years [185]. About 85 % of households in Singapore had Internet access. Given the mixed results of these studies, Gender disparities in Abu Dhabi's computer and technology use must be examined in any study. Numerous studies have looked into how much time is spent on social media and how it affects schoolwork. We polled business students at a prestigious state institution. Paul et al. demonstrated a statistically significant inverse association between students' use of online social networks and their academic achievement using structural equation modeling[186]. Kirschner and Karpinski came to the conclusion that using Facebook has a detrimental impact on GPA and weekly study time[187]. Regression analysis was utilized by Karpinski et al. to demonstrate that the amount of time (in minutes per day) spent on social media was a poor predictor of overall GPA. 2.3 The consequences of digital device use on children as viewed by them [188] Yan found that, compared to older kids, 5-8 year olds had only a limited or incomplete technical and social comprehension of the Internet. Children believed that the Internet had a positive impact and aided their learning. In contrast, older kids in the age range of 9 to 11 were aware that while the Internet might be useful for academic work, it can also inspire harmful ideas [189]. The Australian Bureau of Statistics reports that 79% of Australian kids between the ages of 5 and 8 use the internet every day. Young children are a sizable portion of

the mobile technology user base, accessing the Internet using a range of gadgets such touch-screen tablets, e-readers, laptops, and smart toys. [132.]

Children are at danger while they use social media and traverse the Internet because they could not fully grasp the potential consequences of doing so[190]. Concerns have been expressed about the amount of time teens spend online [112] and lack of parental control over their Internet use [191].

According to Wang et al, despite the concerns, parents are becoming more aware of and involved in their kids' Internet use. Teens also seem to gain greatly from using the Internet192. Children typically use social media without supervision or effective control, which reflects the difficulties that have an adverse impact on family stability[193.] According to studies, more and more young children are using the Internet, at least occasionally, without adult supervision[194.] There is some evidence, meanwhile, that Dutch parents believe they are actively involved in keeping an eye on their kids' Internet use, with kids from wealthier socioeconomic backgrounds receiving a little bit more supervision than kids from poorer homes.[195]. According to a study196, changes in school-age children's media preferences appear to reflect increased parental decision-making autonomy.

Computers and smartphones, two examples of digital technologies, are now a part of every aspect of our lives. We utilize them for entertainment as well as for communication, study, work, and learning. Additionally, kids who are raised in a digital environment from birth pick up speaking, reading, and even walking skills at the same time[76]. Young people are the ones who use digital technologies the most frequently, and very few do not. In reality, the majority of teenagers in Europe connect to the Internet daily, with 93 percent using it at least once a week (94 percent in Spain) [197]. We cannot simply assume that adolescents are digitally literate, despite

the fact that they are frequently at the forefront of technological advancement and are considered as digital natives. According to research, adolescents' digital abilities might differ depending on how well they are able to find, manage, and evaluate information, manage their online privacy, and ensure their personal safety. Because of this, numerous studies have raised concerns about what living in a world that is increasingly computerized can mean for kids and teenagers[200]. More specifically, whether young people develop the abilities needed to do well in this environment, to take advantage of the growing number of online opportunities, and to keep safe from online dangers including interaction with strangers and cyberbullying is a subject of concern. Additionally, prior research has demonstrated that parents, through parental guidance and modeling of acceptable media use, play a crucial role in helping children avoid harmful effects [201]. But little is understood about how parents may help their kids grow digital skills when it comes to digital devices. The use of parental mediation in risk reduction has typically been regarded as beneficial [202.] For instance, active mediation can reduce adolescents' favorable attitudes toward pornography [203]. Both good and negative correlations exist between online2[04] and restrictive mediation. Nevertheless, some academics contend that rather than worrying about online threats, parents should develop plans for boosting their kids' beneficial use of the Internet. Although digital media give teenagers a lot of chances for pleasure, communication, and education, as was previously said, experts have preferred to focus mostly on the negative effects of media [46]. In this regard, parental controls may lessen the hazards associated with using the internet at the expense of the opportunities. This makes it crucial to examine how parental mediation and internet options interact. According to the literature, restricted mediation is linked to less opportunities for children online whereas active mediation is favorably related to more chances [64]. Researchers have recently begun to worry about the impact that parental mediation

could have on adolescents' digital abilities in addition to the risks and opportunities associated with the internet. Given the significant influence parents have on their kids' learning, it is advisable to examine how parental supervision of teenagers' usage of digital media influences their ability to develop digital skills[207]. According to some experts, parental mediation is a vital tactic for fostering positive outcomes while minimizing the negative impacts of media on young people's ability to use and perceive it. One of these studies, however, fails to differentiate between various forms of parental mediation, while the other exclusively assesses digital skills via parents' perceptions[163].

Only one study has looked directly at the relationship between parental mediation and teenage digital skills, online risks, or online opportunities. This study found a correlation between active mediation and an increase in digital skills, whereas restrictive mediation results in a decrease in these skills. Prior studies, however, show that a) parental mediation may influence adolescents' digital skills and b) adolescents' digital skills influence possibilities and risks associated with using the internet. Consequently, it is reasonable to assume that digital skills will act as a mediator in the links between parental mediation, online risks, and online possibilities. However, no study to date has looked into such a circumstantial connection within a single study[210]..

Personal traits of the parents the unique traits of both children and parents have been examined in a number of studies as variables that affect parental harmony. For instance, it was discovered that parental mediating levels of television were adversely correlated with children's age. [83,66], Internet [71] and video game use [211], which demonstrate that parents more frequently exhibit a higher level of settling with small children. However, a closer look at the literature reveals that when parents' judgments of media are taken into account, age becomes a less relevant or even inconsequential predictor for parental accommodation. In multivariate analyses, information was

used as a predictor of parental accommodation [85]. A study argues that it may be parents' perceptions or concerns about the media, rather than the age of children, that motivates parents to impose a high degree of parental reconciliation than their children[66]. The justifications put up by 66 may help to explain some of the conflicting results regarding the association between parental mediation and 4,444 other demographic factors, such as the sex of the parents and children. Boys often receive more parental intervention than females, according to a number of studies, although other research has indicated the opposite. [39] or no significant difference between the sexes [83, 211]. Study have shown that parents are more concerned with watching television by girls than by boys and that this concern leads to more accommodation for children to watch television[66]. In other words, parental mediation depends more on the perception of parental consent than it does on the child's actual sex. While some research has indicated that moms are more willing to participate in paternal mediation when it comes to parental gender [66] Others have discovered no connection between parental housing and gender. [52], reveals that when parental engagement factors, such as parent-child joint activities, are taken into account, the association between parental sex and parental housing weakens. Regression analysis, [85] demonstrated that the degree of parental involvement in children's Parental mediation is more heavily influenced by education than parental gender. Overall, research indicates that neither traditional nor digital media can fully account for the ways parents restrict their children's media use due to demographic factors. Other parental characteristics that may affect parental mediation methods include parental perspective and media use, as well as parent-child interactions and interaction patterns.

In a recent project, [212]. [153] studied young Spanish children aged three to eight years old using the three conventional parental mediation techniques of active and restrictive mediation and co-use as well as the recently discovered strategy of participatory learning. “The parental mediation

strategies of parents with young children" to find out how these parents "adapt the practices and strategies of digital technology mediation, especially of mobile devices such as the tablet and Smartphone, to their particular conditions" [212]. The authors also examined the significance parents accorded to the Internet in raising their children. Using qualitative semi-structured in-depth interviews with 10 Spanish families, the researchers sought to understand how and why parents of older children employ different parental mediation tactics than parents of younger children. As a result, the authors discovered that young children frequently had access to the Internet. Parents let their children to use digital devices because they find it difficult to explain to them why they shouldn't, simply because small children don't comprehend it to the same degree as older ones. In addition, they think older kids understand more of what's going on than younger kids do[212], the parents polled for this study are less concerned about younger children's media use than they are about older children's. Nevertheless, they continue to make an effort to enforce regulations and explain to their kids the need for them. Despite the fact that many parents claimed they did not spend much time with digital gadgets, they did teach their kids how to use them, in part so that they grow more tech-savvy. More independent and the device could serve as a "babysitter" whenever parents needed to divert their kids. In their conclusion, the authors suggested that co-use, supervision, and participatory learning are closely related and that it is vital to take into account when researching parental mediation tactics involving very young children and digital media.[204]

153's participatory learning theory has emerged as a "new manifestation" when it comes to parental mediation and new media, and research on how young children use media in relation to established parental mediation strategies has confirmed this. It has also been shown that "co-use and active mediation were strongly interwoven." Additionally, the authors discovered that

parents also employ distant mediation, which combines deference - when parents want to "grant trust and autonomy to their children"213 by not interfering with the kids' media use - and supervision - when parents let the kids use digital media however they want as long as they are still watching what they are doing - (ibid} The parental mediation tactics of "24 Flemish families residing in Belgium"213 and the media use of 36 children between the ages of three and nine were examined by the authors using a qualitative mixed method approach. The authors studied "the contextual elements that shape [parental mediation] practices of young children's digital media use" in addition to learning about the mediation techniques.

Another study that concentrated more intensively on parental mediation of children aged zero to eight years was Family Dynamics in Digital Homes: The Role Played by Parental Mediation in Young Children's Digital Practices around 14 European Countries. [214.] 14 national reports from the European-scale study "Young Children (0-8) and Digital Technologies," which serves as the study's empirical corpus, were compared thematically by the authors (emphasis by authors). The study was qualitative and exploratory at the European level, based on house visits to 10 families in each nation, in-depth interviews, and observation, with the goal of revealing the digital behaviors of families with young children. For that reason, 140 households in all were questioned. The authors used their empirical data to use the "parental mediation of digital technologies" matrix developed by [214] to determine the parenting practices of European parents. [214]matrix “relates parental mediation of digital technologies to the overall parenting styles” put forward by the theorist[214]. There are four types of parenting: authoritative, in which parents set rules with their kids; authoritarian, in which parents set rules and expect their kids to follow them without question; permissive, in which parents don't set strict guidelines but occasionally monitor their kids' media use; and laissez-faire, in which parents don't intervene at all. Parents of

young children tended to employ the authoritative style, according to the authors, while a small number of European countries also utilized the permissive and authoritarian styles. All parenting philosophies, with the exception of laissez-faire, included similar guidelines for children's media use, such as withholding digital devices as a form of discipline for misbehavior. The decision to adopt a particular parenting style is "related to several beliefs that parents have about the use of technologies, their personal use, and the socioeconomic level," according to research When parents are digitally literate, they are more likely to adopt a parenting style that partially encourages children's media use while also having discussions and providing explanations about it. Due to their lack of digital understanding, some parents who are less familiar with the Internet and digital devices tend to be more lenient[214].

The digital environment of Australian children at home was investigated by [215] with a focus on a limited age group of two to four-year-olds to determine which devices were the most popular for today's preschoolers and how much time they spent using them. The usage of digital devices by parents was also examined by [215] since parental conduct affects how much time kids spend watching screens. 69 Australian households participated in the survey, which included questions about the media habits of the parents and kids as well as basic demographic data (ibid.). The study's findings revealed that preschoolers spent the most time on tablets and television. The youngsters in the [215] study watched television for about 80 minutes per day, which is less than the 120 minutes per day that an "Australian National" uses. With more families possessing one or more tablets, mobile gadgets have surpassed the number of classic stationary ones like televisions and desktop PCs. Although the Australian government's suggested time for children to watch television was exceeded, a UK study found that youngsters spend less time on mobile devices (ibid.). It is difficult to build standards that work for everyone, the author claims, but

they should take into account making parents more aware of their own and their kids' usage of digital media. This will help to create a more concentrated approach to screen time limits. The author offered five queries that parents can pose to their kids about who, what, where, why, and when they use digital technology, and then they can think about that.[215].

Several studies have shown that what parents believe about the media influences how they engage in parental settlement, as we have seen previously. [83] discovered that the degree to which parents perceived violent TV programming as important and helpful to themselves was negatively related to their participation in limited reconciliation. [83] discovered that parents who were very concerned about inappropriate television content for their children were more likely to use positive and restrictive mediation. Outside of the television context, [211] discovered that negative parental perceptions of video games were positively associated with positive and limited mediation. Similar findings have been reported in studies of parental mediation on Internet use involving 4,444 children. [224].

The usage of media by parents has been linked to differences in how they approach parental mediation, according to research. [71] discovered that parents who asserted to have more advanced Internet literacy were more actively involved in regulating their kids' Internet usage. Additionally, a study[155] demonstrates that parents who are comfortable with their online literacy keep a closer eye on their kids' usage. The impact of the 4,444 parents' time spent using various media on mediation efforts is still unknown, though. The amount of time parents spend watching the media and their children's levels of parental mediation have been determined to be positively correlated by roughly 4,444 researchers, while no correlation has been identified in another [71] investigations by researchers at [224] and [225]. Parental impressions of media and parenting practices tend to be strongly correlated overall. However, little is known about how parents using various forms of

parenting arrangements use media when it comes to how their kids use digital technology. This study looks at how much time parents spend using technology as well as the variety of digital activities they do as a practice run for eventual parental housing for usage by parents.

Children's perceptions of parental mediation tactics were investigated by a researcher. They discovered that technological mediation (using parental controls) was the least popular mediation technique, drawing only 29% of participants in 2010 and 23% of participants in 2014[226]. The percentages for the other mediation techniques were as follows: for active mediation, 92 and 74 percent in 2010 and 2014, respectively; for restricted mediation, 92 and 77 percent in 2010 and 2014 According to [227], 6 out of 10 parents employ technical controls (parental controls) to restrict their children's online experiences. This is less common than the other parental mediation techniques, which include active mediation used by eight out of ten parents and restrictive and monitoring techniques used by more than seven out of ten parents.

According to the most recent yearly survey by [216], almost half of all preschool children in Sweden (ages 0-5) use the Internet every day (48 percent). Many young children are choosing mobile devices as their favorite media source due to their grip-friendly screen size, mobility, interactivity, ability to stream content, and decreasing cost [217]. In Sweden, preschoolers use tablets slightly more frequently than they do smartphones. The survey found that parents believe their children use digital media mostly for entertainment (such as watching movies) and, to a lesser extent, for creative pursuits (such creating art, music, or drawings). According to the report, there aren't many disparities between boys and girls[216]. The findings from Sweden are similar with other studies focusing on younger children (ages 0-8), which point to amusement as the primary motivation for using screens in early years.[216, 217].

Although young children are surrounded by a lot of digital technology, they may not always have access to it, according to a study that looked at families in seven European nations[211]. This discovery is consistent with US[220] research. According to one theory, parents who earn more money or have more education are more likely to encourage their kids to engage in offline activities while limiting their use of digital gadgets.[139].

Very young children, between the ages of 0 and 3, continue to be a group of users who are less visible and receive less attention in research despite the fact that the study of children and media is a rich and quickly developing field of study. It is expected that young kids' use of digital media would increase as new items, such apps, Internet-connected toys, and newly released technologies, become more kid-friendly[221,222]. Additionally, academics are becoming more interested in what parenting and parenthood mean in a world of digital media due to the rapid increase in children's use of digital media [223] stated that it is not surprising that our families exhibit similar tendencies because parents with education are more likely to encourage offline activities for kids and restrict the amount of time they spend on digital gadgets.

The family composition of the household may also be significant. The appropriation and absorption of digital media is accelerated and encouraged by older siblings, and it can be challenging for parents to enforce stringent guidelines on media use when they are also raising many children. Additionally, since houses are not isolated structures, outside entities like preschool teachers and the wider family network expose children to digital media. According to the most recent overview research, parents of young children who use digital technology to mediate conflicts are a research topic that is receiving more and more attention. The lack of study on young children may be due to the widespread belief that young children are unable to use electronic devices before the age of two. If toddlers under two were included[214], they

frequently did so in a range of ages where their particular media use is lost. The age at which youngsters start consuming media has dramatically lowered, according to recent studies, thus it is equally crucial to investigate this age group.

2.4. Conceptual Model

A conceptual model is a representation of a system, made up of a composition of concepts that are used to help people know, understand, or simulate an object that the model represents. It is also a collection of concepts. In contrast, physical models are physical objects; for example, a toy model can be assembled and can be designed to behave like the object it represents.

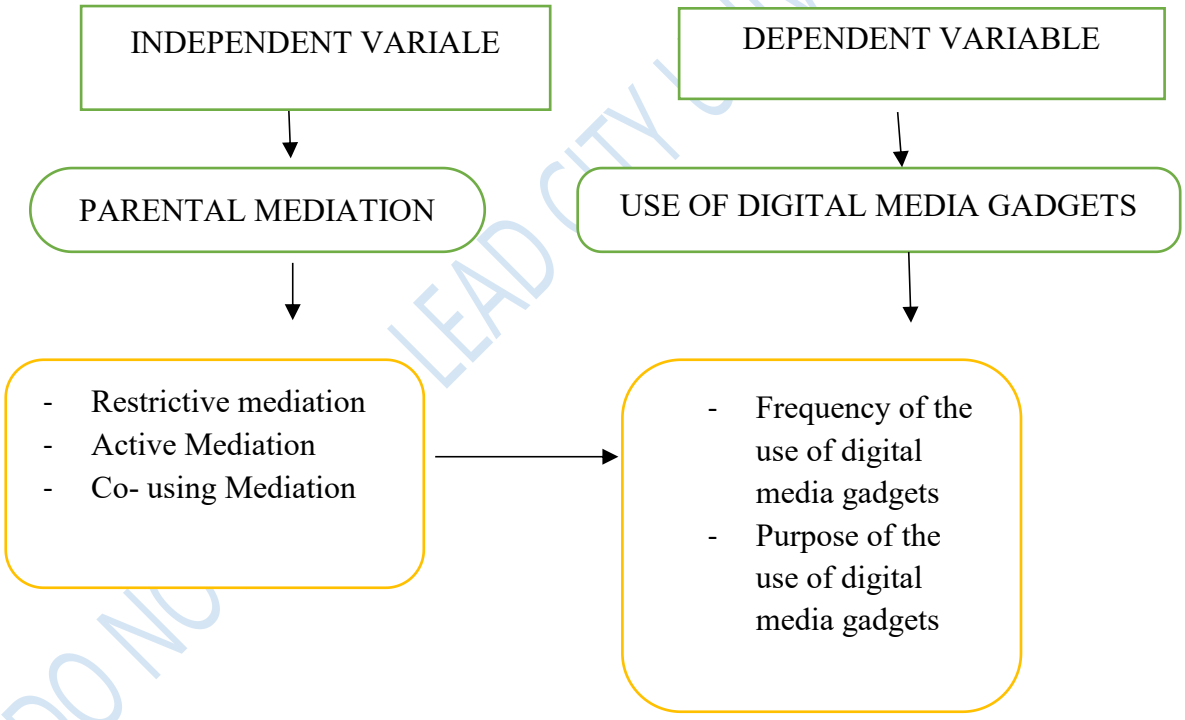

Figure 2.1: Conceptual model of parental mediation on the use of digital media gadgets by primary school pupil in Oluyole Local Government of Oyo State.

The Conceptual Model above shows the Independent variable, dependent variable, and also the intervening variable. The independent variable is Parental mediation, according to this study there are three indices to measure parental mediation, and they are Active Parental Mediation, Restrictive Parental Mediation, and Co-using Parental mediation. The Dependent Variable is Use of digital media, according to this study there are two indices to measure the use of digital media, they are Frequency of Use of digital media, and the purpose of the use of digital media by children at home. The intervening variable is children, according to this study, the intervening variable will be divided into two parts, Gender, which is male or female, and Also Age.

The study wants to show, the relationship between Parental mediation and the use of digital media at home, depending of the age and gender, do parents use different approach of mediation to deal with their male or female children differently. Do parents use different mediation approach for different child gender, are they more lenient with boys and harsh on girls or vice-versa, does age also determine which mediation approach is suitable to use by the parents of the children.

2.5. Summary of Literature Review

Most of the above pieces of literature explored the different aspect of parental mediation, but they did not fully explore parental mediation with children using digital media. Most of the above literature explored more of adolescent's use of television, children use of television and so on. Digital media is now one of the most common media across the world, ranging from Audio, social media and also mobile phone.

An article on Parental mediation of online media activities in Nigeria- A parent Child approach 2020, looks at parental mediation from both parent and child perspective. The article claims that

there are stronger associations between parents and kids in cases of restrictive and active parental mediation, some of which were positive, suggesting that the more successful the mediation, the more risky activities, suggesting that today's kids may find it challenging to comply with parental mediation because they have their own digital media device and that tendency to engage in more risky activities cannot be overemphasized [86]. This suggests that even as media consumption rises, owning digital devices like smartphones, iPads, and iPhones may encourage today's kids to partake in riskier activities. There is no question that because digital media platforms are becoming more private and personal, youngsters who possess them are more likely to engage in harmful online media behaviors. In a similar vein, it might be challenging to effectively keep an eye on kids' antisocial conduct online. This is due to the fact that children's abnormal online behavior may not always be reflected in their outward behavior. The study also demonstrates how different parental mediation styles affect kids.

1. Active Mediation: reports from youngsters were consistently linked to lower likelihood Lower rates of speaking with strangers, online dating, and sexting were linked to parental reports of their children playing violent games online and being exposed to porn. The study's findings demonstrated a higher gap in both groups' claims of active mediation, which were also connected to talking to strangers and viewing pornographic material.

2. Participatory learning or Co-using: was only linked to fewer violent video games played online and only for children's reports. However, differential scores were connected with a decline in violent online gaming in a good way.

3. Technical mediation or restrictive: The reports from parents and kids had little to no correlation. This suggests that technical mediation cannot be applied in Nigerian households as advised by the parents.

Similarly, a study, "Parental mediation of children's digital technology use in Singapore," focuses more on the viewpoint of the parents. Parental mediation was found to be significantly impacted by a few of the parent-child interaction characteristics. Respondentness and parental involvement (measured as the amount of time spent on shared activities) both predicted active mediation, suggesting that active mediation reflects parents' warmth and support for their children as well as their behavioral participation in shared activities (e.g., communication). Although parental involvement was not significantly correlated with restrictive mediation, responsiveness was. On the other hand, parental participation but not responsiveness were substantially related to supervision. Perhaps when parents are spending time together and participating in common activities, monitoring is simple for them to embrace.[149].

Parental Mediation, Online Activities, and Cyberbullying Studies have found that people who use social networking sites are more likely to be bullied online. Having personal data online on these sites often provides information on personal characteristics and contact information, and exposes young people to possible contact with motivated criminals who may not be known to young people. This private information is the raw material that potential criminal scan use to name, threaten and mock them. Not surprisingly, participating in a chat room increases the risk of cyber bullying, as participants can talk to strangers, some of whom may be criminals[228].

The impact of parental Active mediation on adolescent Mobile Phone Dependency: a moderated mediation model, Research results show that positive parental mediation affects children's

behavioral attitudes and behavioral intentions, thereby reducing mobile phone-dependent behaviors in children. Positive parental reconciliation and children's behavioral attitudes are related, but the relationship is moderated by parental interest. Our findings suggest that by focusing on teenage behavioral attitudes or behavioral intentions, active parental mediation may have an impact on adolescent mobile phone addiction [229].

Children's Internet Use in a Family Context: influence on family relationships and parental mediation, The results of the study found that, first of all, the impact of the Internet on family time must be considered separately from its impact on family communication. The use of the Internet reduces the total time spent with family members by replacing passive time rather than active time (such as family communication).Secondly, the impact of Internet use depends on what children do online. In other words, playing online games reduces the total time spent with and communicating with family members[230].

Further studies should focus on not just family relationship but how the use of digital media gadgets affects children as a whole

Parental Mediation of children's internet use. The current survey results show that young people face various risks online. Therefore, parents are trying a variety of mediation strategies, which are partly based on but also adapted to the long-term development strategies for television. Compared with technical restrictions, interaction restrictions and monitoring practices, parents prefer forms of social mediation rather than technical restrictions. The study also concluded that, increase in parental mediation does not necessarily reduce the online risks of teenagers. The study focused on internet use. Further study should focus on use of digital media devices[39].

Parental Mediation of Children's digital technology use in Singapore. The results of the study show that Singaporean parents pay more attention to certain compared to other areas of modern technology. In particular, despite the fact that parents frequently discuss the benefits and drawbacks of digital technology with their children, it is doubtful that they will give their kids recommendations for quality digital technology content. While parents frequently place time restrictions on the use of technology, they are less likely to forbid their kids from engaging in online contact and information sharing. Parents frequently inquire about their children's use of technology or keep an eye on their screens in order to keep tabs on their usage. They are unlikely to remain in the same space or return to the gadget or account later to look at previous activities. According to research, parents like simpler, direct types of parental intervention. Singapore was the subject of the study. Further study should focus on Nigeria[231].

A Study of the Relationship between Parental Mediation and Adolescents' Digital Skills, Online Risks and Online Opportunities Research results show that digital skills actively predict risks and opportunities online. As young people spend more time online, their digital literacy will increase, which would enable them to benefit more from communications, entertainment, and multimedia applications of digital technology. We discovered that levels of digital aptitude were adversely connected with stringent parental mediation. Online opportunities are primarily lost as a result of restrictive parental supervision. The study's main subject was teenagers. Primary school students should be the focus of future research[232].

Parental Restrictive Mediation and Children's Violent Video Game Play: The Effectiveness of the Entertainment Software Rating Board (ESRB) Rating System Discoveries noted above additionally recommend how the advantages of parental utilization of the ESRB might bring about sure results far in excess of just diminishing youngsters' play of rough computer games.

Furthermore, the directed intervention investigation is pertinent to the focal builds of our exploration. in that the impact of parental principles and direction with respect to youngsters' computer game play on kids' general negative practices (in school) is interceded by kids' brutal computer game play The study cannot be generalized because it focused on video game and its effect on children. Further studies should focus on the Use of digital media[233].

Parental Mediation, Online Activities, and Cyber bullying Wright, This investigation analyzed the control of gender in the relationship between parental intervention and cyber harassment. The discoveries from the investigation proposed that the effect of parental intervention on teenagers' cyber harassment relies upon the sort of behavior. Gender likewise played a part in these connections. Taken together, the outcomes from this examination demonstrate the significance of bringing issues to light of cyber harassment and what parental intervention may mean for young people's online practices. Guardians play a strong part in teenagers' electronic innovation use and such a job may forestall negative digital practices. Moreover, guardians ought to be associated with their kids' electronic innovation use as such contribution diminishes cyber bullying and cyber trolling execution and exploitation. The discoveries from the current examination highlight the significance of leading more exploration on nurturing adolescents in the computerized age. The study cannot be generalized because it focused on some of the negative effect of digital media gadgets which is cyber bullying and cyber trolling. Further studies should focus on the use of digital media gadgets[228].

A study the significance of cultural capital and parental mediation for digital inequity. The examination discoveries uncovered that ICT was totally incorporated with the regular daily existences of the inspected Hong Kong understudies. A portion of the understudies came up short on the social or nurturing assets important to construct their ability to successfully and

genuinely use ICT. The social capital pertinent to youngsters' schooling and advancement isn't restricted to ICT abilities as such; it has significantly more to do with the mind boggling elements between types of social capital (in Bourdieu's sense) to which a kid is uncovered both at school and at home. The study focused cultural lack of fairness on the use of digital devices. Further study should focus more on parental mediation and digital media gadgets usage amongst children[234].

The investigation discovered that the job of time limitation in shielding youngsters from online dangers appears to fluctuate contingent upon the nation's individualistic/collectivistic direction in childrearing and chronicled strict roots. It is inferred that, albeit parental intervention is related with less number of kids in danger from online substance, the adequacy of a few methodologies appears to rely upon the country's socialization culture. The study focused on selected parts of European countries. Further study should focus on Nigeria[235].

The exploration study discovered that both parent and juvenile reports of controlling prohibitive intervention were disconnected to young people's media use. For dynamic intercession, designs were fairly unique, with juvenile reports of self-rule strong dynamic intervention being related with lower levels of generally speaking and savage media use, yet parent reports being inconsequential to young people's media use. However, for controlling dynamic intervention, parent reports were as firmly connected with youths' media use as young adult reports. The study focused on adolescents and parents report. Further study should focus on children[236].

The consequences of TV publicizing saw by kid’s demands for buys are at last dealt with by the guardians. The impacts of TV publicizing added up to around a five percent increment in the extent of toy and game solicitations, and this outcome was genuinely reliable across grade level.

The study's main focus was on television adverts. Further studies should focus on Digital media gadgets [236].

The study posits that posits that people learn and form expectations about behavioral consequences by observing others. The results of this research show that when young people were more concerned with these messages, they expressed greater perceived realism, more similarity and higher expectations about alcohol consumption. The study focused on an aspect of the positive influence of digital media. Further studies should focus on both positive and negative influence[237].

The study reveals that parents make use of combined mediation. While some parents, especially parents who are also educators, described some predefined, developed and organized strategies for education about Internet safety at home, sometimes by using quite original and creative activities, others started discussions or established restrictions in response to unexpected events and dilemmas they have encountered. So, as children grow older, parents use less mediation of any kind. The study focused on adolescents and youths. Further study should focus on children [238].

The study discovered that teens' online self-control and emotion regulation were favorably predicted by both active and restrictive mediation. The study came to the further conclusion that parental mediation tactics serve as effective parenting and deviant behavior mediators and are crucial in helping teenagers develop their self-regulation skills. Because it concentrated on a few specific types of parental mediation on juveniles, the study cannot be generalized. Children and all forms of parental mediation should be the main topic of future research[239].

The results of this study indicate that parental mediation still occurs during adolescence it is not only a common routine, but educational and restrictive mediation remains widespread throughout adolescence. The study focused on television viewing, parent child relationship in Belgium. Further study should focus on use of digital media in Nigeria[240].

The results obtained from this research on the relationship between parental mediation and cyber bullying indicate that children, although they inform their parents, show a low to medium level of mediation techniques; however, some parental referral strategies moderately but significantly reduced the likelihood of online victimization. Regarding the influence of restrictive mediation on cyberbullying victimization, the review and monitoring of installed software shows a moderate protective effect on victimization. The study focused on Spanish children. Further studies should focus on Nigerian children[241].

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Chapter Three

Methodology

This chapter presented the research methodology used in the study. The chapter specified the research design, population, sample size and sampling technique, instrumentation, validity and reliability of instrument, data collection procedure and method of data analysis.

3.1. Research Design

The research design adopted for this is the descriptive Survey research design. The survey research design approach was considered appropriate for this study because it seeks to gain insight into a phenomenon as a means of providing information on the focus of the study.

3.2. Population of Study

The study population will comprise of primary 4 and 5 pupils in private primary schools in Oluyole area of Oyo State. Ten Schools were used as research case study in Oluyole Local area of Oyo State are, Oluyole Private School, Juniors International, Concord, Victory International School, Sunshine de gold, Marrella International school, Tender oaks, British Preparatory school, Mahnatez International School, Excelle Schools.

3.3. Sampling Technique and Sample Size

The sample technique adopted for this study is purposive sampling technique. Purposive sampling technique in the sense that the study only comprises of parents whose children are in Primary 4 and 5 of well-established primary schools in Oluyole area of Oyo State. The sampling size for this study is 400 parents in Oluyole area of Oyo State.

3.4. Description of Research Instruments

The instrument used in the collection of the data of the study was questionnaire. The questionnaire was a structured one and research designed named "Parental mediation on use of digital media gadgets by primary school pupil". That is, it included close ended questions. The close ended questions provided the respondents a list of items to choose from. This is because the questionnaire is an important instrument for gathering accurate data concerning, parental mediation and use of digital media gadgets. The questionnaire had five sections:

3.4.1. Section Acontained demographic variables that provided background information about the respondents in terms of Gender, age and class of child. The section comprised three (3) items.

3.4.2. Section B contained questions regarding to the frequency of use of different digital media gadgets by primary school pupil and purpose of use of digital media gadgets. This section consists of four (8) items.

3.4.3. Section C consist of 3 parts of parental mediation strategies (active mediation, co-using mediation, restrictive mediation) adopted by parents. It comprises of twelve (12) items.

Apart from having structured questions, the questionnaire also included rating scale questions. Various kinds of rating scales have been developed to measure attitudes directly. The most widely used is the Likert scale. In its final form, the Likert scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement2. The rating scale contained only fourpoint; 4 – strongly agree, 3 - agree, 2 – disagree, 1 – strongly disagree. The questionnaire was self-designed by the researcher.

3.5. Validation of Research Instrument

The Validity of research instrument for this study was done in two phases, Face and content validity. The researcher's supervisor applied these two types of validity to the research instrument designed for this study.

3.6. Reliability of the Research Instrument

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.812	.521	23

The above table reveals that the Cronbach's Alpha coefficient for all the study variables is .812 (0.81) which is above 0.70. This implies that the instrument used for evaluation was highly reliable. Hence, the researcher affirmed that the research instrument used was reliable and fit for further analysis.

3.7. Date Collection Procedure

The data will be collected through close ended form of questionnaire. Questionnaire will be distributed to parents of primary 4 and primary 5 pupils of well-established private primary schools in Oluyole Local Government in Oyo state.

3.8. Method of Data Analysis

Data will be analyzed using Statistical Product for Social Science (SPSS) 20. Descriptive statistics will be used to analyze research question 1-4, while regression analysis will be used to analyze hypothesis 1-4.

Chapter Four

Results and Discussions of Findings

This chapter analyzes and interprets the data collected from the respondents. Four hundred copies of the questionnaires were administered randomly to the respondents and only three hundred and eighty were returned and out of the 380 returned only three hundred and sixty (360) copies of the questionnaire were properly and duly completed and considered usable.

4.1: Demographic Data Analysis

This section is mainly concerned with personal data in respect of respondents and its shows information on Gender, Age distribution, Class Designation with the class under study.

Table 4.1 Distribution of Respondents by Gender

Options	Frequency	Percentage (%)
Male	164	46%
Female	196	54%
Total	360	100%

Source: Field Survey, 2022.

Table 4.1 above classifies the respondents' gender. From the data gathered it showed that 164 representing (46%) were Male and 196 representing (54%) were Female. Therefore, this implies that majority of the respondents were female which represent 54percent.

Table 4.2: Distribution of the respondent by Age of Child

Options	Frequency	Percentage (%)
Age 7-8	165	46%
Age 9-10	195	54%
Total	360	100%

Source: Field Survey, 2022

Table 4.2. above classifies the respondents' child's age. From the data gathered it showed that 165 representing (46%) were between the ages of 7-8years, and 195 representing (54%) were between the ages of 9-10years. Therefore, this implies that majority of the respondents child's age representing (54%) were between 9-10 years.

Table: 4.3Distribution of the respondent by Class of Child

Options	Frequency	Percentage (%)
Primary 4	170	47%
primary 5	190	53%
Total	**360**	**100%**

Source: Field survey 2022

Table 4.3. above classifies the respondents' class of child. From the data gathered it showed that 170 representing (47%) were in primary 4, and 190 representing (53%) were in primary 5. Therefore, this implies that majority of the respondents representing (53%) were in primary 4.

4.2. Presentation of Data

4.2.1. Research Questions

Question One: What are the digital media gadgets used by private primary school pupils in Oluyole local area of Oyo State?

Table 4.4: **Digital Media Gadgets**

S/N	Digital media gadgets	Regularly (RE) 4	Sometimes (SO) 3	Rarely (RA)	Never (NE) 1
1	Mobile phones	220	90	50	
		61%	25%	14%	
2	Tablets	100	200	40	20
		28%	56%	11	6
3	Laptop computers	135	100	90	35
		38%	28%	25%	10%
4	Desktop computers	80	100	70	110
		22%	28%	19%	31%

Source: Field Survey, 2022

From table4.4.showed that 61% of the respondents agreed that they use Mobile phones regularly, 25% of the respondent agreed that they use it sometimes, 14% of the respondents said they rarely used it. Moreover, 28% of the respondent agreed that they use tablets regularly (RE) to browse, 56% of the respondents said that they use tablet sometimes (SO), 11% of the respondents said they rarely use it and6% of the respondents said they never use tablets before.

Furthermore, 38% of the respondent said that they regularly (RE) use laptop computer, 28% of the respondents said they use laptop Sometimes (SO) to do their assignments, 25% of the respondents said they rarely use laptop computer for their academic and 10% of the respondents said they never use computer laptop before.

Moreover, 22% of the respondents agreed that they regularly use desktop computers, 28% of the respondents said they used desktop computers Sometimes, 19% of the respondent said they rarely used it desktop computers and 19% of the respondents said they never use desktop computer before.

Question Two: What is the purpose of use of digital media gadgets by private primary school pupils in Oluyole area of Oyo State?

Table: 4.5: **Purpose of use of digital media gadgets**

S/N	PURPOSE OF USE.	Regularly (RE) 4	Sometimes (SO) 3	Rarely (RA) 2	Never (NE) 1
1	For assignments	170	120	40	30
		47%	33%	11%	8%
2	For leisure and entertainment	180	70	100	10
		50%	19%	28%	3%
3	For chatting and jesting with friends	70	140	70	80
		19%	38%	19%	22%
4	For exposure to new ideas on learning, language, mathematics	180	130	40	10
		50%	36%	11%	3%

Source: Field survey, 2022

From table 4.5 above it is deduced that 47% of the respondents use their gadget for Assignment regularly, 33% of the respondents use their digital media gadget for assignment sometimes, 11% of the respondents rarely use their digital gadget for assignment.8% of the respondents never use their digital gadget for assignment.

Furthermore, 50% of the respondents use their gadget for leisure and entertainment regularly, 19% of the respondents use their gadget for leisure and entertainment sometimes. 28% of the respondents said that they rarely use their leisure and entertainment for digital media gadget.

Moreover, 19% of the respondents agreed that they used their media gadget for chatting and jesting with friends regularly. 38% of the respondents use their media gadget for chatting and jesting with friends' sometimes.19% of the respondents rarely use their gadget for chatting and jesting with friends. 22% of the respondents never use their media gadget for chatting and jestng with friends.

Lastly, 50% of the respondent agreed that they use media gadget regularly for exposure to new ideas on learning, language, mathematics. 36% of the respondents use their media gadget for ideas on learning, language, mathematics sometimes. 11% of the respondents rarely use their digital media for ideas on learning, language, mathematics. 3% of the respondents never use their digital media for ideas on learning, language, mathematics.

Research Question Three: What is the extent of frequency of use of digital media gadgets by private primary school pupils in Oluyole local area of Oyo State?

Table 4.4: **Digital Media Gadgets**

S/N	Digital media gadgets	Regularly (RE) 4	Sometimes (SO) 3	Rarely (RA) 2	Never (NE) 1
1	Mobile phones	220	90	50	
		61%	25%	14%	
2	Tablets	100	200	40	20
		28%	56%	11	6
3	Laptop computers	135	100	90	35
		38%	28%	25%	10%
4	Desktop computers	80	100	70	110
		22%	28%	19%	31%

Source: Field Survey, 2022

From table 4.4. Showed that 61% of the respondents agreed that they use Mobile phones regularly, 25% of the respondent agreed that they use it sometimes, 14% of the respondents said they rarely used it. Moreover, 28% of the respondent agreed that they use tablets regularly (RE) to browse, 56% of the respondents said that they use tablet sometimes (SO), 11% of the respondents said they rarely use it and6% of the respondents said they never use tablets before.

Furthermore, 38% of the respondent said that they regularly (RE) use laptop computer, 28% of the respondents said they use laptop Sometimes (SO) to do their assignments, 25% of the

respondents said they rarely use laptop computer for their academic and 10% of the respondents said they never use computer laptop before.

Moreover, 22% of the respondents agreed that they regularly use desktop computers, 28% of the respondents said they used desktop computers Sometimes, 19% of the respondent said they rarely used it desktop computers and 19% of the respondents said they never use desktop computer before.

This is to say that a higher percentage of the respondent which is 61% regularly use Mobile phones for any purpose they want to enjoy the media gadgets with, while a lower percentage of respondent which is 22% regularly uses Desktop computers. This means the extent of the use of mobile phones is more popular than the use of other digital media gadgets by the respondent.

Research Question 4: What is the prevalent form of Parental Mediation (active, restrictive, and co-using) used to monitor private primary school pupil use of Digital media gadgets in Oluyole Local area of Oyo State.

Table 4.6: Active Mediation

S/N	Active Mediation	RE 4	SO 3	RA2	NE 1
1	I am to explain how to use digital media gadgets to my child	135	100	90	35
		38%	28%	25%	10%
2	I allow my child use digital media gadgets only when I am around	110	100	70	80
		31%	28%	19%	22%
3	I take my time to observe what my child does on digital media gadgets.	170	120	40	30
		47%	33%	11%	8%
4	I compliment my child when he/she uses digital media gadgets the right way	180	70	100	10
		50%	19%	28%	3%

Source: Field survey, 2022

From the table 4.6 above discovered that 38% of the respondents agree that they regularly explain how to use digital media gadgets to my child; 28% of the respondents said that sometime they explain how to use digital media gadgets to my child; 25% of the respondents rarely with statement; 10% of the respondent never with the statement.

Furthermore, 31% of the respondents agree that they regularly allow their child use digital media gadgets only when they are around; 28% of the respondents said sometimes with the statement; 19% of the respondents said rarely with the statement; 22% of the respondents said never with the statement.

Moreover, 47% of the respondents said that they regularly took their time to observe what their child does on digital media gadgets. 33%of the respondents said sometimes with the statements. 11% of the respondents said rarely with the statement; 8% of the respondents said never with the statement.

Furthermore, 50% of the respondents regularly compliment their child when he/she uses digital media gadgets the right way; 19% of the respondents said sometimes with the statement; 28% of the respondents said rarely with the statement; 3% of the respondents said never to the statement.

4.7: Restrictive Mediation

S/N	Restrictive Mediation	RE 4	SO 3	RA2	NE 1
1	I stop my child from using digital media gadgets at a certain time of the day	140	95	100	25
		38%	26%	27%	7%
2	I set content restrictions on the use of digital media gadgets for my child	70	180	100	10
		19%	50%	27%	4%
3	I install filters on the digital media gadgets that my child is using	110	180	30	40
		31%	50%	8%	11%
4	I control what my child does on digital media gadgets	130	90	70	70
		36%	25%	19%	19%

Source: Field survey, 2022

From the table 4.7 above revealed that 38% of the respondents said that they regularly stop their child from using digital media gadgets at a certain time of the day; 26% of the respondents said sometimes with the statement; 27% of the respondents said rarely with the statement; 7% of the respondents said never to the statement.

In addition, 19% of the respondents said that they regularly set content restrictions on the use of digital media gadgets for my child; 50% of the respondents said sometimes with the statement; 27% of the respondents said rarely with the statement; 4% of the respondents said never with the statement.

Furthermore, 31% of the respondents said that they regularly install filters on the digital media gadgets that my child is using; 50% of the respondents said sometimes with the statement; 8% of the respondents said rarely with the statement; 11% of the respondents said never with the statement.

Lastly, 36% of the respondents agreed that they regularly control what my child does on digital media gadgets; 25% of the respondents said sometimes with the statement; 19% of the respondents said rarely with the statement; 19% of the respondents said never with the statement.

Table 4.8 : Co-Using Mediation

S/N	Co-Using Mediation	RE 4	SO 3	RA2	NE 1
1	I use digital media gadgets with my child	200	100	40	20
		56%	28%	11%	6%
2	I use digital media gadgets with my child basically to protect them from harmful content	135	100	90	35
		38%	28%	25%	10%
3	I use digital media gadgets with my child because of similar interests	135	100	90	35
		38%	28%	25%	10%
4	I do discuss digital media gadgets content with my child when we are together	170	120	40	30
		47%	33%	11%	8%

Source: Field survey, 2022

From the table 4.8 above revealed that 56% of the respondents said that they regularly use digital media gadgets with my child; 28% of the respondents said sometimes with the statement; 11% of the respondents said rarely with the statement; 6% of the respondents said never to the statement.

In addition, 38% of the respondents said that they regularly use digital media gadgets with my child basically to protect them from harmful content; 28% of the respondents said sometimes with the statement; 25% of the respondents said rarely with the statement; 10% of the respondents said never with the statement.

Moreover, 38% of the respondents agreed that they regularly use digital media gadgets with their child because of similar interests; 28% of the respondents said sometimes with the statement; 25% of the respondents said rarely with the statement; 10% of the respondents said never with the statement.

Moreover, 47% of the respondents agreed that they regularly do discuss digital media gadgets content with my child when we are together; 33% of the respondents said sometimes with the statement; 11% of the respondents said rarely with the statement; 8% of the respondents said never with the statement.

4.3 Testing of Hypothesis

Hypothesis One: Active mediation will not significantly influence use of digital media gadgets by primary school pupils.

Table 4.9.1 Model Summary Hypothesis one

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.627[a]	.244	.041	3.11644	.026

a. Predictors: (Constant), Active Mediation

b. Dependent Variable: Digital Media Use

Table 4.9.2. ANOVA[a] Hypothesis one

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	147.250	1	147.250	15.161	.000[b]
	Residual	3224.453	332	9.712		
	Total	3371.704	333			

a. Dependent Variable: Digital Media Use

b. Predictors: (Constant), Active Mediation

Table 4.9.3 Coefficients[a] Hypothesis one

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	55.707	9.998		5.572	.000
	Active Mediation	.421	.108	.409	3.894	.000

a. Dependent Variable: Digital Media Use

The result of regression as contained in table 4.3.1 model summary showed the R and R squared value of 62.7% and 24.4% respectively. This implies that, active mediation explained about 24.4% of the variance in digital media use, while the remaining 75.6% were explained by other factors not captured in the model.

The table 4.3.2 above presents that, the F-statistics gives 15.161 with P-value of 0.000 which is less than 0.5. On the basis of this, the null hypothesis was rejected since. So, we may conclude that the relationship is reliable and can be used to make predictions between active mediation and digital media use. At the 0.05 level of significance, there exists enough evidence to conclude that the drivers of active mediation are the predictors useful for predicting the usage of digital media; therefore, the model is useful

From the above output, the simple regression equation is;

Active Mediation(y) = Constant (a) + b (Active Mediation (x))

$y = 55.707 + 0.421x$

The regression equation appears to be useful for making predictions. On examination of the results of regression done on digital media use and it is found that active mediation is highly significant at 0.05 level ($F = 15.161$, $p = 0.000$) and hence, this variable predicts the dependent variable digital media use by primary school pupils. Going by the magnitude of the beta coefficient, it is seen that active media is the strongest predictor ($p = 0.000$; $\beta = 0.409$) and the direction of the prediction is as expected by the researcher.

Decision for Hypothesis One

The significance level below 0.05 implies that a statistical confidence of above 95%. This implies that active mediation affects the use of digital media. Thus, the decision would be to reject null hypothesis (Ho), and accept the alternative hypothesis (H_1), which states that, there is a significant effect of active media on digital media use by primary school pupils.

Hypothesis 2: Restrictive mediation will not significantly influence use of digital media gadgets by primary school pupils.

Table 4.9.4. Model Summary[b] Hypothesis two

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.571[a]	.272	.270	2.51065	.047

a. Predictors: (Constant), Restrictive Mediation

b. Dependent Variable: Digital Media Use

Table 4.9.5. ANOVA[a] Hypothesis two

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	782.967	1	782.967	124.214	.000[b]
	Residual	2092.713	332	6.303		
	Total	2875.680	333			

a. Dependent Variable: Digital Media Use

b. Predictors: (Constant), Active Mediation

Table 4.9.6. Coefficients[a] Hypothesis two

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.306	8.055		.410	.000
	Restrictive Mediation	.970	.087	.522	11.145	.000

a. Dependent Variable: Digital Media Use

The result of regression as contained in table 4.3.4 model summary showed the R and R squared value of 57.1% and 27.2% respectively. This implies that, restrictive mediation explained about 27.2% of the variance of the use of digital media by primary school pupils, while the remaining 72.8% were explained by other factors not captured in the model.

The table 4.3.5 above presents that, the F-statistics gives 124.214 with P-value of 0.000 which is less than 0.5. On the basis of this, the null hypothesis was rejected since. So, we may conclude that the relationship is reliable and can be used to make predictions between restrictive mediation and the use of digital media by primary school pupils. At the 0.05 level of significance, there exists enough evidence to conclude that the drivers of restrictive mediation are the predictors useful for predicting the effectively use of digital media among primary school pupils; therefore, the model is useful.

From the above output, the simple regression equation is;

Digital Media Use(y) = Constant (a) + b (Restrictive Mediation (x))

$y = 3.306 + 0.970x$

The regression equation appears to be useful for making predictions. On examination of the results of regression done on effective use of digital media and it is found that restrictive mediation is highly significant at 0.05 level ($F = 124.214$, $p = 0.000$) and hence, this variable predicts the dependent variable effectively use of digital media by primary school pupils. Going by the magnitude of the beta coefficient, it is seen that restrictive mediation is the strongest predictor ($p = 0.000$; $\beta = 0.522$) and the direction of the prediction is as expected by the researcher.

Decision for Hypothesis Two

The significance level below 0.05 implies that a statistical confidence of above 95%. This implies that restrictive mediation has a significant effect on the use of digital media. Thus, the decision would be to reject null hypothesis (Ho), and accept the alternative hypothesis (H_1), which states that, there is a significant effect of restrictive mediation on the use of digital media by primary school pupils.

Hypothesis 3: Co- using mediation will not use of digital media gadgets by Primary school pupils.

Table 4.9.7. Model Summary[b] Hypothesis three

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.457[a]	.671	.069	2.73556	.024

a. Predictors: (Constant), Co-using Mediation

b. Dependent Variable: Digital Media Gadget

Table 4.9.8. ANOVA[a] Hypothesis three

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	190.858	1	190.858	25.505	.000[b]
	Residual	2484.447	332	7.483		
	Total	2675.305	333			

a. Dependent Variable: Digital Media Gadget

a. Predictors: (Constant), Co-Using Mediation

Table 4.9.9. Coefficients[a] Hypothesis three

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.

		B	Std. Error	Beta		
1	(Constant)	48.595	8.776		5.537	.000
	Co-Using Mediation	.479	.095	.267	5.050	.000

a. Dependent Variable: Digital Media Gadgets

The result of regression as contained in table 4.3.7 model summary showed the R and R squared value of 45.7% and 67.1% respectively. This implies that, co-using mediation explained about 67.1% of the variance in the use of digital media gadget by primary school pupils, while the remaining 32.9% were explained by other factors not captured in the model.

The table 4.3.8 above presents that, the F-statistics gives 25.505 with P-value of 0.000 which is less than 0.5. On the basis of this, the null hypothesis was rejected since. So, we may conclude that the relationship is reliable and can be used to make predictions between the use of digital media gadgets and co-using mediation. At the 0.05 level of significance, there exists enough evidence to conclude that the drivers of co-using mediation are the predictors useful for predicting the effective use of digital media gadgets by primary school pupils; therefore, the model is useful.

From the above output, the simple regression equation is;

Digital Media Gadgets(y) = Constant (a) + b (Co-Using Mediation (x))

$y = 48.595 + 0.479x$

The regression equation appears to be useful for making predictions. On examination of the results of regression done on the use of digital media gadgets and it is found that co-using mediation is highly significant at 0.05 level ($F = 25.505$, $p = 0.000$) and hence, this variable predicts the dependent variable digital media gadgets. Going by the magnitude of the beta coefficient, it is seen that co-using mediation is the strongest predictor ($p = 0.000$; $\beta = 0.267$) and the direction of the prediction is as expected by the researcher.

Decision for Hypothesis Three

The significance level below 0.05 implies that a statistical confidence of above 95%. This implies that co-using mediation has a relationship on the use of digital media gadgets by primary school pupils. Thus, the decision would be to reject null hypothesis (Ho), and accept the alternative hypothesis (H_1), which states that, there is a significant effect of co-using mediation on the effective use of digital media gadgets by primary school pupils.

Hypothesis Four: Combined parental mediation (active, restrictive and co-using) will not significantly influence digital media gadgets.

Table 4.9.10: Model Summary Hypothesis four

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.617[a]	.566	.558	1.76257	2.206

a. Predictors: (Constant), Combined Parental Mediation

b. Dependent Variable: Digital Media Gadgets

Table 4.9.11. ANOVA[a] Hypothesis four

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	214.874	1	214.874	69.166	.000[a]
	Residual	164.653	312	3.107		
	Total	379.527	310			

a. Dependent Variable: Digital Media Gadget

b. Predictors: (Constant), Combined Parental Mediation

Table 4.9.12. Coefficients[a] Hypothesis four

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.109	.616		5.045	.000
	Combined Parental Mediation	.613	.074	.752	8.317	.000

a. Dependent Variable: Digital Media Gadgets

The result of regression as contained in table 4.3.10 model summary showed the R and R squared value of 61.7% and 56.6% respectively. This implies that, combined parental mediation explained about 56.6% of the variance in the use of digital media gadget by primary school pupils, while the remaining 43.4% were explained by other factors not captured in the model.

The table 4.3.11 above presents that, the F-statistics gives 69.166 with P-value of 0.000 which is less than 0.5. On the basis of this, the null hypothesis was rejected since. So, we may conclude that the relationship is reliable and can be used to make predictions between the use of digital media gadgets and combined parental mediation. At the 0.05 level of significance, there exists enough evidence to conclude that the drivers of combined parental mediation are the predictors useful for predicting the effective use of digital media gadgets by primary school pupils; therefore, the model is useful.

From the above output, the simple regression equation is;

Digital Media Gadgets(y) = Constant (a) + b (Combined Parental Mediation (x))

$y = 3.109 + 0.613x$

The regression equation appears to be useful for making predictions. On examination of the results of regression done on the use of digital media gadgets and it is found that combined parental mediation is highly significant at 0.05 level ($F = 69.166$, $p = 0.000$) and hence, this variable predicts the dependent variable digital media gadgets. Going by the magnitude of the beta coefficient, it is seen that combined parental mediation is the strongest predictor ($p = 0.000$; $\beta = 0.752$) and the direction of the prediction is as expected by the researcher.

Decision for Hypothesis Four

The significance level below 0.05 implies that a statistical confidence of above 95%. This implies that combined parental mediation has a relationship on the use of digital media gadgets by primary school pupils. Thus, the decision would be to reject null hypothesis (Ho), and accept the alternative hypothesis (H_1), which states that, there is a significant effect of combined parental mediation on the effective use of digital media gadgets by primary school pupils.

4.4. Discussion of Findings

The study found that active mediation has a significant and positive influence on the use of digital media gadgets by primary school pupils. This was however confirmed with the r and r squared value of 62.7% and 24.4% respectively. The results also showed f and t statistical value of 15.161 and 3.894 respectively, at 0.000 significant level, which is lesser than the expected p-

value of 0.05. This implies that, active mediation will bring about a positive result in primary school pupils use of digital media gadgets. The finding of this study is in tandem with the works of [1]who revealed that active mediation is positively associated with children's online opportunities, while restrictive mediation is associated with fewer opportunities.

The study revealed that restrictive mediation has a significant influence on the use of digital media gadgets by primary school pupils. This was however confirmed with the R and R squared value of 57.1% and 27.2% respectively. The results also showed f and t statistical value of 124.214 and 11.145 respectively, at 0.00 significant level, which is lesser than the expected p-value of 0.05. This shows that, restrictive mediation helps to control the use of digital media gadgets by primary school pupils. The results of this study are consistent with those of two other studies, which revealed that parents who were very concerned about their children watching unsuitable television content were more likely to use both positive and restrictive mediation. Similarly, restrictive mediation was discovered to be both positively and adversely related to online [3].

The study showed that co-using mediation significantly has an influence on the use of digital media gadgets by primary school pupils. This was however confirmed with the R and R squared value of 45.7% and 67.1% respectively. The results also showed f and t statistical value of 25.505 and 5.050 respectively, at 0.000 significant level, which is lesser than the expected p-value of 0.05. This revealed that, co-using mediation ensures that it brings about the effective use of digital media gadgets among primary school pupils. This implies that, when the use of digital media gadgets is co-used, it helps to monitor the activities of pupils. The finding of this study is in tandem with the works of [4] who revealed that collaborative learning and social interaction skills can be enhanced with well-designed digital technology. Similarly, two studies

also revealed that young children who shared computers did so in an equitable and cooperative manner, such as spontaneously engaging in turn taking and offering each other verbal and non-verbal help [5] and showing a preference for working with peers and doing so cooperatively [6].

The study showed that combined parental mediation significantly has an influence on the use of digital media gadgets by primary school pupils. This was however confirmed with the R and R squared value of 61.7% and 56.6% respectively. The results also showed f and t statistical value of 69.166 and 8.317 respectively, at 0.000 significant level, which is lesser than the expected p-value of 0.05. This revealed that, combined parental mediation ensures that it brings about the effective use of digital media gadgets among primary school pupils. This implies that, when the digital media gadgets are used with combined parental mediation, it helps to monitor and supervise the activities of pupils. The finding of this study is corroborating with the works of [7]who revealed that parents who claimed to have better Internet skills were more involved in mediating their children's Internet use. In a similar vein, it was discovered that parents who are comfortable with their online abilities tend to keep a closer eye on their kids' online activity[8]. Additionally, a study discovered that parental participation in limited reconciliation was adversely correlated with the degree to which they viewed violent TV programming as important and helpful to themselves [2]. According to a study, parents who were extremely concerned about watching television that was unsuitable for their kids were more likely to use both positive and restrictive mediation[2].The study revealed that the most prevalent digital media gadgets used by primary pupils are mobile phones, tablets, laptop computers and desktop computers.

It was found that the purpose of the use of digital media gadgets by primary school pupils are mainly for assignments, leisure and entertainment, for chatting and jesting with friends, and to

gain exposure on new ideas on learning. This finding is in agreement with the works of [9] Who revealed a high home access to the Internet of 91.7 Children claimed to use social media primarily for informational purposes and to stay in touch with friends and relatives. The majority of kids said that their parents were aware of their social networking activity online (82.2 percent). On social networking sites, 38.7% of people claimed that their parents were among their friends. Time spent on social networks and perceived student performance in particular disciplines are negatively correlated.

The study showed that the most used digital media gadgets mostly used by children are mobile phones.

Endnotes

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Chapter Five

5.1 Summary of the Findings

The study was examined the Influence of Active, Restrictive and Co-Using Parental Mediation on The Use of Digital Media Gadgets by Primary School Pupils in Oluyole Local Government of Oyo State. The researcher sampled 400 respondents using the close ended questionnaire. 360 copies of questionnaire were retrieved. The primary data were collected through the administration of questionnaire. The data collected were coded, tabulated and analyzed using the statistical package for social sciences (SPSS). The data analyzed involved both descriptive and inferential statistics such as percentage distribution, mean and standard deviation.

The significant findings of the study were as follows:

1. Active mediation will bring about a positive result in primary school pupils use of digital media gadgets. This was however confirmed with the r and r squared value of 62.7% and 24.4% respectively. The results also showed f and t statistical value of 15.161 and 3.894 respectively, at 0.000 significant level, which is lesser than the expected p-value of 0.05.
2. Restrictive mediation helps to control the use of digital media gadgets by primary school pupils. This was however confirmed with the r and r squared value of 57.1% and 27.2% respectively. The results also showed f and t statistical value of 124.214 and 11.145 respectively, at 0.00 significant level, which is lesser than the expected p-value of 0.05.
3. Co-Using mediation ensures that it brings about the effective use of digital media gadgets among primary school pupils. This was however confirmed with the r and r squared value of 45.7% and 67.1% respectively. The results also showed f and t statistical value of 25.505 and 5.050 respectively, at 0.000 significant level, which is lesser than the expected p-value of 0.05.

4. Combined parental mediation ensures that it brings about the effective use of digital media gadgets among primary school pupils. It showed that combined parental mediation significantly has an influence on the use of digital media gadgets by primary school pupils. This was however confirmed with the r and r squared value of 61.7% and 56.6% respectively. The results also showed f and t statistical value of 69.166 and 8.317 respectively, at 0.000 significant level, which is lesser than the expected p-value of 0.05.
5. Mobile phones are the most prevalent and frequently used digital media gadgets, the result shows that 61 percent uses mobile phones.
6. Exposure to new ideas, leisure and entertainment is the main purpose for use of digital media gadgets by primary school pupil according to this research work. The result shows that 50 percent use digital media for the purpose of new idea, leisure and entertainment.

5.2. Conclusion

The result found that there is a significant influence between Active mediation**,** Restrictive mediation, Co-using mediation, combined parental mediation and Use of Digital Media Gadgets by Primary School Pupils. Monitoring and active co-use are significant predictors of the contexts of children's emotional-behavioral adjustment with it being more consistent with the nature of parenting styles in Private nursery school. Active co-use, similar to monitoring, also has a similar effect on prosocial behavior context. Monitoring is also a significant predictor in the context of conduct problems and hyperactivity while active co-use is significantly noted to be a predictor in the context computer gadget. The media can provide many benefits to the education of the next generation; all that is required is that they be used rationally. The results show that a child in the nursery stage can effectively use electronic devices. New media, whether provided by computer games or the Internet, is primarily used to watch cartoons, learn English, and have fun. Boys are

more interested in entertainment, whereas girls want to learn something. As they get older, the amount of time they spend in front of a computer grows, and they spend less and less time moving around and being outside. It is critical that children of that age are not left alone in the world of media; parents should be present to supervise their actions in this new environment. Therefore, nursery children acquire a lot of media competence that can make their lives fun and educational. They cope well with new technology features and learn faster than their parents and teachers.

5.3. Recommendations

Based on the results of the study the following recommendations are made:

1. Create a plan for your family's media usage. The media should support your interests, family values, and parenting philosophies. The proper and conscientious use of media can improve daily living.
2. React to media in your child's life the same way you would to any other environment. The same parenting principles hold true in both physical and digital settings. Be familiar with your kids' friends, both online and off. Be aware of the hardware, programs, and apps your kids are using, the websites they are viewing, and the activities they are engaging in online. Set limits and encourage playtime. Media use, like all other activities, should have reasonable limits. Unstructured and offline play stimulates creativity. Make unplugged playtime a daily priority, especially for very young children.
3. Not all screen time should be spent alone. When your kids are using screens, co-watching, co-playing, and co-engaging with them all promote learning, social connection, and bonding. Join your kids in a video game session. It's a great method to exhibit excellent

sportsmanship and proper gaming conduct. When you watch a show with them, you will have the chance to introduce yourself, your thoughts, and any advice you may have. Interact with them instead of just watching them online so you can comprehend what they are doing and take part in it.

4. Parents and educators need to provide a good example. Online, promote compassion and polite behavior. Kids are excellent imitators, so try to control your own media consumption. In fact, you'll have more time to devote to and connected with your children if you're interacting, hugging and playing with them rather than simply staring at a screen.
5. Recognize the need of direct communication. Two-way communication is the best technique to teach very young children. Talking back and forth is essential for the development of language.
6. Don't let your young family members use too much digital media. Preschoolers (ages 3 to 5) should only watch one hour of high-quality programming each day on screens. For young children and when it is possible, co-viewing is ideal. They learn best when what they just learned on a screen is repeated in the real world

5.4. Suggestion for Further Research

For future studies, a qualitative approach is recommended to better understand and comprehend the context influence of active, restrictive and co-using parental mediation on use of digital media gadgets by primary school pupils. Qualitative data capture allows researchers to be far more speculative and insights about the area of parental mediation and its effect on children's socio emotional aspect. The research can also include more ethnics and cultural

aspects to be studied for better generalization of findings as this field of research is still inadequate.

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Appendix

Lead City University, Ibadan, Oyo State

Department of Mass Communication and Media Technology

Questionnaire

Dear Respondent,

I am a postgraduate student of Mass communication and Media technology department. I am conducting a research on Influence of Active, Restrictive and Co-using Parental mediation on the use of digital media gadgets by primary school pupils in Oluyole Local Government of Oyo State. I will appreciate it if you could set aside some time in your schedule to complete a copy of the study questionnaire. The information provided will be treated with respect and kept strictly confidential.

Thank you so much for your cooperation.

Kanyinsola

SECTION A: BIODATA OF RESPONDENT

Instruction: Please Tick () as appropriate in the boxes below

1. Gender of child Male ()Female ()
2. Age of child 7-8()8-9 ( ) others ()
3. Class of child Primary 4 ( ) primary 5 ()

Section B

Using the 4-point Likert scale provided, please indicate the degree to which you agree or disagree with each statement in relation to purpose of use of digital media gadgets by primary school pupils

NB: for your response below, the following are the meaning of the acronyms used Regularly – RA (4) , Sometimes - SO (3), Rarely- RA (2) , Never – NE(1)

S/N	Digital media gadgets	Regularly (RE) 4	Sometimes(SO) 3	Rarely(RA) 2	Never (NE) 1
1	Mobile phones				
2	Tablets				
3	Laptop computers				
4	Desktop computers				

S/N	Purpose of Use.	Regularly (RE) 4	Sometimes (SO) 3	Rarely (RA) 2	Never (NE) 1
1	For assignments				
2	For leisure and entertainment				
3	For chatting and gisting with friends				
4	For exposure to new ideas on learning, language, mathematics				

Section C

Using the 4-point likert scale provided, please indicate the degree to which you agree or disagree with each statement in relation to Parental mediation on use of digital media.

NB: for your response below, the following are the meaning of the acronyms used Regularly – RA (4) ,Sometimes - SO (3), Rarely- RA (2) ,Never – NE(1)

S/N	Active Mediation	RE 4	SO 3	RA 2	NE 1
1	I am to explain how to use digital media gadgets to my child				
2	I allow my child use digital media gadgets only when I am around				
3	I take my time to observe what my child does on digital media gadgets.				
4	I compliment my child when he/she uses digital media gadgets the right way				

S/N	Restrictive Mediation	RE 4	SO 3	RA2	NE1
5	I stop my child from using digital media gadgets at a certain time of the day				

6	I set content restrictions on the use of digital media gadgets for my child				
7	I install filters on the digital media gadgets that my child is using				
8	I control what my child does on digital media gadgets				

S/N	Co-Using Mediation	RE 4	SO 3	RA2	NE 1
9	I use digital media gadgets with my child				
10	I use digital media gadgets with my child basically to protect them from harmful content				
11	I use digital media gadgets with my child because of similar interests				
12	I do discuss digital media gadgets content with my child when we are together				

Biodata

A. **Personal Data**

1. **Full Name:** Oni Kanyinsola Elizabeth

Address**:** Plot 6 Ado Layout Oluyole Extension, Ibadan, Oyo State

Email: omokanyinsolami17@gmail.com, 09019895151, 08110833140

2. **Date and Place of Birth:** 17th July, 1997. Ibadan, Nigeria
3. **Nationality:** Nigerian
4. **Name and Address of next of kin:** Oni Olukayode, Bristol, United Kingdom

B. **Educational Background**

i. **Primary Education**

Oluyole Private School Ibadan, Oyo State (Primary School Leaving Certificate) 2006

ii. **Secondary Education**

Oritamefa Baptist Model School. Ibadan, Oyo State (Senior Secondary School Leaving Certificate – WAEC) 2006-2012

iii. **Higher Educatioal Instituitions**

Global Cambridge College. Ibadan, Oyo State (A-Levels) 2012-2013

Ajayi Crowther University. Oyo, Oyo State (B.Sc. Mass Communications) 2013-2016

C. **Working Experience with Dates**

i. Organisation: Splash Fm 105.5 Ibadan

Role: Conducted Vox-Pop for programs, Voice overs, Hypes, Program presentation during my 6-month internship Program.

Date: February 2015 – August 2015

ii. Organisation: Ogun state broadcasting, Abeokuta Ogun state.

Role: Duty Continuity Announcer, Script Writing, program Nov 2018) Presentation, Program Packaging, voice over hype, News Caster.

Date: January 2018 - November 2018

iii. Organisation : Modion communication,Mende, Maryland Lagos

Role: Content Creator

Date: March 2019- July 2019

iv. Organisation: Canwest Media, Ring Road, Ibadan

Role: Digital Marketer, Content Creator, Social Media Manager

Date: March 2020- July 2020

v. Organisation: Global Harvest Church Agodi Gra, Ibadan

Role: Digital Marketer, Content Creator, Social Media Manager

Date: 2021-2022

D. **Professional Courses:**

i. National Broadcast Academy (Basic Presentation)

ii. Digital Marketing

_____ _____

Signature Date

University Compliance Certificate

This is to certify that this thesis by Kanyinsola Elizabeth Oni with Matric Number LCU/PG/001269 in the department of Mass Communication and Media Technology, Lead City University, Ibadan is in full compliance with the approved university format and style.

_____ _____

Name Date

oni_kanyinsola_elizabeth LCU

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