

**Active, Restrictive, Co-Using Parental Mediation and Digital Media Gadgets use among
Primary School Pupils in Oluyole Local Government area, Oyo State**

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University, Ibadan, Oyo, State, Nigeria**

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(M.Sc.) Degree in Mass Communication and Media Technology**

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Certification

This is to certify that Kanyinsola Elizabeth Oni (LCU/PG/001269) conducted this study for the award of Master of Science (M.Sc.) degree in the department of Mass Communication and Media Technology, Faculty of Communications and Information Sciences, Lead City University, Ibadan Oyo State, Nigeria, under my supervision, and that this thesis has not been previously submitted.

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Dedication

This work is dedicated to God Almighty and to my family for their support.

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Abstract

Parental mediation has been one of the most popular ways to slow down the use of digital media gadgets by primary school pupil, parental mediation broken into parts include active, co-using, restrictive parental mediation. the study examined the influence of active, restrictive and co-using parental mediation on use of digital media gadgets by primary school pupil in Oluyole local government of Oyo state. parental mediation, uses and gratification and ecology theory of development provided the theoretical framework for the study. The survey method was adopted, 10 private primary schools where chosen in the Oluyole area local government of Oyo state, while 400 questionnaires was shared to parents of primary 4 and primary 5 pupils using the purposive sampling technique. A self-designed structured questionnaire was used to source data. the data collected were presented and analyzed using spss. Results obtained revealed that 50% of children regularly used their digital media gadgets for leisure and entertainment, while 47% of children regularly used their gadgets for assignments. 61% of children used their mobile phones regularly. The study results showed that active mediation will bring about positive change to primary school pupils use of digital media gadgets with squared value of 62.7% and 24.4%, restrictive mediation helps to control the use of digital media gadgets by primary school pupils with squared value of 57.1% and 27.2% while co-using mediation ensures that it brought about the effective use of digital media gadgets among primary school pupils with squared value of 45.7% and 67.1%. the study recommended that there should be a plan creation for family's media usage, children should not spend screen time alone and parents should react to media in their child's life the way they'll react to another environment.

Keywords: Active mediation, Co-using mediation, Digital media gadgets, Parental mediation, Restrictive mediation.

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