PARENTAL MEDIATION ON CHILDREN'S INTERNET USE:
A QUALITATIVE STUDY

GRACE P. PALOMAR[1] and **DR. GEMMA N. KINTANAR[2]**
[1]Central Mindanao Colleges, Kidapawan City, Philippines.
Corresponding email: grace.palomar001@deped.gov.ph

ABSTRACT

The growing dependence of children on the internet nowadays has sparked genuine concerns among their parents and guardians. Children are becoming more reliant on the internet, although there is limited knowledge regarding how parents regulate their children's internet usage in their daily lives. With this, this study was conducted to explore parents' experiences and perspectives on their mediation roles regarding with the internet use of their children. Specifically, this qualitative study sought to a) explore the parental mediation strategies used by the parents on the internet use of their children; b) explore the challenges encountered by the parents in mediating the internet use of their children; and c) explore how do the parents address the problems they encounter in mediating the internet use of their children. Using the purposive sampling technique, this study identified 15 participants who fitted in the inclusion criteria set by the study. These participants were utilized for the gathering of data though in-depth interview and focused-group discussion. Findings of the study revealed that: i) on the mediation strategies employed by the parents on their children's internet use, it was revealed that the imposition of a time limit on the amount of time that children spend engaging in activities online is a must, the provision of appropriate guidance and monitoring to children while they are online is effective and the utilization of various other specific mediation strategies, such as the instructional mediation strategy, the mind conditioning strategy, and the active mediation/ strategy are also effective; ii) on the challenges parents encountered on mediating their children's internet use, it was revealed that children are lacking in emotional bondage and are exhibiting aggressive behaviors, children are fond of imitation; they imitate what they believe to be positive from social media and other online/internet applications and it was discovered that parents consider their attention and involvement in mediating their children's internet use to be significant; iii) on how the parents address the problems they encounter on mediating their children's internet use, it was revealed that parents consider the role of positive discipline plays in mediating the internet use of their children, parents seek assistance from professionals and trustworthy individuals and resources in order to effectively mediate the internet use of their children and parents injected valuing and value integration while mediating the internet use among children.

Keywords: *parental mediation, children's internet use, parental roles, mediation strategies, mediation challenges, Carmen West District, qualitative design*

INTRODUCTION

Children's increasing reliance on the internet has given rise to legitimate worries on the part of their parents and guardians. Children are increasingly dependent on the internet, but little is understood about parental internet mediation in everyday life (Abelman, 2021).

Young children using digital media in today's world has compelled parents to weigh the benefits and risks of the online material that their kids might encounter. Faster and faster, new media tools are entering family homes, fundamentally altering how parents and kids interact, work, play, and live (Livingstone, 2020). Even young toddlers under the age of eight can be ardent users of electronic devices (Kotler, 2021).

However, having so much media at home might be a burden for parents of small children as Abelman (2021) saw that as more cellphones, internet, televisions, online games and social media became accessible and as these choices expanded over time, parental control over digital technology dramatically decreased. Parental mediation over children's media use at home has likely become more difficult as a result of the proliferation of handheld, mobile devices and the recent introduction of simple-to-use gadgets like tablets and smartphones (Stephens, 2021).

Moreover, majority of today's children are raised in households with lots of media exposure specifically internet connectivity. Most homes contain media, and new technologies like tablets and smartphones, laptops and desktop computers connected to internet or mobile data. Most children now use digital media and the internet at a younger age because of the recent, rapid uptake of touch-screen devices (Findahl, 2019). Even 3–4-year-olds are ardent consumers of technology and electronic devices connected to internet (Ofcom, 2020).

In an international study conducted by Livingstone and Helsper (2020), it was revealed that the parents' everyday habits and behaviors, however, have a significant impact on children. Parental mediation is relevant which includes control by parents over how their children use internet, including minimal controls, interpretive techniques, and conversational tactics.

The study of Nikken and de Haan (2020), also indicates that young children's online lives are significantly influenced by parental mediation and we are unaware of the relationship between parental mediation and particular risks and opportunities. Furthermore, we still don't fully comprehend the function that minors play in mediation and how they differ from adults.

Finally, Alejandro and Gersamina (2021) emphasized that children and teenagers in today's society are constantly bombarded by media and internet use. Parents often seem to be at odds with their children as they try to strike a balance between the positive influences that internet can have on their children's development and the potential risks that some internet and media materials or mediated contact may pose to their well-being. This study explores the ways in which parents try to limit their children's internet and media exposure despite the fact that they believe the internet and media has a greater impact on the children of others than on their own. The term "mediation" is commonly used to describe how parents handle their children's interactions with internet and various forms of media; this term is helpful because it broadens the parental role beyond simple restrictions to include conversational and interpretive strategies and

parental monitoring activities. It should be emphasized, however, that other people use "mediation" more strictly to refer to parental talk, without additionally encompassing rule-making or co-viewing.

METHODS

The Methods as Used in Human and Social Science

A qualitative methodology was utilized for the conduct of this investigation. In this study, qualitative research was conducted in order to establish the significance that participants attach to the many research challenges that they had experienced in the past or are currently going through (Grundmeyer, 2012).

For the purpose of making sense of or providing an interpretation of the results of this qualitative study, the researcher did qualitative research (Aspers & Corte, 2019). More specifically, the researcher examined the situations in its natural setting in order to give a description of the routine or troublesome times. In addition, qualitative research is flexible, enabling the researcher to build and deconstruct the methodology according to the requirements of the study, so enabling it to go back and forth between different executions. Therefore, if the data are not saturated, which is a requirement for triangulation, the researcher can prove the credibility of the data by retracing her steps. This is only possible if the data have not been completely collected. Creswell (2013) outlines a qualitative method of phenomenology that the researcher will use to investigate people's lived experiences in relation to a phenomenon. This will be done by the researcher. In a similar vein, the purpose of this qualitative research method is to shed light on certain events or circumstances.

Selecting Co-researchers

This study was carried out entirely by the researcher who conceived it and designed it. As a result of this, there was no any inclusion and exclusion criteria set in place when selecting co-researchers to work alongside with the researcher on this particular topic.

Gathering of Lived Experiences

Fifteen (15) family members who experienced mediation on the internet use of their children in Carmen West District took part as research participants in this study. The in-depth interviews (IDI) used nine participants, while the focused-group discussions (FGD) used six (6). The selection of the research participants was carried out using purposive sampling, with the process being guided by the following criteria: (1) They have children who are also elementary pupils who know how to use internet; (2) They are all legal parents of the elementary pupils' learners; (3) They practice/apply different mediation strategies on their children's internet use.

According to Kotler (12021), qualitative research does not adhere to any set of norms regarding sample size in terms of the number of participants. In spite of this, he proposed that the sample size for qualitative research should be between five and fifteen participants in order to achieve data saturation. In total, there were 15 people took part in this research. The IDI had a total of nine participants, whereas the FGD had only have six. The researcher employed purposive sampling in order to identify the most

informed informants for the study. This is because the purpose of the study is to uncover the experiences that parents had with mediation on internet use.

An interview guide was the primary instrument that was used in this study. The data derived from this will act as the primary source. The questions included in the interview guide centered on disclosing the experiences of parents in mediating their children's internet use. Questions were given out throughout the interview as well as during the discussion with the focus group. Experts in the field then assessed the interview guide before it was used in this study. This ensured that the content of the questions contained in the interview guide were valid and are linked with the aims of this research. This was done so that the researcher can elicit replies that were helpful in providing more interpretation and analysis of the phenomenon that is being investigated in this study.

The answers that the participants provided during the interview and the focused-group discussions were used to compile the data that were used in this investigation. There were two sets of interviews: the first one will be for the IDI, and the second one was for the FGD (Nikken and Janz, 2020). The IDI was employed since it encouraged and promoted participants to discuss the topic that is the subject of the investigation that was being conducted by the researcher.

The focus group discussion (FGD) was utilized in this research project for the purpose of data collection, which was mostly accomplished through conversation with the participants. The FGD offered the participants with the chance to communicate experiences, concepts, and perspectives; to foster conversation and discussion; and to construct outcomes that are collective, which were required for possible data triangulation (Abelman, 2021). In addition, the FGD promote dialogue and discussion among the participants. In the course of this investigation, the responses that were generated from these were recorded and transcribed at a later point in time. According to Siacca, et al. (2022), the transcription, more especially a denaturalized one, functioned as a data source and needs to be finished so that spoken words can be converted into written format for analysis. According to Davis and Schols (2019), denaturalized transcription entails transcribing the responses of participants in a free-flowing way.

Prior to the collection of data, the researcher obtained a letter of approval from the Dean of the Graduate School of Education at CMC. This was done to ensure that this study had previously been reviewed and that the instrument was prepared for usage. The researcher's instrument was reviewed by the CMC's Ethics Review Committee in order to establish whether or not it is compatible with the goals of my research as well as the larger context of this study.

The researcher then followed a methodology established by DepEd and made a request for approval through the appropriate channels within the office's chain of command in order to obtain the data that was necessary for this study. In the initial step of this process, the researcher wrote a letter to the office of the Schools Division Superintendent (SDS) to request permission to carry out this study. After it has been authorized by the SDS, the researcher sent the letter to the principals of the schools that were located inside the Carmen West District, along with the letter that had been approved by the SDS. After that, the researcher sent a letter to the participants, together with the prior letters of approval and the informed consent form. In the letter,

the researcher described the nature of here study and the role that the participants played in it. The research participants who were provided the information for this study were hand-picked by the researcher to meet a predetermined set of selection criteria. In order for the researcher to effectively gather the data, she needed to establish a rapport or relationship with the participants and earn their confidence. Establishing trust was essential throughout the process of data collection because it has the potential to lower stress levels and prevent quieting, both of which suit the goals of the researcher (Findahl, 2019). In spite of this, the researcher gave the Informed Consent Form to the research participants before the data collection begun to ensure that they had a thorough understanding of the study as well as the rights that are afforded to them in their capacity as research participants.

In addition, the researcher built rapport and trust with the participants by adhering to the ethical principles and honoring the participants' numerous rights. was an essential step in the research process. As a result, in order for the participants to feel comfortable and at ease in the process of sharing their personal experiences, the researcher remained objective by acting justly and always exhibiting courtesy. This allowed the participants to feel comfortable and at ease in the process of sharing their personal experiences. These two different interviewing methods were recorded using ZOOM, and then the recordings will be transcribed into transcripts to serve as documentation of the data collection approach. These two will be used together as transcripts to increase the recordings' incapacity to be easily examined. They will be utilized concurrently. According to Abelman (2021), transcripts should be utilized in addition to recordings rather than in substitute of them. In a similar manner, the informed consents were delivered either in-person or online in a format that can be printed, allowing the informants to print the consents themselves before putting their signatures on them. During the process of carrying out the IDI, the researcher was initially tasked with locating prospective participants. The researcher next provided the participant the informed consent form after they had been identified. Those who chose not to take part had their decision honored because they are exercising their freedom to do so voluntarily, and the researcher continued to look for additional subjects. When the study had already reached the required minimum of 15 participants, she offered the participants the opportunity to select the day and time of the interview that was scheduled for them. This was an interview with just the two of us. In the meantime, the researcher utilized the FGD in order to triangulate the data. The discussion in the focus group was being held with the intention of gleaning important information from the individuals who have been carefully chosen to participate. It took between one and two hours when using this form of discussion to have in-depth conversations about the topics with the participants.

Process of Doing Phenomenology

In phenomenology, the investigation of what people experienced and the focus on how they came into contact with a phenomenon are central topics. According to Creswell and Poth (2017), it centers on increasing the knowledge of social, cultural, and psychological phenomena from the perspectives of those who are involved. This includes gathering careful and comprehensive information about how people describe, feel, judge, remember, or discuss things with other people. Creswell and Poth (2017)

also state that it focuses on increasing the knowledge of social, cultural, and psychological phenomena from the perspectives of those who are involved. Because of this, the approach that the research will take will be phenomenology, which is a method that permits the researcher to get an in-depth comprehension of a phenomenon by permitting informants to elaborate on their own lived experiences (Qutoshi, 2018).

In order to carry out an exhaustive analysis of qualitative data, the researcher first coded the interview transcripts by looking at them through the theoretical framework that serves as the foundation for this study. Interpreting the narratives provided by the participants is the activity that takes place at this stage of the analysis. This is the phase in which the researcher looked for themes, problems, similarities, and differences.

According to Sutton and Austin (2015), this method can provide the researcher with assistance in knowing the world as well as how the participants construct reality in reference to their own personal perspectives. The researcher will next begin the process of theming the data set, which is the process of building codes from transcripts in a way that is consistent and understandable. Once the codes have been found and classified, the researcher will begin the process of theming the data set. As a consequence of this, when arranging the findings in preparation for presentation, the themes might be used as the heading of a section in the report, while the codes could be placed beneath, supported by the researchers' interpretation (Sutton & Austin, 2015).

The stages involved in applying Colaizzi's descriptive phenomenological approach include reading the textual data from the interview transcripts and outlining the sections of the text that appear to be related to the predetermined codes described by the theory in the study. These steps are taken in order to implement the method. The data codes would then be classified or thematized based on the predetermined codes for clustering.

RESULTS AND DISCUSSION

Parental Mediation Strategies Used by the Parents on the Internet Use of their Children

In this research problem, the study answered the specific questions pertaining to the different effective Parental Mediation Strategies Used by the Parents on the Internet Use of their Children.

Table 1. Qualitative Analysis on the Parental Mediation Strategies Used by the Parents on the Internet Use of their Children

Issues Probed	Core Ideas	Codes/Categories/ Nodes	Essential Themes
On the parental mediation strategies used by the parents on	• Establishing time limit for internet use among children. • Instilling time management between	Defining time for online engagement among kids	Time limit Guidance and Monitoring Other Mediation Strategies *(e.g. instructive mediation*

| the internet use of their children | internet use and academics.
● Limiting the time of internet exposure among the kids.
● Time schedule of internet use must be followed.
● Provision of schedule for both study time and online time.
● Time limitation of online exposure among kids.
● Guiding kids in using the internet.
● Provision of guidance and assistance for kids using the internet.
● Acting as co-viewer of the kids wile online.
● Integration of lessons on pros and cons of the internet.
● Proper guidance and monitoring of kids' online activities.
● Parents made rules restricting kids from doing some activities online.
● Using instructive mediation strategy.
● Use of mind conditioning strategy.
● Use of active mediation/ strategy. | Provision of guidance and monitoring on kids' online activities

The utilization of specific mediation strategies | *strategy, mind conditioning strategy and active mediation/ strategy)* |

The analysis revealed three significant emerging themes with regards to the parental mediation strategies used by the parents on the internet utilization of their children. Such themes were a) imposing time limit on online engagement among kids, b) provision of proper guidance and monitoring to kids while being online; and c) the utilization of other different specific mediation strategies *(e.g. instructive mediation strategy, mind conditioning strategy and active mediation/ strategy)*. This theme was indicated in the different transcripts from the IDI participants.

On the imposing time limit on online engagement of learners, IDI3 stated that:

The most effective parental mediation strategies on internet use for us is that we establish and enforce rules on organizing time for internet use, with closest supervision, teaching and of course modelling. (IDI3, Q1.1.1)

On the provision of proper guidance and monitoring to kids while being online, ID3 added that:

Each challenge in mediating the internet use of our children really affect our overall fulfilment as a parent. It is because how we guide and hone our children will reflect us on what we are as parents. The more guidance and monitoring to our children's activities online, the better they would be. The more we show love and care to them, the more they will grow better. Good children will always rely on what kind of parents we are to them. (IDI3, Q2.1.1)

Furthermore, on the utilization of other different specific mediation strategies, IDI 7 stressed that:

The most effective parental mediation strategies on internet use of my child are active and restrictive strategies. These two strategies help me to guide my child in using internet and make some restrictions in using it. (IDI9, Q1.1.1)

With the data above, the course of the investigation discovered that parents are aware of the potential dangers that the internet use may bring to their children. With this, they made sure that their children are following the time restrictions when using the internet. Moreover, parents also made sure that the kids are well guided and monitored when it comes to their social media and other internet applications usage. Finally, parents were able to apply other effective strategies *(e.g. instructive mediation strategy, mind conditioning strategy and active mediation/ strategy)* which are all essential towards good effects of parental mediation on their children's internet use.

The results are congruent to the findings of Ofcom (2020) which stated that limiting children's time of internet use can improve their health and development. First, it encourages exercise and socializing to build a healthy lifestyle. Limiting kids on internet use also promote life skills. Children require screen-free time to develop creativity, critical thinking, and problem-solving. Limiting internet access lets youngsters read, draw, and play imaginatively, developing skills beyond digital literacy. Limiting internet use for kids can also boost academic achievement. Screen usage reduces focus and attention, making learning harder. Limiting online distractions helps kids focus on their studies, improving academic performance and laying the groundwork for future education. Reducing internet use helps kids develop self-regulation and emotional resilience. Social media and internet material can cause inadequacy and low self-esteem. Limiting screen time helps kids establish a positive self-image and a healthy relationship with technology, decreasing emotional risks.

Furtehrmore, Nikken and Janz (2020) said that the guidance and monitoring of children's online activities are crucial in safeguarding their security and welfare in the

era of digital technology. Active guidance facilitates the cultivation of appropriate and ethical online conduct in children. Parents and guardians have the ability to cultivate a sense of digital citizenship in children by instructing them on responsible internet usage, valuing the privacy of others, and comprehending the repercussions of their online behavior. Monitoring of internet usage enables parents to safeguard their children against unsuitable material and online dangers. Furthermore, the provision of guidance and monitoring facilitates transparent communication between parents and children regarding their online encounters. Promoting a constructive conversation fosters an environment where children feel comfortable discussing their online experiences, seeking advice on difficult issues, and reporting any improper information or interactions. The establishment of this communication bridge is crucial in fostering trust and facilitating open discussions between children and their caregivers on their digital encounters.

Finally, Livingstone and Helsper (2020) stressed that adopting other parental mediation strategies on children's internet use such as the active mediation strategy provides several advantageous outcomes that enhance their overall growth and welfare. An important benefit is the fostering of digital literacy and the development of critical thinking abilities. By actively mediating, parents can initiate talks with their children regarding the internet content they come across, enabling them to comprehend the intricacies of information, distinguish reliable sources, and cultivate the capacity to analyze digital media in a discerning manner. Active mediation promotes a cooperative learning atmosphere in which parents and children together investigate the digital terrain. This collaborative discovery not only enhances the bond between parents and children but also offers occasions for mutual experiences, enabling parents to instruct their children in making well-informed choices regarding online material, privacy settings, and digital interactions. This cooperative methodology enables children to traverse the internet realm with increased self-assurance.
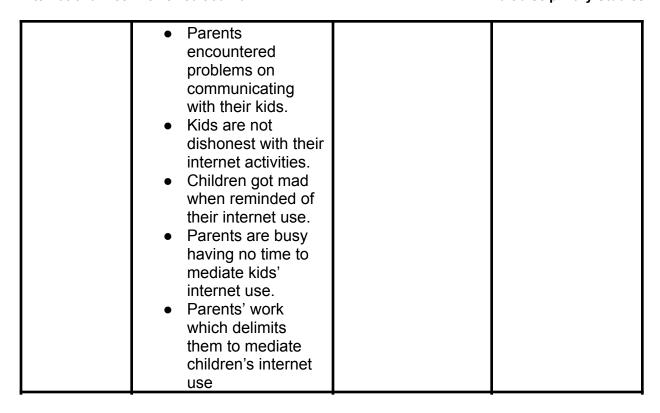
Challenges Encountered by the Parents in Mediating the Internet Use of their Children

The second research question of this study aimed to explore the different difficulties encountered by the parents in mediating the internet use of their children.

Table 2. Qualitative Analysis on the Challenges Encountered by the Parents in Mediating the Internet Use of their Children.

Issues Probed	Core Ideas	Codes/Categories/ Nodes	Essential Themes
On the challenges encountered by the parents in mediating the internet	• Children have strong attachment with their gadget and internet making them passive.	Kids lack emotional bondage and gain aggressive behaviors Kids imitate what they saw in the internet	Emotional bondage and Aggressive behaviors Imitation Parents' attention/ involvement

| use of their children | ● With excessive internet use, children lacks emotional bondage.
● Parents find difficulty in getting the attention of their kids due to internet addiction.
● Parents have difficulty to command their kids because their attention was on the internet.
● Parents got problems on the aggressive behaviors of the kids towards internet use.
● Parents agreed that their kids' behaviors are influenced by the internet.
● Kids tend to imitate what they see in the internet.
● Kids tend to be affected with what they saw in the internet.
● Parents' busy routines and work lacking time to follow-up their children's internet use.
● Parents got problem when the kids tend to hide what they're doing and viewing online. | The demands of parents' work having no time to mediate their kids' internet use | |

	- Parents encountered problems on communicating with their kids. - Kids are not dishonest with their internet activities. - Children got mad when reminded of their internet use. - Parents are busy having no time to mediate kids' internet use. - Parents' work which delimits them to mediate children's internet use		

The thorough thematic analyses of this study in this particular research question revealed three significant different themes pertaining to the challenges encountered by the parents in mediating the internet use of their children. The said themes include a) children lacks emotional bondage and are getting aggressive behaviors; b) the kids are fond of imitation-they imitated what they think is good from the social media and other online/internet applications and; c) it was found out that the parents consider their attention/ involvement in mediating their children's internet use significant. These themes were nicely supported by the different statements from the research participants.

On the theme "Children lacks emotional bondage and are getting aggressive behaviors," IDI states that:

Our children becomes aggressive because of what they saw from the internet. Sometimes it is difficult to command them because their focus is on the internet. They are so busy with what they're watching and they have no time on playing outside or interact with other children. With this, they lack emotional bondage with us making them more passive. (ID10, Q2.1.)

On the "imitation," IDI6 also added that:

The most difficult problem that I encountered is that when my child is not listening to me because her attention is on the internet. She is always using her phone, browsing her social media account at all times. With this, she tends to imitate the things she saw in the social media. (IDI6, Q2.1.)

Finally, on "parents' attention/involvement in mediating their children's internet use," IDI3 supported that:

> *The most difficult problem that I encountered in mediating internet use is that my availability and the time I spent to ensure that my child follows my rules in using internet. This is affected due to the demands of our work. We forgot to monitor what they are doing online and we are guilty about this. (IDI7, Q2.1.)*

Indeed, it could be gleaned from the above transcriptions and analyses that there are a lot of challenges that the parents encountered in mediating the internet use among their children. The thematic analyses revealed that children's lack of emotional bonding and aggressive behaviors affect their social well-being, children's fondness for imitation—as they mimic the what they saw in social media and other internet applications may put them in danger and parents' perception of their own importance in monitoring their children's internet use was discovered.

These findings are congruent to the findings of Kotler (2021) which posited that the impact of internet usage on children can be especially significant when there is a deficiency in emotional attachment, and it can result in the emergence of violent tendencies. An important issue to consider is the possibility of heightened exposure to violent or inappropriate information on the internet. In the absence of a robust emotional bond with parents and other people, children could turn to the internet to find emotional outlets or connections. In doing so, they may come across content that has the potential to foster or strengthen aggressive behaviors. Furthermore, the internet can function as a medium for children to convey their emotions. When there is a lack of strong emotional connections in their offline relationships, this online expression may become more intense or severe. Children who do not receive sufficient emotional support may resort to online platforms to express their dissatisfaction or seek validation, which can result in the adoption of aggressive communication patterns or participation in cyberbullying activities. Finally, the anonymity facilitated by online contacts can intensify aggressive inclinations. Emotionally detached children may utilize the online realm as a platform to freely express themselves, without the concern of instant repercussions. Consequently, this may result in more violent speech or conduct compared to their behavior in in-person contacts. Lack of emotional attachment can lead to a reduced sense of empathy in online conversations, hence promoting aggressive behavior.

Conversely, Ito, et al. (2020) underscored that internet usage has wide-ranging consequences on children that go beyond the digital domain and can greatly impact their behavior in multiple ways. An important outcome is the possibility for youngsters to display behaviors that they have assimilated from their internet encounters. Online platforms, such as social media, gaming communities, and content-sharing sites, expose children to many types of content and interactions that can influence their attitudes and behaviors in both online and offline settings. Children frequently imitate the behaviors they come across on the internet, such as adopting the language, attitudes, or even social norms displayed by influencers, peers, or characters in digital media. Emulating others can play a role in the formation of one's identity and can impact their offline social interactions. Positive impacts can facilitate creativity and social

learning, whereas negative or improper content can result in the adoption of undesired habits.

Lastly, the findings of this study corroborate with the findings of the study of Haan and Warren (2021) which emphasized that the impact of internet usage on children is heightened when there is insufficient parental attention or involvement in supervising their online activities. An important outcome is the possibility of being exposed to unsuitable or detrimental material. In the absence of active supervision, children may autonomously explore the internet, inadvertently encountering material that is unsuitable for their age or could have adverse effects on their emotional and psychological well. Without parental mediation, children become susceptible to a range of internet hazards, such as exposure to sexual content, violence, or deceptive information. Inadequate parental engagement might additionally contribute to an excessive amount of time spent on screens and an imbalance in children's daily activities. Unsupervised and unregulated internet usage can result in prolonged durations of online involvement, which may impede important parts of a child's growth, including physical activity, in-person social contacts, and academic endeavors. This disparity can have ramifications for their holistic well-being, encompassing both their physical and social dimensions. An additional significant consequence is the possibility of fostering detrimental online behaviors. In the absence of proper guidance, youngsters may partake in perilous online activities, such as divulging personal information, engaging in cyberbullying, or forming inappropriate online relationships. The lack of parental mediation can lead to a limited understanding of appropriate and ethical internet usage, which can expose children to possible hazards and harmful impacts.

How the Parents Address the Problems they Encounter in Mediating the Internet Use of their Children

This research question focuses on exploring the insights from the experiences of the parents particularly on how they [parents] addressed the problems they encountered in mediating the internet use of their children.

Table 3. How the Parents Address the Problems they Encounter in Mediating the Internet Use of their Children

Issues Probed	Core Ideas	Codes/Categories/ Nodes	Essential Themes
on how the parents address the problems they encounter in mediating the internet use of their children	● Parents don't give up in assisting, guiding and monitoring their children on the internet use. ● Portraying positive attitude towards imposing children with the rules on internet use.	Positive approach of imposing rules on the internet use of internet among children Considering advice, help and tips from experts	The role of positive discipline Seeking help from experts Valuing/ value integration

	● Defining well to the kids the purpose why they are supervised with their internet use. ● Parents show all out support to the kids. ● Explaining to the kids that internet cannot comfort them. ● Parents seek advice to experts/parents who have experiences about mediating internet use. ● Ask assistance from the teachers. ● Seek assistance also from credible online sites on parenting. ● Parents instill in the minds of the kids the value of following the rules and regulation on internet use. ● Parents integrate the values of using internet with caution. ● Teaching children with online literacy. ● Improved communication with the kids. ● Spend some times being online with the kids.	Valuing the proper internet use	

For this part of the exploration, there were three significant themes being revealed by the thematic analysis pertaining to how parents addressed the problems they encountered in mediating the internet use of their children. Such themes were a) parents consider the role of positive discipline in mediating the internet use of their children; b) parents seek help from experts and reliable people and resources in order to effectively mediate the internet use of their children and; c) the parents injected valuing/ value integration while mediating the internet use among children. These statements were indeed correct based on the statements of the research participants below.

On the "the role of positive discipline in mediating the internet use of the children," IDI 14 supported by stating that:

> *I do believe that through positive discipline with proper guidance on use the internet, our children may brought their mind into the world of understanding. With this, they tend to accept the truth that as a parents we are concern to their bright future.. (IDI14, Q3.3.1)*

Furthermore, on "seeking help with experts," IDI3 shared that:

> *As parents, we consider seeking help from experts, parents who have experience on internet use mediation with their children and reading relevant and helpful and reliable articles online. We ask for counselling advices form the experts. We manage balance work time and family life. (IDI3, Q3.3.1)*

Finally, on "valuing or value integration on mediating internet use among children," IDI8 underscored that:

> *As parents who understand the nature of the kids in this era, we always consider integrating good values in mediating the internet use of our kids. We made them understood that internet use should be used properly and responsibly. (IDI8, Q3.3.1)*

Indeed, the thematic analysis revealed that parents think about how positive discipline can play a role in mediating their children's internet use; parents seriously reach out to professionals and trustworthy sources for advice on how to best mediate their children's internet use and parents inject valuing and value integration into their mediating of their children's internet use.

The results agree with the findings of Garde and Flores (2019) which stated that the constructive discipline implemented by parents plays a vital part in effectively moderating their children's internet usage and cultivating a healthy and responsible attitude towards online activities. An essential element of constructive discipline involves setting unambiguous and unwavering expectations for the utilization of the internet. Parents provide clear and equitable rules to create a framework that enables children to comprehend the parameters and restrictions related to their online conduct. Precise comprehension is crucial for fostering conscientious digital citizenship. Positive reinforcement is an influential strategy for molding children's conduct, particularly their utilization of the internet. When parents notice and incentivize acceptable online conduct, such as utilizing the internet for educational reasons or exhibiting benevolence in virtual connections, children are more inclined to internalize these favorable practices. Parents may inspire their children to make well-informed and responsible decisions by emphasizing the good parts of their online activities.

On the other hand, the findings of Alejandro and Gersamina (2021) supported this study's findings and stated that consulting experts and reliable sites for guidance on managing children's internet usage can provide parents with a multitude of advantages. An inherent benefit is in the opportunity to acquire specialized expertise and profound insights offered by industry professionals. Experts in several fields, including child psychologists, educators, and technology specialists, possess extensive knowledge

about kid development, potential dangers on the internet, and efficient methods of parenting. Seeking advice from these experts enables parents to access specialist expertise, acquiring essential direction customized to their children's distinct requirements and the always changing digital environment. Seeking guidance from reliable sources instills a feeling of empowerment and assurance in parents. The internet is a dynamic and extensive domain, posing challenges for parents to keep up with the latest trends, applications, and potential hazards. Experts and reliable sources can provide parents with current knowledge, enabling them to make well-informed choices regarding their children's internet activity. This understanding enables parents to confidently and effectively navigate the digital environment. Moreover, consulting with experts encourages a proactive and preemptive strategy for managing online interactions. Experts can provide tactics and resources to predict and tackle possible obstacles, such as cyberbullying, online predators, or excessive use of screens. Parents can establish a safer online environment for their children and reduce the risks of unsupervised internet use by adopting a proactive approach.

　　　　Finally, the findings of this study are congruent with the findings of Sevilla and Warren's (2019) study which stated that incorporating values into the supervision of children's internet usage provides several advantages for parents and their families. One key benefit is the chance to establish a robust ethical basis. Parents may impart responsible and ethical decision-making in the digital domain by integrating family values into conversations about online conduct. This method facilitates the cultivation of integrity and reverence for others in children, hence promoting constructive online engagements. Values-based mediation enhances the development of critical thinking and decision-making abilities. By emphasizing the significance of aligning online behavior with personal values, parents motivate children to engage in critical thinking regarding the content they come across and the consequences of their digital presence. This contemplative approach enhances the cultivation of critical thinking and the capacity to make well-informed decisions, both in the digital realm and in real life. Moreover, including values into online mediation helps the development of empathy and compassion. Parents should prioritize highlighting the interpersonal relationships that technology enables and motivate their children to take into account the emotions and viewpoints of others in their online engagements. By adopting an empathic approach, one can effectively mitigate harmful behaviors like cyberbullying and foster a culture characterized by kindness and comprehension in the digital realm.

REFERENCES

Abelman, R. (2021). Factors influencing digital technology use in early childhood education. Computers & Education.

Alejandro, V. and Gersamina, Y. (2021). Gendered mediation of children's internet use: A keyhole for looking into changing socialization practices. Cyberpsychology: Journal of Psychosocial Research on Cyberspace downloaded from http://dx.doi.org/10.5817/CP20, February 26, 2023.

Christensen, P., and James, A. (2020). Research with children: Perspectives and practices. London: Routledge. 2020 Edition.

Davis, V., & Schols, H. (2019). Parental mediation of children's internet use in different European countries. Journal of Children and Media.

Findahl, O. (2019). Swedes and the Internet 2019 Version. Stockholm: The Internet Infrastructure Foundation

Garde, J. and Flores, H. (2019). Determinants of internet mediation: A comparison of the reports by parents and children. Journal of Children and Media. Downloaded from http://dx.doi.org/10.1080/17482798.2012, March 1, 2023.

Haan, J. and Warren, G. (2021). Parental influence and teens' attitude toward online privacy protection. Journal of Consumer Affairs. Downloaded from http://dx.doi.org/10.1111/j.1745-6606.2008.00, March 1, 2023.

Ito, L., Perez, M., Pandat, E. and Fidelo, O. (2020). Ways to avoid problematic situations and negative experiences: Children's preventive measures online. Communications.

Kotler, T. (2021). Institutional filters on children's internet use: An additional explanation of crossnational differences in parental mediation.

Livingstone, O. and Helsper, N. (2020). Maximizing opportunities and minimizing risks for children online: The role of digital skills in emerging strategies of parental mediation. Journal of Communication.

Nikken, P., and Haan, J. (2020). Young children's play in online virtual worlds. Journal of Early Childhood Research. Downloaded from http://dx.doi.org/10.1177/1476718X09346, March 1, 2023.

Nikken, P., & Janz, J. (2020). Developing scales to measure parental mediation of young children's internet use. Learning, Media and Technology. Downloaded from http://dx.doi.org/10.1080/17439884.2013.782038, February 24, 2023.

Ofcom, N. (2020). Children and parents: Media use and attitudes report. London, UK: Ofcom 2020 Version.

Prout, A. (2019). Culture-nature and the construction of childhood of 2019 Edition. In S. Livingstone & K. Drotner (Eds.), International handbook of children, media and culture.

Rojas, N., et al. (2022). Parental mediation of the Internet use of Primary students: Beliefs, strategies and difficulties

Stephens, S. (2021). Opportunity for all? Technology and learning in lower income families. New York: Joan Ganz Cooney Center at Sesame Workshop.

Sevilla, I. and Warren. N. (2019). Identifying and explaining the relationship between parental mediation and children's aggression. Communication Research. Downloaded from http://dx.doi.org/10.1177/009365099026002, March 1, 2023.

Siacca, J. et al. (2022). Parental mediation in pandemic: Predictors and relationship with children's digital skills and time spent online in Ireland

PARENTAL MEDIATION ON CHILDREN'S INTERNET USE:
A QUALITATIVE STUDY

INTERVIEW GUIDE

RESEARCH QUESTIONS	INTERVIEW GUIDE QUESTIONS
1. What are the parental mediation strategies used by the parents on the internet use of their children?	1.1 What are the most effective parental mediation strategies on internet use you used to your children? 1.2 What do you think are the advantages and disadvantages of practicing different mediation strategies on the internet use of the children? 1.3 How did you able to identify and use different parental mediation strategies on internet use of your children?
2. What are the challenges encountered by the parents in mediating the internet use of their children?	2.1 What is/are the most difficult problem that you encounter in mediating the internet use of your children? 2.2 How each challenge in mediating the internet use of your children affect your overall outlook as a parent? 2.3 How did your child/children accept and follow your mediation strategies on internet use?
3. How do the parents address the problems they encounter in mediating the internet use of their children?	3.1. How did you able to solve the difficulties you encounter in mediating the internet use of their children? 3.2. What significant progress(s) in your child/children did you observe after employing mediating strategies on internet use? 3.3. What other mediation strategies in internet use that you can suggest?