

**A STUDY ON PARENTAL MEDIATION STRATEGIES IN MANAGING
CHILDREN'S SCREEN TIME AT VISION FOR AFRICA INTERNATIONAL**

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**UGANDA CHRISTIAN
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DECLARATION

I hereby declare that this research report is entirely my original work and it has never been submitted to any university for any academic awarding.

Signed: 

KARUNGI VIVIAN RHODA

Date: 05.11/09/2024

APPROVAL

This is to certify that this research report has been written under my supervision and with my approval it is now ready for submission.

Signed: *ana*.....

Date: *5/09/2024*.....

MRS. BWIRE JACKLINE

DEDICATION

I take this opportunity to dedicate this work to the entire family of Ms. Cissy Nalubuga who tirelessly sacrificed to make me a person of value to society through educational, emotional support and provision of what I need. I also thank Vision for Africa International organisation, Mr. Otwaio Patrick, thank you very much for the support and encouragement you having inculcated in me. My research supervisor, Madam Bwire Jackline who has been there for emotional support together with the entire school of social sciences may the Almighty God bless you abundantly.

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My sincere appreciation goes to the Almighty God for keeping me alive, and enabling me to complete my research successfully; I also acknowledge the contribution of Vision for Africa International organization. The kindness of Mr. Patrick Bruni [human resource manager], Miss Esther, Mr. Peterson, Mr. Jonathan.

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May God bless you all abundantly!

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ABSTRACT

This research focused on parental mediation strategies in managing children's screen time at Vision for Africa International. The study aimed to explore the specific techniques employed by parents and guardians to regulate their children's media consumption, addressing the growing concern over excessive screen time. A qualitative approach was utilized, involving surveys and interviews with a sample of 20 participants, including 10 parents and 10 guardians. The findings revealed a variety of mediation strategies, such as restrictive mediation and active discussions about screen content, highlighting the diverse approaches based on demographic factors. The study concluded that effective parental mediation is crucial for promoting healthy screen time habits and supporting children's socio-emotional development. These insights are relevant for parents, educators, and policymakers, as they underscore the need for targeted interventions to enhance parental involvement in children's digital lives and foster healthier media consumption practices.

CHAPTER ONE

1.0 INTRODUCTION

Parental mediation refers to the strategies and approaches those parents use to guide and regulate their children's media use. Parental mediation strategies play a crucial role in managing children's screen time. Several studies identified strategies including restrictive mediation, co viewing, active mediation, and supervision. Restrictive mediation involves setting rules to limit children's screen time and restrict their activities. Co viewing, on the other hand, refers to watching content with children. Active mediation involves actively engaging with children to discuss and interpret media content, which can promote critical thinking and improved digital literacy. Supervision includes checking children's activities on the screen based media and installing software to monitor their online behavior. These strategies have been found to be effective in parenting negative outcomes such as cyber bullying and excessive screen time.

It's important for parents to consider these strategies and their potential impacts on children's well-being and development. For example, a study on parental control, nurturance, self-efficacy, and screen viewing among five- to six-year-old children found that parental control was associated with children's TV viewing, highlighting the influence of parental mediation on children's screen time. Additionally, the American Academy of Pediatrics recommends no screen time for children until 18 to 24 months with exceptions of video chatting, and no more than two hours of screen time for children aged 2 to 5 years.

Parental mediation strategies such as restrictive mediation, co viewing, active mediation, and supervision are important for managing children's screen time and from worst thing positive media

experiences. Understanding and implementing these strategies can help parents support their children in navigating the digital world effectively.

In today's digital age, children are exposed to screens more than ever before, with the proliferation of smart phones, tablets, and computers significantly changing the landscape of childhood experiences. As technology becomes an integral part of daily life, concerns regarding its impact on children's development, health, and well-being have emerged. Screen time, defined as the time spent engaging with digital devices, has been linked to both positive and negative outcomes, making it imperative for parents and guardians to adopt effective strategies for managing their children's media consumption.

This research focuses on parental mediation strategies in managing children's screen time at Vision for Africa International, an organization dedicated to supporting families and children in the community. Parental mediation refers to the various approaches that parents use to guide and regulate their children's media experiences. These strategies can range from active engagement, such as discussing content and co-viewing, to restrictive measures that limit screen time and monitor usage. Understanding these strategies is crucial, as they play a significant role in shaping children's media habits and influencing their overall development.

The objectives of this study are threefold: first, to identify the different parental mediation strategies employed by parents at Vision for Africa International; second, to establish the most effective parental mediation strategy in managing children's screen time; and third, to understand the factors that influence these mediation strategies. By exploring these objectives, the research aims to provide insights into how parents navigate the complexities of screen time management and the implications of their approaches for children's well-being.

Through qualitative interviews with parents and guardians, this study seeks to gather rich, contextual data that reflects the lived experiences of families in managing screen time. The findings will contribute to a deeper understanding of parental mediation practices and inform future interventions and policies aimed at promoting healthier media habits among children. Ultimately, this research underscores the importance of equipping parents with the knowledge and resources necessary to effectively manage their children's screen time in an increasingly digital world.

1.1 CONTEXTUAL BACKGROUND

In the contemporary digital landscape, children's interaction with screens has become ubiquitous, fundamentally altering their engagement with the world. The increasing prevalence of smart phones, tablets, and computers has led to a significant rise in screen time among children, raising critical questions about the implications for their development and well-being. As children navigate this digital environment, parents are tasked with the responsibility of managing their screen time effectively, ensuring a balance between beneficial and detrimental media consumption.

Parental mediation refers to the strategies and approaches that parents employ to guide and regulate their children's media experiences. These strategies can be categorized into several types, including active mediation, where parents engage in discussions about content; restrictive mediation, which involves setting limits on screen time; co-viewing, where parents watch content alongside their children; monitoring, which includes tracking screen time and content accessed; and guidance and education, where parents teach children about responsible media use. Each of these strategies plays a vital role in shaping children's media habits and influencing their cognitive, emotional, and social development.

Research indicates that parental mediation is crucial in mitigating the potential negative effects of excessive screen time, such as decreased physical activity, poor academic performance, and exposure to inappropriate content. Studies have shown that children whose parents actively engage in discussions about media content tend to develop better critical thinking skills and are more discerning consumers of media. Conversely, overly restrictive approaches can lead to resistance and secretive behavior, highlighting the need for a balanced and informed approach to screen time management.

At Vision for Africa International, a community-focused organization, the dynamics of parental mediation are particularly relevant. The organization supports families in navigating the challenges associated with modern parenting, including the complexities of managing children's screen time. Understanding the strategies employed by parents within this context is essential for developing effective interventions and resources that empower families to foster healthy media habits.

This research aims to explore the various parental mediation strategies utilized by parents at Vision for Africa International, assess their effectiveness, and identify the factors influencing these strategies. By examining these dimensions, the study seeks to contribute to the broader discourse on media literacy and parental involvement in the digital age, ultimately promoting healthier screen time practices that support children's overall development.

In today's digital age, children are increasingly exposed to screens and technology. While technology can offer educational and entertainment opportunities, excessive screen time can have negative effects on children's health and development. As a result, parents play a crucial role in managing their children's screen time and ensuring a healthy balance.

Parental mediation refers to the strategies and approaches that parents used to guide and regulate their children's media use. These strategies can vary across cultures and contexts, leading to differences in how parents approach screen time management. Understanding these variations can provide valuable insights into effective parental mediation strategies.

A study on parental mediation strategies can explore how different cultural, social, and economic factors influence the approaches taken by parents for example, in some cultures, strict time limits may be enforced, while in others, a more flexible approach may be adopted, Additionally, socioeconomic factors can impact access to technology and the availability of alternative activities, influencing parental mediation strategies.

Research has shown that effective parental mediation strategies often involve a combination of active involvement, setting limits, and open communication. Active involvement includes co viewing and co engagement with children's media activities, allowing parents to guide and discuss content. Setting limits involves establishing rules and boundaries around screen time such as time restrictions and designated device free zones. Open communication encourages dialogue between parents and children, fostering understanding and allowing for negotiation and compromise.

1.2 CONCEPTUAL BACKGROUND

In the contemporary digital landscape, children's interaction with screens has become ubiquitous, fundamentally altering their engagement with the world. The increasing prevalence of smart phones, tablets, and computers has led to a significant rise in screen time among children, raising critical questions about the implications for their development and well-being. As children navigate this digital environment, parents are tasked with the responsibility of managing their screen time effectively, ensuring a balance between beneficial and detrimental media consumption.

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This research aims to explore the various parental mediation strategies utilized by parents at Vision for Africa International, assess their effectiveness, and identify the factors influencing these strategies. By examining these dimensions, the study seeks to contribute to the broader discourse

on media literacy and parental involvement in the digital age, ultimately promoting healthier screen time practices that support children's overall development.

1.3 STATEMENT OF THE PROBLEM

The problem addressed in this study is the lack of comprehensive understanding regarding the effectiveness of different parental mediation strategies in managing children's screen time. Despite the increasing prevalence of digital devices and their impact on children's well-being, there is a need to explore and understand various approaches across cultures and socioeconomic backgrounds to identify the most effective strategies. This study aims to fill this gap by examining the cultural and contextual influences on parental mediation and providing practical guidance to support parents in promoting healthy screen time habits for their children.

This problem statement highlights the need for research to address the gaps in knowledge and provide valuable insights into effective their parental mediation strategies for managing children's screen time.

The ideal

This study aims to fill the gaps by examining the cultural and contextual influences on parental mediation and providing practical guidance to support parents in promoting healthy screen time habits for their children.

The reality

The problem addressed in the study is the lack of comprehensive understanding regarding the effectiveness of different parental mediation strategies in managing children's screen time. Despite the increasing prevalence of digital devices and their impact on children's well-being, there is a need to explore and compare various approaches across cultures and socioeconomic backgrounds to identify the most effective strategies.

1.4 OBJECTIVES OF THE STUDY

1. To identify the different parental mediation strategies in managing children's screen time at Vision for Africa International.
2. To establish the most effective parental mediation strategy in managing children's screen time at Vision for Africa International.
3. To understand the factors that influence parental mediation strategies when managing children's screen time at Vision for Africa International.

1.5 RESEARCH QUESTIONS

1. What are the different parental mediation strategies used by parents at Vision for Africa International?
2. What are the most effective parental mediation strategies in managing children's screen time?
3. What factors influence parental mediation strategies when managing children's screen time at Vision for Africa International?

1.6 SCOPE OF THE STUDY

This research aims to conduct an analysis of parental mediation strategies employed by parents at vision for Africa international to manage their children's screen time. The study will investigate various mediation approaches including restrictive active and Co viewing strategies. To understand their effectiveness and impact on children's screen time habits and socio emotional development.

1.7 PURPOSE OF THE STUDY

To identify the most effective parental mediation strategies; By understanding different approaches across cultures and socioeconomic backgrounds, the study aims to uncover the strategies that yield positive outcomes in terms of managing children's screen time.

To understand the cultural and contextual factors on parental mediation; This research seeks to explore how cultural factors shape parental attitudes and behaviors towards screen time management, providing insights into the role of culture in shaping parenting practices.

To provide guidance and support for parents; The study aims to generate practical recommendations and resources that can assist parents in making informed decisions About their children's screen time, helping them navigate the challenges and develop effective strategies.

To promote health screen time habits; By examining different mediation strategies, the research aims to contribute to the promotion of healthy screen time habits among children, fostering a balance and mindful approach to technology use.

To contribute to the existing body of research; Studies on parental mediation strategies in managing children's screen time can expand the current knowledge base, providing valuable insights and contributing to the ongoing discourse on digital parenting practices.

1.8 SIGNIFICANCE OF THE STUDY

This study will contribute to the existing literature on parental mediation and children's screen time by providing insights into the specific strategies employed by parents at vision for Africa international. The findings we'll have implications for parents, educators, and policymakers in developing effective interventions to promote healthy screen time habits and socio emotional development among children in similar contexts.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

A literature review is a critical analysis and summary of scholarly publications, books, and other sources relevant to a particular research question or topic. It involves identifying, evaluating, and synthesizing information from various sources to provide a comprehensive understanding of the research topic.

An essential part of every study is a literature review. It entails analyzing scientific publications and previous studies on the subject of parental mediation techniques for controlling kids' screen use. A researcher can comprehend the theories and frameworks that are currently in use, pinpoint knowledge gaps, and expand on earlier discoveries by studying the literature.

DIFFERENT PARENTAL MEDIATION STRATEGIES

It is not easy to measure parental mediation because, for social desirability reasons, parents tend to overestimate their involvement (restrictive or active) in controlling their children's online activities. In a similar vein, kids could underestimate (or not know) whether their parents do. However, paired parent-child interviews' descriptions of parental mediation showed a high degree of agreement, according to the EU Kids online survey (Livingstone et al., 2011).

The study, which concentrated on school-age children, found five primary methods for parental mediation of mobile and internet media. First created in the UK (Livingstone and Helsper, 2008), these were expanded to 25 nations (Livingstone et al., 2011), and each country's factor analysis's validity was examined (Durager and Sonck 2014).

1. Actively mediating the child's internet use: this includes talking to them about online activities and content, sitting next to them when they are online, and actively sharing their online experiences. Initiatives and suggestions to encourage internet usage that is more responsible and safe.
2. Restrictive mediation: establishing guidelines including time, place, and content limitations for internet use. the filtering, limiting, and monitoring of kids' internet activity through the use of software and technological instruments.
3. Monitoring: following up on kids' internet behavior after use.

When it comes to personal digital devices, active mediation and co-use tend to combine. In other words, if you sit with a child while they go online, you probably end up talking about what's on the screen or where to click next. This classification contrasts with the literature developed in relation to television (Valkenburg et al., 2013). As a mediation tactic, the majority of US parents use the "favor talk" (Clark, 2013). In addition to safety advice and limitations, this kind of proactive mediation of their children's internet use is the most common tactic used by European parents of children aged 9 to 16 (Kirwil, 2009; Livingstone et al., 2011, 2012). Restrictive measures, however, are typically applied to younger children rather than older ones, indicating that for the Chaudron et al. (2015) studied children under the age of eight. Perhaps restrictive tactics are common.

THE MOST EFFECTIVE PARENTAL MEDIATION STRATEGIES

Of the few parental mediation options mentioned above, only active and restricted mediation appear to be helpful in reducing children's exposure to online hazards, according to EU Kids Online findings (Durager and Livingstone, 2012; Mascheroni et al., 2013). Restrictive policies

appear to hinder children's online possibilities to learn, explore, build digital skills, or become more resilient to risk, even when they are linked to the lowest levels of risk exposure. The most promising approach to reducing risks without sacrificing opportunities seems to be active mediation, albeit there is currently little proof of this dual efficacy. The aforementioned results haven't even been examined in relation to younger kids.

FACTORS THAT INFLUENCE PARENTAL MEDIATION STRATEGIES

1. A family's socioeconomic status can affect the gadgets they have at home, the quality of their internet connection, and how they integrate digital media into their daily lives. According to Livingstone (2007), households can be classified as either "media-rich" or "media-poor" on a continuum.
2. Parents with lower incomes are less likely to provide their kids the newest, priciest technology products available. On the other hand, kids from poorer socioeconomic situations tend to have electronic screens in their bedrooms and spend more time on computers and television. Children from lower-class homes are more prone to spend more time in front of screens and to engage in sedentary behavior, which can have detrimental effects on their health (Tandon et al., 2012). In contrast, children from wealthier families are more likely to own and utilize touch displays (Nikken and Schols, 2015).
3. Digital disparities are not just based on access requirements. The cultural norms that Hollingworth et al. (2011: 352) define as the "habitus of different users, which informs what they see as thinkable or unthinkable, desirable or undesirable in terms of the use of technology and what it can offer them and their children" also influence parental attitudes toward digital media and parental mediation (see also Bragg and Buckingham, 2013, on different ideas of 'good parenting').

4. In addition, parents who exhibit higher levels of self-efficacy (which may be a reflection of their digital skills) in managing their children's internet usage are also more convinced that the advantages of digital media surpass the drawbacks (Livingstone et al., 2011; FOSI, 2013, 2014).

CHAPTER THREE

METHODOLOGIES

3.0 INTRODUCTION

This chapter presents the methods that we used to collect the data. This includes the research approach, research design, study population, sampling techniques and sample size, data collection methods, data collection instruments, anticipated challenges as well as the ethical considerations.

3.1 STUDY AREA

The study will be conducted at Vision for Africa International is located in Kiyunga along Kayunga Road. The institution of training is vision of Africa which is an Indigenous company founded by Maria Prean in 1999. It is located kiyunga village in kyampisi Sub County in Mukono district.

3.2 STUDY POPULATION

This study population consists of parents or guardians responsible for children's screen time management across diverse demographics. Including age, socioeconomic status, and cultural backgrounds.

3.3 SAMPLE SIZE

Sample size refers to the number of participants or observations included in a study (Jahromi, Tafti, & Shamshirband, 2022). In this study, the sample size was 20. This included 10 parents and 10 guardians at Vision for Africa International. The organization chosen uses the national curriculum. The guardians were coded as SAG while the parents were coded as SAP for purposes of anonymity. The table below shows a summary **of the sample size in the study.**

Table 1: Sample size of the study population

	Description					Sampling method	Total
Age	1-2	3-6	7-10	11-14	15-17	Purposive	
Guardian	2	2	2	2	2	Purposive	10
Parent	2	2	2	2	2	Purposive	10

Source: Vision for Africa International

3.4 VARIABLES

Independent variables

An independent variable is the variable that is manipulated or changed by the researcher in an experiment or study. It is the variable that is hypothesized to cause or influence changes in the dependent variable. In other words, it's the variable that is being tested to see its effect on the dependent variable.

In this case, the independent variables are the types of parental mediation strategies for example, (restrictive, co viewing, active mediation). Demographic factor for example (age, gender, education level of parents). Socioeconomic status of families.

Dependent variables

A dependent variable is the variable in an experiment or study that is observed and measured to determine the effect of the independent variables. It's the outcome or response that researchers are interested in understanding or predicting. In simpler terms, it's what changes as a result of the manipulation of the independent variables.

In this case, the dependent variables are children's screen time duration, children's behavior and attitudes towards screen time, academic performance or cognitive development of children.

3.5 TOOLS/ METHODS USED IN COLLECTING DATA

Surveys/questionnaires

Surveys or questionnaires will be created to gather information, from parents about their mediation strategies such as frequency of screen time, types of media consumed, rules implemented and perceived effectiveness.

Interviews

Interviews will be conducted with parents to gain in-depth insights into their beliefs, attitudes and practices regarding screen time management. This method will allow more nuanced understanding and exploration of individual experiences.

Observational studies

Parent child interactions will be observed around screen time usage to understand screen time mediation strategies in action. This will involve structured observations or naturalistic observations in home settings.

Dairy studies

Parents will be asked to keep diaries, or documents of their daily experiences and decisions related to managing children's screen time. This will provide detailed longitudinal data on mediation strategies and their outcomes.

Focus groups

Focus groups discussions will be organized with parents to explore common challenges, experiences and discuss effective mediation techniques in a group setting. This will provide insights into shared concerns and solutions.

Content analysis

Media content will be analyzed targeting parents such as parenting websites, forums and social media discussions to understand prevalent attitudes and advice regarding screen time and management.

Quantitative analysis

Existing data or quantitative studies will be analyzed to analyze trends and correlations between parental mediation strategies, demographic factors, and children's screen time behavior. This will involve statistical analysis of survey data or usage patterns.

By employing a combination of these methods. Researchers will gain comprehensive data on parental mediation strategies and their impact on screen time for children's behaviors allowing for a thorough comparative analysis.

3.6 DATA COLLECTION

Data will be collected through surveys and interviews conducted with parents. The surveys will include, questions about parental mediation strategies, such as restrictive mediation, co-viewing, active mediation and discussion about screen content, interviews will provide deeper insights into the reasons behind the chosen strategies and their perceived effectiveness.

3.7 DATA ANALYSIS.

Quantitative data from surveys will be analyzed using descriptive statistics. To identify the prevalence of different mediation strategies among parents, inferential statistics such as correlation analysis, will be used to examine the relationship between parental mediation strategies and children's screen time behavior. Qualitative data from interviews will be analyzed thematically to identify common themes and patterns in parents' experiences and perceptions.

3.8 ETHICAL CONSIDERATIONS.

By carrying out this research the researcher will ensure ethical considerations are upheld throughout the research process, including obtaining informed consent from participants, maintaining confidentiality and minimizing potential harm.

3.9 LIMITATIONS OF THAT STUDY.

Since the study made relies on parents' self-reports of their mediation strategies. There are risk of overestimation or underestimation of their actual practices. Parents made unintentionally provide socially desirable responses or misremember their actions, leading to inaccuracies in their data. These limitations will impact the validity and reliability of the study findings highlighting the need for additional methods such as observational studies, or objective measures to complement self-reported data.

CHAPTER FOUR
FINDINGS, RESULTS, AND DISCUSSION

4.0 Introduction

This chapter presents the findings from the qualitative study conducted on parental mediation strategies in managing children's screen time at Vision for Africa International. The research involved in-depth interviews with 10 parents and guardians, providing rich insights into their experiences, strategies and the factors influencing their approaches to screen time management. The data collected through the interview guide highlights the complexities of parental mediation and the effectiveness of various strategies employed by families.

4.1 Demographic Information of the study participants

The participants in this study included 10 parents and 10 guardians, each with unique backgrounds and experiences.

4.1.1 Gender of the Respondents

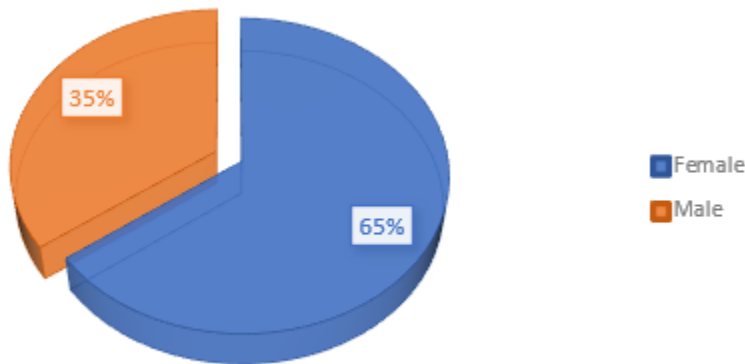
The study involved both male and female respondents that is parents and guardians and their proportional representation are depicted below

Table 1 characterization of the study population by gender

Gender	Frequency	Percentage (%)
Male	7	35.00
Female	13	65.00
Total	20	100

Source: Primary data

Figure 1 A pie-charting showing gender distribution of the respondents



The results in figure 1 above show the gender distribution of the study participants. where 65.00% of the respondents were female and 35.00% of the respondents were male.

4.1.2 Level of Education of Respondents

The respondents were asked to respond to the question of education level, indicating primary Secondary, Vocational, University. The findings were presented below.

Table 2 Education Level of Respondents

Education Level	Frequency	Percentage (%)
Secondary	06	30.00
Vocational	06	30.00
University	08	40.00
Total	20	100

Source: primary data

Results in table 2 above shows that majority of the study participants had attained university degrees that is about 40.00% of the parents and guardians, however about 30.00% of the respondents had completed secondary and vocational studies respectively.

4.1.3 Age of the Respondents

The study involved categorization of respondents' age into age groups and their proportional representations were depicted below.

Table 3 Characterization of the study population by age groups

Age group	Frequency	Percentage (%)
Below 35	06	30.00
36 - 40	09	45.00
Above 40	05	25.00
Total	20	100.00

Source: Primary data

Results in table 3 above revealed that 45.00% of the parents and guardians were aged between 36 – 40 years, 30.00% of the participants were aged 35 years and below and only 25.00% of the respondents were aged 40 years and above.

4.1.4 Age of the children

The study involved categorization of children’s’ age into age groups and their proportional representations were depicted below.

Table 4 Characterization of the children’s’ age by age groups

Age group	Frequency	Percentage (%)
Below 5	03	15.00
5-10	11	55.00
10-15	06	30.00
Total	20	100.00

Source: Primary data

Results in table 4 shows that majority of the respondents’ children were aged 5 -10 years that is about 55.00%, only three children were below 5 years and 6 children were aged 10 -15 years contributing 30.00% of the total proportion of the children from parents and guardians who participated in the study.

4.2 Findings of the Study

4.3 Objective 1: Identify Different Parental Mediation Strategies

Overall Approach to Managing Screen Time: Parents reported a combination of restrictive and active mediation strategies. For instance, SAP 1 stated, *"I believe in setting clear boundaries, but I also want to engage my child in conversations about what they watch."*

Specific Strategies Implemented: Common strategies included setting daily time limits, discussing content, and co-viewing. SAG 4 shared, *"We have a rule of one hour of screen time on weekdays, but we make exceptions for educational content."*

Engagement in Discussions: Most parents (80%) actively engaged in discussions about the content their children consumed. SAP 5 noted, *"I ask my child about their favorite shows and what they think about them."* This helps me understand their interests.

Examples of Conversations: Parents described conversations that ranged from discussing the moral lessons in cartoons to addressing online safety. A parent mentioned, *"We talked about why it's important not to share personal information online."*

Guidelines and Rules: Parents established rules regarding screen time, such as no screens during meals and homework time. SAG 3 stated, *"We have a family rule that screens are off during dinner to encourage conversation."*

Determining Time Limits: Time limits were often based on a combination of the child's age and the type of activity. SAP 5 explained, *"For educational apps, I allow more time than for games."*

Co-Viewing Practices: About 50% of parents reported co-viewing with their children, primarily watching educational programs and family-friendly movies. SAG 9 shared, *"We watch documentaries together; it sparks great discussions afterward."*

Monitoring Tools: Only 30% of parents utilized monitoring tools or applications. Those who did found them helpful in tracking usage. SAP 7 stated, *"I use an app to see how much time my child spends on different activities."*

Education on Responsible Screen Use: Most parents provided guidance on responsible screen use, covering topics like online safety and the importance of balancing screen time with other activities. SAG 7 noted, *"I teach my child to think critically about what they see online."*

4.4 Objective 2: Establish the Most Effective Parental Mediation Strategy

Most Effective Strategy: Parents identified active mediation as the most effective strategy. SAP 6 stated, *"Having open conversations has helped my child make better choices about what to watch."*

Factors Contributing to Effectiveness: Factors such as the quality of conversations, the child's age, and parental involvement were cited as key contributors to the effectiveness of mediation strategies. SAG 6 remarked, *"The more I engage, the more my child listens and understands."*

Observed Outcomes: Parents reported positive behavioral changes, including increased awareness of content and improved self-regulation in screen time. SAP 4 shared, *"My child now comes to me to discuss what they've seen, which shows they are thinking critically about it."*

Challenges Encountered: Common challenges included resistance from children and the overwhelming nature of digital content. SAP 6 expressed, *"Sometimes my child pushes back against the rules, especially when their friends are allowed more screen time."*

Addressing Challenges: Parents addressed these challenges through consistent communication and by involving children in setting rules. SAG 2 noted, *"I try to explain the reasons behind the rules, which helps my child understand."*

Assessing Effectiveness: Parents assessed effectiveness through observation of their child's behavior and engagement with content. Metrics included the child's ability to articulate thoughts about what they watched.

4.5 Objective 3: Understand the Factors Influencing Parental Mediation Strategies

Personal Beliefs and Values: Parents held strong beliefs about the importance of balancing technology use with physical activity and social interaction. SAP 5 stated, *"I believe technology is a tool, but it shouldn't replace real-life interactions."*

Influence of Beliefs on Mediation Strategies: These beliefs shaped their strategies, leading to a focus on educational content and limited recreational screen time. SAP 9 remarked, *"I prioritize educational shows to ensure my child is learning."*

Influence of Child's Age: Parents noted that their approach varied based on their child's developmental stage. For younger children, stricter limits were enforced, while older children were given more autonomy. SAG 8 explained, *"With my teenager, I have to trust them more and discuss boundaries."*

Cultural Beliefs and Community Norms: Cultural beliefs regarding technology and education influenced mediation strategies. Parents from more traditional backgrounds emphasized the importance of educational content. SAP 5 shared, *"In our culture, education is highly valued, so I encourage educational programs."*

Resources and Support Systems: Parents reported utilizing community resources, such as workshops and parenting groups, to enhance their strategies. SAP 2 noted, *"I attended a workshop on digital parenting, which gave me new insights."*

Collaboration with Other Parents: Engaging with other parents provided support and shared strategies. SAG 3 remarked, *"Talking to other parents helps me feel less alone in this journey."*

4.6 Closing Questions

Additional Insights: Parents expressed a desire for more resources and support from community organizations. SAP 4 stated, *"I wish there were more programs focused on digital literacy for parents."*

Unique Challenges and Successes: Parents highlighted the challenge of keeping up with rapidly changing technology but also noted successes in fostering open communication with their children.

Advice to Other Parents: Many parents emphasized the importance of being proactive and involved. SAP 10 advised, *"Don't be afraid to set boundaries, but also engage your child in discussions."*

Role of Community Organizations: Parents envisioned community organizations playing a crucial role in providing education and resources. SAG 5 suggested, *"Workshops on screen time management would be incredibly helpful."*

Beneficial Programs: Parents expressed interest in programs that offer practical tips and strategies for managing screen time effectively.

4.7 Conclusion

The findings from this study illustrate the diverse parental mediation strategies employed by parents at Vision for Africa International. While restrictive measures are common, the emphasis on active engagement and communication is critical for fostering responsible screen use among children. The insights gained from this research highlight the need for ongoing support and resources for parents, particularly in navigating the complexities of technology in children's lives. As a social worker, these findings will inform future interventions and programs aimed at empowering families to create healthy digital environments.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the conclusion of the study on parental mediation strategies in managing children's screen time at Vision for Africa International. It summarizes the key findings, discusses their implications, and offers recommendations for parents, community organizations, and policymakers. By synthesizing the insights gained from the research, this chapter aims to provide actionable guidance for improving parental mediation practices and supporting families in the digital age.

5.1 Conclusion

The study revealed that parents at Vision for Africa International employ a variety of mediation strategies to manage their children's screen time, with a notable emphasis on both restrictive and active mediation techniques. Key findings indicate that:

Diverse Strategies: Parents utilize a combination of restrictive measures, such as setting time limits and monitoring content, alongside active mediation strategies that involve discussions about media consumption. This dual approach reflects a growing recognition of the need to balance control with open dialogue.

Effectiveness of Active Mediation: Active mediation emerged as the most effective strategy for fostering responsible screen use among children. Parents reported positive behavioral changes, including increased critical thinking and self-regulation, as a result of engaging in conversations about content.

Influence of Personal and Cultural Beliefs: Personal beliefs about technology's role in child development significantly influenced mediation strategies. Parents emphasized educational

content and the importance of balancing screen time with other activities, reflecting cultural values that prioritize education and social interaction.

Challenges and Support Needs: Many parents faced challenges in keeping up with rapidly evolving technology and managing their children's screen time effectively. The need for community support and resources was a recurring theme, highlighting the importance of collaborative efforts in addressing these challenges.

Overall, the findings underscore the complexities of parental mediation in the digital age and the critical role that open communication and community support play in fostering healthy screen time habits among children.

5.2 Recommendations

Based on the findings of this study, the following recommendations are proposed for various stakeholders involved in supporting families in managing children's screen time:

1. For Parents

Engage in Active Mediation: Parents should prioritize active mediation strategies by discussing content with their children and encouraging critical thinking. Regular conversations about what children watch can enhance understanding and promote responsible screen use.

Set Clear Guidelines: Establishing clear rules and guidelines regarding screen time is essential. Parents should involve their children in the rule-setting process to foster a sense of ownership and responsibility.

Utilize Available Resources: Parents are encouraged to seek out resources, such as workshops and parenting groups, that focus on digital literacy and screen time management. These resources can provide valuable insights and strategies for effective mediation.

2. For Community Organizations

Develop Educational Programs: Community organizations, such as Vision for Africa International, should develop educational programs focused on digital parenting. Workshops that provide practical tips and strategies for managing screen time can empower parents and enhance their mediation skills.

Create Support Networks: Establishing support networks for parents can facilitate the sharing of experiences and strategies. Peer support groups can help parents feel less isolated and more confident in their approaches to screen time management.

Promote Digital Literacy: Community initiatives should emphasize digital literacy for both parents and children. Programs that teach children about online safety, responsible content consumption, and critical thinking can enhance their ability to navigate the digital landscape.

3. For Policymakers

Support Research and Funding: Policymakers should support research on the impact of screen time on child development and the effectiveness of various mediation strategies. Funding for community programs that address digital parenting can help families access the resources they need.

Implement Guidelines for Screen Time: Developing national guidelines for screen time that are informed by research can provide parents with a framework for managing their children's media consumption. These guidelines should be flexible and culturally sensitive to accommodate diverse family dynamics.

Encourage Collaboration: Policymakers should encourage collaboration between educational institutions, community organizations, and families to create a holistic approach to screen time

management. Partnerships can enhance the effectiveness of programs aimed at promoting healthy digital habits.

5.3 Conclusion

In conclusion, the study on parental mediation strategies at Vision for Africa International highlights the importance of a multifaceted approach to managing children's screen time. By combining restrictive measures with active engagement and fostering open communication, parents can cultivate a supportive environment that promotes responsible media consumption. The recommendations provided aim to enhance the effectiveness of parental mediation strategies and support families in navigating the complexities of the digital age. Through collaborative efforts among parents, community organizations, and policymakers, we can create a healthier digital landscape for children, ensuring they develop the skills necessary to thrive in an increasingly connected world.

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APPENDICES

APPENDIX ONE: INTERVIEW GUIDE

Introduction

Thank you for agreeing to participate in this interview. This study aims to explore parental mediation strategies in managing children's screen time at Vision for Africa International. Your insights will contribute to a deeper understanding of how parents navigate the complexities of screen time management, the effectiveness of various strategies, and the factors influencing these approaches. This interview will take approximately 30-45 minutes, and your responses will be kept confidential.

Please feel free to share your honest opinions and experiences, as they are valuable to this research.

SECTION A: Demographic Information

1. What is your name (Optional)?
2. How old are you?
3. What is your relationship to the Child/Children (e.g., parent, guardian)?
4. How many children do you have?

NB: Please specify the ages of your children.

Educational Background:

1. What is your highest level of education?
2. Have you received any training related to parenting or child development?

Employment Status:

1. Are you currently employed? If so, what is your profession?

SECTION B: Parental Mediation Strategies

Objective 1: Identify Different Parental Mediation Strategies

1. Can you describe your overall approach to managing your child's screen time?
2. What specific strategies do you implement in your household?
3. How do you engage in discussions with your child about the content they consume?
4. Can you provide examples of the types of conversations you have?
5. What guidelines or rules do you establish regarding screen time?
6. How do you determine appropriate time limits for different activities?
7. Do you practice co-viewing with your child?
8. If so, how frequently do you co-view, and what types of media do you typically watch together?
9. Do you utilize any monitoring tools or applications to track your child's screen time?
10. If yes, which tools do you find most effective, and why?
11. Have you provided education or guidance to your child regarding responsible screen use?
12. If so, what specific topics do you cover, and how do you approach these discussions?

SECTION C: Effectiveness of Parental Mediation Strategies

Objective 2: Establish the Most Effective Parental Mediation Strategy

1. In your experience, which mediation strategy has proven to be the most effective in managing your child's screen time?
2. What factors contribute to its effectiveness?

3. Can you share specific outcomes or behavioral changes you have observed in your child as a result of your mediation strategies?
4. What challenges have you encountered with the strategies you employ?
5. How have you addressed or overcome these challenges?
6. How do you assess the effectiveness of the strategies you use?
7. Do you have any metrics or indicators that help you evaluate success?

SECTION D: Factors Influencing Parental Mediation Strategies

Objective 3: Understand the Factors Influencing Parental Mediation Strategies

1. What personal beliefs or values do you hold regarding technology and its impact on children's development?
2. How do these beliefs shape your mediation strategies?
3. How does your child's age or developmental stage influence your approach to managing screen time?
4. Are there cultural beliefs or community norms that affect your mediation strategies?
5. If so, can you provide specific examples of how these norms influence your decisions?
6. What resources or support systems do you have access to that assist you in managing your child's screen time?
7. How do these resources impact your parenting practices?
8. Do you engage with other parents or caregivers regarding screen time management?
9. If yes, how does this collaboration influence your strategies?

SECTION E: Closing Questions

1. Is there anything else you would like to share about your experiences with managing your child's screen time?

2. Are there any unique challenges or successes you would like to highlight?
3. What advice or suggestions would you offer to other parents regarding effective mediation strategies?
4. How do you envision the role of community organizations, such as Vision for Africa International, in supporting parents with screen time management?
5. What types of programs or resources would you find beneficial?

CONCLUSION

Thank you for your time and insights. Your contributions are invaluable to this study and will help enhance our understanding of parental mediation strategies in managing children's screen time. If you have any questions or would like to follow up on this interview, please feel free to reach out. Your participation is greatly appreciated, and your experiences will contribute to meaningful research in this important area.

APPENDIX TWO: INTRODUCTORY LETTER



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

June 26th 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam

Re: INTRODUCTORY LETTER FOR RESEARCH

This is to introduce to you **KARUNGI Vivian Rhoda** Registration number **S21B15/054**, a student of Uganda Christian University, pursuing Bachelor's degree in Social Work. She is expected to carry out research in the final year under the guidance of a university supervisor in partial fulfillment for the requirements of the above mentioned award.

Topic: "Parental mediation Strategies in Managing Children's Screen Time at Vision for Africa International."

The purpose of this communication is to request your office to allow her collect data from your organization. Any assistance rendered to her will be highly appreciated.

Yours faithfully,


.....

PP

Doreen Kukugiza
Coordinator, Research & Fieldwork Programmes
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