

PARENTAL ENGAGEMENT IN CONTROLLING ELECTRONIC MEDIA  
EXPOSURE OF SECONDARY SCHOOL STUDENTS IN ILORIN  
METROPOLIS

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## CERTIFICATION

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## DEDICATION

This project is dedicated to Almighty God for His wisdom and grace, and to my family for their unwavering support and encouragement throughout this academic journey.

## ACKNOWLEDGEMENTS

I sincerely appreciate my supervisor [Mr Taiwo]. For his guidance and support, I also extend my gratitude to all the academic staff of the Department of Library and Information Science, My colleagues friends and family who supported me throughout the course of this research work.

## ABSTRACT

*The rapid technological advances, the expansion of online media use, and the declining cost of mobile technology have introduced a communication factor that has precipitously affected parent involvement and the relationship between parents and children. The present article explores ways through which technology and online media have affected interactions, the impact such developments have had on parent involvement in children's lives, as well as the school's role in keeping parenting relevant in these confusing times. An adaptation of the ten principles of good parenting for a technology- and media-dominated environment are also offered for enhancing parent-child interactions and parent involvement in their children's lives and learning.*

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Electronics media are the information-carrying out technology that can be used for information. In the modern books of communications, electronic media are been called several terms, many speak of mass media and medical information etc. electronic media are broadcasting or storage media that take advantage of electronic technology. They may include television, radio, internet, fax, CD-ROM, DVD, and any other medium that requires electricity or digital encoding of information.

Electronic media are media that uses an device to access the content. This is similar to social media, which nowadays are most often created electronically. According to Indiana University Policy (2012), Electronic media is any device that is used to store or record electronic informatioelectrochemicaln, including but not limited to hard disks, magnetic tapes, compact disks, Videotapes, handheld electronic devices and removable storages devices such as floppy disks, Zip disks.

The primary electronic media sources familiar to the Public are video recordings, audio recordings, multimedia presentations, CD-ROM and online content. Most new media are in the form of digital media. However, electronic media may be in either analogue or digital electronic data format. Although the term is usually associated with content recorded on the storage medium, recording is not required for live broadcasting and online networking. Any equipment used in the electronic



communication process (e.g. television, radio, telephone, desktop computer, game console, handheld device) is also electronic media.

Electronic media plays a crucial role in our everyday lives and has a very strong influence in moulding the student. Examples of electronic media are television, radio, the internet and e-magazines. There are lots of positive aspects to electronic media. Students receive loads of information and knowledge from electronic media. Electronic media is the best way to bring awareness into society because everyone depends on some kind of electronic media for updates. The positive effects of electronic media are welcomed by everyone. But, there is a need to prevent the electronic media from having a negative influence in moulding the student. The students at home and school must be taught to distinguish between the good and ill effects of Electronic Media, especially, the Internet. The negative effects of electronic media in a student's life change their mental setup. Students should spend their time reading good books, studying, playing a traditional game outdoors, exercising or engaging in social activities. But, today, they spend their time glued to the television and their cell phones. The internet, which is easily accessible even for a small child exposes them to undesired content that they should not know and will not understand. (Sangeetha, and Vanitha, 2019).

Television is one of the electronic media that is commonly accessed in most homes especially by young people who have become familiar with how the medium operates and helps them interact with their environment and beyond. Children, due to their undiscerning minds are very vulnerable and impressionable to what they see and hear especially what they watch on the television screen. They replicate and exhibit certain habits that are attributed to viewing certain television

programmes/contents such as acts of violence, aggression and immoral sexual behaviours that are considered detriments to their cognitive development.

Parental involvement is not a clearly or consistently defined term in literature. It has been described as representing many different parental behaviours; parenting practices such as parental aspirations for their child's academic achievement; parental communication with their children about school; parental participation in school activities; parental communications with teachers about their child; and parental rules at home which are considered to be education-related. Harris and Goodall (2007).

Goodall and Montgomery (2014) consider parental engagement as active and meaningful involvement in children's learning. Such learning can take place in a variety of settings including early learning and childcare settings, schools, the community, through family learning and learning at home. Parental engagement represents a greater 'commitment, ownership of action' than parental involvement within educational settings such as early learning and childcare settings or schools.

Parental involvement in controlling students' exposure to electronic media can be said to be the process taken by the parents to prevent their child from being exposed and addicted to electronic media.

## **1.2 Statement of the Problem**

In today's world, electronic media are thoroughly integrated into everyone's life, with television, movies, videos, music, video games and computers central to both work and play. Recent studies indicate that even the youngest children are using a wide variety of screen media, many at higher levels than recommended by child development professionals. Electronic Media use among students can impact both

positive and negative effects on their behaviours which can quickly foster additional problems to them leading to a possibility of deviant behaviour.

Saleem and Anderson (2012) observed that students' exposure to media violence causes aggressive behaviour. Gould and Ward (2015) support this view by asserting that children who are exposed to violence in South Africa are more likely to be anxious and depressed and lack concentration at school. Poipoi, Agak and Kabuka (2011) conducted a study on the perceived home factors contributing to violent behaviour among public secondary school students in Kenya and found out that students' exposure to violent films and movies and low level of home supervision lead to violence in schools. It is on this shortcoming, that the study seeks to establish the parental involvement in controlling students' exposure to electronic media in private boarding secondary school in Offa local government, Offa Kwara State.

### **1.3 Objectives of the Study**

The main objective of the study is to investigate the effectiveness of parental involvement in controlling students' exposure to electronic media in secondary schools. The specific objective is to;

- i. investigate the types of electronic media available for use by students;
- ii. know Influence of electronic media on behaviour among secondary school students;
- iii. determine the parental involvement and attitudes towards students' exposure to electronic media;
- iv. establish strategies that could be used by parents to control students' use of electronic media at home to improve their behaviour at school;

- v. know the challenges faced by parents while controlling their children exposure to electronic media;
- vi. find out the impact of electronic media on students academic performance

#### **1.4 Research questions**

The following research question was formulated to guide the study.

- i. What types of electronic media is available for the students to use?
- ii. What are the Influences of electronic media on behaviour among secondary school students
- iii. What are the Parental involvement and attitudes towards students in exposure to electronic media
- iv. what are the strategies that could be used by parents to control students' use of electronic media at home to improve their behaviour at school?
- v. What are the challenges faced by parents while controlling their children to exposure to electronic media
- vi. What is the impact of electronic media on student academic performance

#### **1.5 Scope of the Study**

The study is to examine the effectiveness of parental involvement in controlling students exposure to electronic media. The research work will be limited to Queen Elizabeth secondary school, Ilorin, Kwara State. The parent of students of Queen Elizebeth Secondary School will be used as a participant in this research work.

#### **1.6 Significance of the Study**

The result of this study will yield information that will bring a deeper understanding of the effectiveness of parental involvement in controlling student exposure to electronic media among the boarding secondary school students in Ilorin Metropolis.

The findings of the study will also be of great benefit to education stakeholders, school administrators, parents, policy planners and teachers will use the research results and recommendations as learnt lessons to review their plans and activities in the quest to manage and formulate strategies to counter the negative impacts of electronic media use on behaviour among students in schools.

The study's findings will provide crucial information to parents by enlightening them on the key roles of advising and guiding their children on the use of electronic media. The organization and government departments that campaign against media influence on behaviour will use the results of the research and be informed by the findings on what issues to address during their campaigns.

The study will also serve as a guide for future academicians who may write further research papers on related topics. Lastly, the general public will benefit from the findings of the study for their general awareness and understanding of the influence of electronic media on secondary school students.

## **1.7 Operational definition of the Terms**

**Effectiveness:** Effectiveness is the capability of producing the desired result or the ability to produce the desired output.

**Electronic media:** Electronic media are media that use electronics or electromechanical means for the audience to access the content.

**Media:** Media refers to communication channels through which news, entertainment, education, data or promotional messages are disseminated. Media includes every broadcasting and narrowcasting media such as newspapers, magazines, TVs, radio, billboards, direct mail, telephone, fax and Internet.

**Parent:** A parent is a person's biological parents are the persons from whom the

individual inherits their genes.

**Student:** A student is primarily a person enrolled in a school, who is under learning with goals of acquiring knowledge, developing professions and achieving employment in the desired field.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter reviews the literature on the influence of media use on behaviour among secondary school students. It discussed the media use on behaviour nationally, regionally and globally. It captured how media availability influences behaviour, the role of parental involvement in influencing behaviour and the impacts of media use on behaviour. The researcher discussed the past studies in the area, method and instruments used and also the critical review concerning the same. This chapter intends to review the literature of related works that have been carried out on the topic. Literature is reviewed under the following headings:

#### **2.1 Concept of electronic media**

##### **2.1.1 Types of electronic media**

2.1.2 Use of electronic media

2.1.3 Influence of electronic media on behaviour

2.2 The parent involvement and attitude towards children's exposure to electronic media

2.2.1 Strategies that could be used by parents to control students' use of electronic media.

2.2.2 The challenges faced by the parent while controlling the children to exposure to electronic media

2.2.3 When should a parent start to worry

2.3 Conceptual Framework

2.4 Theoretical framework

2.5 Empirical review

## **2.1 Concept of electronic media**

Wright et al. (2001) defined electronic media as "TV and Computer /Video games". Iluromi (2004) defined electronic media as any instructional material that requires electronic current or alternating current to function. Electronic media are those communication means based on electronic or electromechanical means of production and are most often distinguished from print media. (Berkowitz and Rawlings 1963).

Free Online encyclopedia (2011) defined electronic media as the broadcast or Storage media that take advantage of electronic technology which includes television, radio, digital Videodisc (DVD) Internet, Compact disc read-only memory

(CD ROM) and many other media that required electricity or digital encoding of information.

France dictionary.com (2012) Opined that electronic media is a type of device that stores and allows distribution or use of an electronic medium.

According to Berkowitz & Rawlings (1963) cited in Shamir, et al (2014) Electronic media can be defined as that communication means based on electronic or electromechanical means of production and most often distinguished from print media. The main electronic resources used by the general public normally include Radio, Television, Sound recordings, Video recordings and the Internet. It indicates the primary means of communicating with a large group of people.

There are four basic functions of electronic media generally including informing, entertaining, educating and the most important to influence public opinion.

### **2.1.1 Types of electronic media access**

The Hindu's (2004) assertion that students are now grossly addicted to electronic devices seems not just to be true but very large.

Game Consoles: This is a type of electronic game played with the aid of a computer. Either it can be played online or offline but must be connected to the computer. Consoles games can also be played via tablets and smartphones. Gambier now spends more time playing games (Pwc, 2012).

Handheld Devices: The term handheld device means a device that can be easily carried by students and has the following multimedia functionalities: (i) Information and knowledge access, process and storage, (ii) Communication (synchronous and asynchronous). (iii) Entertainment and amusement (e.g. games, music, video, radio, Tv etc.) (iv) Organization and management (e.g. Scheduling, Planning, Calendar,



address book, calculator, etc.)

Telephone: Telephoning technology has come a long way; however, the history of the mobile telephone could be pegged around the 1940s after the second world war (Famey 2005) The telephone network has also been able to link computers in many countries to vast information networks.

Television: Television is a technology-based medium. Television is radio communication with both pictures and sound.

Radio: A radio is any kind of device, that wirelessly transmits or receives signals in the radio frequency (RF) part of the electromagnetic spectrum to facilitate the transfer of information.

Heap et al (1995) Opined that it is important to note that there are different forms of electronic media available. The form of electronic media includes T.V, The Home computer, the Internet, E-mail, Radio and the Walkman.

According to Hustonet et al, (1992) electronic media mainly consist of radio, television and movies and are classrooms without four walls

### **2.1.2 Use of Electronic Media by Students**

Electronic media use has become the most popular leisure-time activity for students and Children (7–18-year-olds). Electronic media use includes screen-based activities such as computer and smartphone use, electronic video games and television viewing. The extent to which electronic media may affect the lives of children is hotly debated. In systematic reviews, electronic media use during childhood and adolescence is linked with physical health risks, such as obesity and poor sleep [3–5] while benefits include access to information, improved technological skills and greater social connection. Although there have been some suggestions that media

use may affect learning, the relationship with academic performance is not clear.

Given education's role in later life health and wellbeing, understanding the effects of media use on academic performance is important. The mid-primary school years are a time when academic difficulties are often first evident and predictive of later academic failure and school dropout. These middle years are also a time when children's media use dramatically rises and children have growing autonomy over the media they consume.

Electronic media use might affect academic performance in secondary school in several ways. It may displace other activities, such as physical activity, sleep or homework, all of which have been positively associated with academic performance. Electronic media use has the potential to diminish concentration and children and Children may be particularly susceptible to what they see on screen, which in turn may influence their beliefs and behaviours.

Excessive media use may even affect brain structure and function including reward processing, as shown in imaging studies with children and Children from 5 to 18 years of age [20–23]. However, electronic media use may also enhance school performance through increased access to information and resources, and improved skills in technology.

Existing research suggests some types of media may have a positive effect on academic performance. For example, the benefits of television programs such as Sesame Street have been consistently demonstrated. Computer use has also been linked with better learning outcomes but the evidence is mixed. Some types of video gaming may improve attention skills, but other studies suggest video games negatively affect academic performance, whilst some large studies in Children have

found no association. Thus, there is a need to consider the type of media being consumed, not just overall screen time.

Previous research has been limited by a focus on only one or two types of media use, which may explain the inconsistency in patterns previously observed. Television viewing has been frequently studied but much less is known about the effect of newer media, such as video games and the internet. The associations observed in the past may be less relevant in today's media environment where technology is more ubiquitous, varied and there is a convergence of different media types in different devices. Many earlier studies have examined cohorts born several decades ago, but patterns of media use are changing rapidly. Importantly, there has been little focus on the timing of exposure, despite evidence that younger children may be more susceptible to the effects of media [34] and that cognitive capabilities at different stages may determine how children use and interact with media [19]. Also, in older Children, past use is likely to be an important confounder, yet most studies have focused on older children.

Most existing studies have used global measures of academic performance [3, 37], but patterns of association may differ according to the domain of academic performance measured. For example, television viewing has been associated with poorer performance in mathematics but not reading achievement. Therefore, when examining links between media use and learning, the domain of learning may be an important consideration. Brief teacher or even student self-report global measures of academic performance have been frequently examined in previous research but no studies have examined academic performance across multiple domains using national tests of achievement. Finally, very few longitudinal studies have examined

the relationship between electronic media use and academic performance and most studies have failed to control for prior academic performance.

This is important because children with poorer academic performance may use electronic media more than their academically successful peers.

This paper aimed to examine the long-term, cumulative effect of media use on academic performance, as well as looking at the effect of current (cross-sectional associations of) media use, using a standardised national test of achievement in a large population sample during late primary school. Electronic media use was measured across television, computer use and video games. Analyses were adjusted for age, sex and socioeconomic status (SES). Our analyses also included a control for baseline academic performance. When examining associations between concurrent media use and academic performance, we control for both baseline media use and academic performance, which allows an estimate of the effect of concurrent media regardless of prior media use. In secondary analyses, we controlled for variables known to be associated with both screen time and academic performance, namely emotional and behavioural problems and body mass index.

### **2.1.3 Influence of Electronic Media on Behaviour Among Students**

Electronic media is media that uses an electromechanical device to access the content. This is similar to social media, which nowadays are most often created electronically. Most new media are in the form of digital media. According to *AdreasKalpan and Michael Haenlein (2014)*, Electronic media makes communication easy to connect people from one end to the other end by getting them together through media facilities. It is an addictive site where internet users spend more time. Findings in the U.S(*Anderson, C.A.and B.J.Bushman,2012*) has shown that time

spent on social media increased by 37% in 2012 compared to 2011. Types of social networking systems include Facebook, Twitter, Google+, Yahoo, Youtube, WhatsApp, MySpace, Palmchat, and Instagram that are used by students to connect and share with those around them. According to Assault of learning (2011), an investigation done for five years that is 2006, showed that the number of violent incidents at Constitutional high school increased by 1% in 2006/2007 to 5% in 2009. In Kenya during the 2007-2008 presidential election crisis, the use of mobile phones made it cheap and easy to spread hateful and violent messages that contributed to mob violence through sending hateful short messages, making hate speech calls, spreading propaganda and divisive information through social networks like Facebook, WhatsApp, Twitter etc. At the same time, an online human rights campaign called Ushahidi spread awareness of incidents of violence (and their location) using Google Maps and a tool for users to report incidents via mobile phone or Internet browser. Ushahidi allowed for cooperation on a 10 massive scale and provided an outlet for frustrated citizens to become reporters and digital activists. Using social media Web sites is among the most common activity of today's children and Children. Any Web site that allows social interaction is considered a social media site. Such sites offer today's youth a portal for entertainment and communication and have grown exponentially in recent years. For this reason, parents must become aware of the nature of social media sites, given that not all of them are healthy environments for children and Children.

Pediatricians are in a unique position to help families understand these sites and to encourage healthy use and urge parents to monitor for potential problems with cyberbullying, "Facebook depression," sexting, which can expose them to

inappropriate content. Media can be used in almost any discipline to enhance learning, both in class, and out-of-class assignments. Short film and television clips, written articles, and blog postings can be viewed to reinforce concepts and spark discussion. Songs and music videos, especially when the lyrics are made available, can be used to the same effect.

Consequently, academic institutions have realized the importance of social media and a growing number of academic communities are creating accounts and joining groups through these sites (*Al-Daihani, 2010*). The reasonable use of these social media was traced even in 2006 when the Pew Internet Project, a non-profit research centre that examines the social impact of the Internet, conducted a survey by telephone among a national sample of 935 youths aged 12 to 17 and found that more than half (55%) of all online American youths use online social networking sites. Of the teens in the survey, 85% were using MySpace while 7% were using Facebook (Pew Internet and American Life Project, 2009). Recent surveys from Pew provide insight on social media usage among teens and young adults. Popular social media application supports development approaches to learning and as a great potential for online learning (Kirkus, 2008). Informal education is a wide space of communication which it is easier to create a web-based learning zone. With social media educators can now much more readily connect their students not just to their localities, their learning and to each other, but also a huge and ever knowing and communicating (Eijkman, 2009).

The emerging 11 technologies are increasingly being implemented in academic institutions and may affect existing teaching and learning practices, Reich, Waechtez and Epizona (2008). They analysed those trends in participants' use of sites, their

typical activities on them and their reason for using them. Middle and high school students are using social media to connect on homework, assignments and group projects, for instance, Facebook and similar social media programs allow the student to gather outside of class collaborate and exchange ideas about assignments. Some schools successfully use blogs as teaching tools, which has the benefit of reinforcing skills in English, written expression and creativity. Social media sites, used for social networking worldwide, are being blamed for an increased rate of sexually transmitted infections in homeless teenagers ( Swahn MH,2007) Social utilities such as Twitter and Face book are seen as tools for finding social networks to build online relationships, media marketing, and showing off your latest strategy or products. Competing with Google as an increasingly popular search site as well, Facebook is used by bloggers to show off their latest blog posts. Videos from YouTube, another popular social media is very popular among teenagers, entertain users by keeping them up to date with the latest headlines, showing them how to make something, or just offering them the opportunity to listen to music. One study published by lead investigator Sean Young from the David Geffen School of Medicine at the University of California, Los Angeles, and co-investigator Eric Rice from the University of Southern California's School of Social work, worked with 201 teens and young adults to determine the link, if any between the use of social media within this age group and increase or potential risk for contracting a sexually transmitted infection.

Electronic Media allow teens to accomplish online many of the tasks that are important to them offline: staying connected with friends and family, making new friends, sharing pictures, and exchanging ideas (*Oliver and Sanders, 2016*) Social

media participation also can offer Children deeper benefits that extend into their view of self, community, and the world, including opportunities for community engagement through raising money for charity and volunteering for local events, including political and philanthropic events; enhancement of individual and collective creativity through development and sharing of artistic and musical endeavours; growth of ideas from the creation of blogs, podcasts, videos, and gaming sites; 12 expansion of one's online connections through shared interests to include others from more diverse backgrounds (such communication is an important step for all Children and affords the opportunity for respect, tolerance, and increased Discourse about personal and global issues); and fostering of one's individual identity and unique social skills (Davison-Turley,2005). Children are finding that they can access online information about their health concerns easily and anonymously.

Excellent health resources are increasingly available to youth on a variety of topics of interest to this population, such as sexually transmitted infections, stress reduction, and signs of depression. Children with chronic illnesses can access Web sites through which they can develop supportive networks of people with similar conditions. The mobile technologies that teens use daily, namely cell phones, instant messaging, and text messaging, have already produced multiple improvements in their health care, such as increased medication adherence, better disease understanding, and fewer missed appointments (O" Reilly T,2005). Given that the new social media venues all have mobile applications, teenagers will have enhanced opportunities to learn about their health issues and communicate with their doctors. However, because of their young age, Children can encounter inaccuracies during these searches and require parental involvement to be sure they are using reliable



online resources, interpreting the information correctly, and not becoming overwhelmed by the information they are reading. Social media networks are designed for communal connections (Eijkman H,2009). Today"s students are accessing Facebook, Twitter and even Instagram to connect and share with those around them.

One of the most interesting things about social media is that users can interact and engage with each other solely through a Web presence, perhaps never even meeting in person (VirkusS,2008). Whether they are sharing personal pictures, links to other sites or even commenting on someone"s post, students engage, stretching beyond social interaction purposes alone. Students use social media day in and day out to interact with their peers and even teachers about class-related subjects. In a world where online engagement is important for businesses, these students are becoming experts at developing a sense of internet presence (Zakaria, Watson and 13 Edwards, 2010). Not only do they know how to interact with others on the internet; they know how to use basic and even complex functions to do so. Social media users share among themselves day in and day out, giving and receiving information at rapid speeds.

This information is more than funny cat videos; they share views and opinions; tips, tricks, and even projects; and, among students, helpful information for classes. Their ability to access, analyse, retain and share information is skyrocketing and they often don"t even realize they are developing these skills. Only people born before the Internet was invented are likely to understand the magnitude of this new style of communication (Hargittai, 2010). Cyberbullying is deliberately using digital media to communicate false, embarrassing, or hostile information about another person. It is

the most common online risk for all teens and is a peer-to-peer risk. Although "online harassment" is often used interchangeably with the term "cyberbullying," it is a different entity. Current data suggest that online harassment is not as common as offline harassment, and participation in social networking sites does not put most children at risk of online harassment. Cyberbullying is quite common, can occur to any young person online, and can cause profound psychosocial outcomes including depression, anxiety, severe isolation, and, tragically, suicide. Sexting can be defined as "sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices." Many of these images become distributed rapidly via cell phones or the Internet. This phenomenon does occur among the teen population; a recent survey revealed that 20% of teens have sent or posted nude or semi-nude photographs or videos of themselves. Some teens who have engaged in sexting have been threatened or charged with felony child pornography charges, although some states have started characterizing such behaviours as juvenile-law misdemeanors.

Additional consequences include school suspension for perpetrators and emotional distress with accompanying mental health conditions for victims. In many circumstances, however, the sexting incident is not shared beyond a small peer group or a couple and is not found to be distressing at all (Livingstone and Heisler, 2007). Researchers (Johnson, J.Cohen, P.Smailes, E.Kasen, S.Brooks (2002) have proposed a new phenomenon called "Face book depression," defined as depression that develops 14 when preteens and teens spend a great deal of time on social media sites, such as Face book, and the begin to exhibit classic symptoms of depression. Acceptance by and contact with peers is an important element of

Children's life. The intensity of the online world is thought to be a factor that may trigger depression in some children. As with offline depression, children and adolescents who suffer from Facebook depression are at risk for social isolation and sometimes turn to risky Internet sites and blogs for help that may promote substance abuse, unsafe sexual practices, or aggressive or self-destructive behaviours (Kennedy et al, 2009).

The main risk to children and adolescents online today are risks from each other, risks of improper use of technology, lack of privacy, sharing too much information, or posting false information about themselves or others. These types of behaviour put their privacy at risk. When Internet users visit various Web sites, they can leave behind evidence of which sites they have visited. This collective, ongoing record of one's Web activity is called the "digital footprint." One of the biggest threats to young people on social media sites is their digital footprint and future reputations. Children and adolescents who lack an awareness of privacy issues often post inappropriate messages, pictures, and videos without understanding that "what goes online stays online." As a result, future jobs and college acceptance may be put into jeopardy by inexperienced and rash clicks of the mouse. Indiscriminate Internet activity also can make children and teenagers easier for marketers and fraudsters to target (Margaryan and Little John, 2009). Teens that use Facebook more often show more narcissistic tendencies while young adults who have a strong Facebook presence show more signs of other psychological disorders, including antisocial behaviours, mania and aggressive tendencies.

Daily overuse of media and technology harms the health of all children, preteens and teenagers by making them more prone to anxiety, depression, and other

psychological disorders, as well as by making them more susceptible to future health problems. Facebook can be distracting and can negatively impact learning. Studies by Lin, C.A, 1997 found that middle school, high school and college students who checked Facebook at least once during a 15-minute study period achieved lower grades.

## **2.2 The Parent Involvement and Attitudes Towards Children's Exposure to Electronic media**

Parental involvement and attitudes towards young children's usage Wang et al. (2015) suggest that parental awareness of and involvement in their children's Internet use is increasing; and given the risks, teens derive many benefits and gratifications from Internet use. Children usually use social networking without guidance or effective control, and this in turn reflects the challenges that have negative effects on family stability (Haythornthwaite 2005). Dodge et al. (2011) found that increasing numbers of young children are using the Internet without adult supervision at least some of the time. However, there is some evidence that indicates that Dutch parents have reported being actively involved in supervising their young children's Internet use, with children from higher socioeconomic backgrounds receiving slightly more Education Information and Technology (2017) 22:2645–2664 2647 supervision than those from poorer families (Nikken and Jansz 2011). Davies and Gentle (2012) noted that changes in media choices of school-age children seem to indicate a greater autonomy granted by parents in decision-making.

### **2.2.1 Strategies that Could be Used by Parents to Control Students' use Of**

## Electronic Media

One of the biggest challenges faced by parents, schools and social and educational policymakers today is to maximize the benefits and minimize the risks of Internet use among young children and teenagers. According to Livingstone & Helsper (2018), "mediation" refers to the parents' management of their children's relationship with electronic media. From the perspective of social and educational intervention, effective parental mediation is seen as one of the several important actions for promoting children's safe and responsible use of the Internet that also include campaigns to raise awareness, software tools to filter content, and the development of digital competence at schools (Bringué & Sádaba, 2009; Garmendia, Casado, Martínez, & Garitaonandia, 2013; Valcke, De-Weber, Van-Keer, & Schellens, 2011). In the family setting, the way young boys and girls use media is one of the issues that most concerns parents today (Duggan, Lenhart, Lampe, & Ellison, 2015). Connell, Lauricella and Wartella (2015) have reflected on the debate among researchers around the fact that the ubiquitous nature of media leads to a distancing between family members (Turkle, 2011). Others suggest that media are fundamental aspects of family life today that can influence how a family functions, for better or for worse (Takeuchi, 2011). There are two complementary strands of research on parental mediation in Internet use in infancy (Livingstone & Helsper, 2008). The first identifies various typologies of parental mediation styles. Their sources of influence and their efficacy in reducing the risks posed by unsuitable Internet use (Garmendia, Garitaonandia, Martínez, & Casado, 2011; Garmendia & al., 2013; Kirwil, 2009; Livingstone, Haddon, Görzig, & Ólafsson, 2011; Livingstone & Helsper, 2008; Ofcom, 2014; Sonck, Nikken, & de Haan, 2013). These works emphasize that parental

mediation is universal (Kirwil, 2009). Although mothers and fathers apply many different mediation strategies, they tend to prefer social mediation and the shared/co-use of the Internet involving communication with their children and instructive mediation rather than just installing professional computer protection software tools to block undesirable content (Kirwil, 2009; Livingstone & Helsper, 2008; Ofcom, 2014). The results on effective parental mediation are contradictory: some works state that the most effective strategies are those which are restrictive, banning their children from any online interaction with their peers (Livingstone & Helsper, 2008). Others declare that the efficacy of parental mediation strategies is determined by the values promoted during the child's upbringing within a given sociocultural context (Kirwil, 2009).

The second approach by parental mediation researchers studies socialization practices that contribute to the formation of the beliefs, values and ethno-theories of the progenitors that affect infant media consumption and, more recently, on media literacy (Livingstone, Marsh, Plowman, Ottovordemgentschenfelde, & Fletcher-Watson, 2015). Sorbring (2014) found that the concerns of parents (N=798), regarding teenagers' (in this case, aged 13-15) use of the Internet, was related to the parents' attitudes, knowledge, and experiences of Internet use, to their beliefs in their children's ability to use the Internet, and to the use, they made of it. The parents who showed the greatest concern were those who were aware of the negative experiences suffered by their children on the Internet, and who consider that the use of the Internet during adolescence is positively related to their level of concern about issues such as searching for inappropriate information on the Net, losing friendships, being physically inactive or being exposed to potentially dangerous people or

material that is disturbing or violent, although a parental perception of the maturity of their teenage children also figures. Cheung (2010) studied 2,579 families with children ranging from 6 to 17 and found that parents' knowledge of how to use the Internet was a key factor in their supervision of their children's use of the Internet and that mothers were more likely to assume this role. About half the parents expressed satisfaction with their ability to help their children to benefit from Internet use and protect them from the risks, whereas one-third were dissatisfied and acknowledged difficulties in protecting their kids. Parents' level of education, knowledge and a positive attitude towards Internet use, as well as adopting an authoritative parental style and maintaining good relations within the family, are positively associated with parents' skill in helping their children to benefit from the Internet and in protecting them from risk; however, parental satisfaction reduces as their children get older and they spend more time online.

Ihmeideh and Shawareb (2014) concluded that the style of upbringing played a fundamental role in promoting, or restricting, a child's exposure to the Internet: when the parents adopted an authoritative style that combines a high level of support and control (laying down rules about Internet use and discussing them together, and encouraging them to talk freely about their online activities), it was more likely to stimulate Internet use than when parents adopted an authoritarian (low level of support and high level of control), permissive (high level of support, low level 73 © ISSN: 1134-3478 • e-ISSN: 1988-3293 • Pages 71-79 Comunicar, 54, XXVI, 2018 of control) or negligent (low level of support and control) attitude, confirming the results in other works (Valcke, Bonte, De-Wever, & Rots, 2010; Valcke& al., 2011). The majority of the research in Spain on parental mediation in children's Internet use

(Bringué&Sádaba, 2009; Casas, Figuer, González, &Malo, 2007; Garmendia& al., 2013; INTECO, 2009; Álvarez, Torres, Rodríguez, Padilla, & Rodrigo, 2013; Padilla & al., 2015; Sureda, Comas, & Morey, 2010) has been based on surveys and focused mainly on the teenage phase. Some studies have combined quantitative methodologies via surveys and more qualitative methods, to investigate parental mediation of children's Internet use in the earlier stages of child development (Chaudron, 2015; Livingstone & al., 2015).

The parents should control the time students spent on electronic media for entertainment, The parents should control the time students spend on electronic media for entertainment at home can help to improve the students' behaviour at school. The control of students' time spent on electronic media for entertainment at home would enable them to avoid copying negative behaviour, concentrate on their studies and complete their homework. Igboke, Obidike and Ezeji (2018) concur that the availability of electronic devices make students waste time when they watch programs on television and websites on the internet without any educational content. However, Nyamusana (2015) disagrees that parental involvement in the management of students' discipline improves the students discipline in schools. The headteachers also suggested that parents should avoid students' exposure to electronic media violence on the television. They imply that avoidance of students' exposure to electronic media violence in the television can help to improve students' discipline at school. Saleem and Anderson (2012) concur that students' exposure to some violent television programs accessed at home influence them to engage in violent behaviours leading to insecurity in schools. Poipoi, Agak and Kabuka (2011) agree that concerted effort is needed from parents and teachers to control cases of



violent behaviour in schools. The headteachers further indicated that parents should restrict the content accessed by students from the internet sites, parents' restriction of the content accessed by students from the internet sites can help to improve students' behaviour at school. Kirui, Mbugua and Sang (2015).

It was also established that parents should educate their children about the unrealistic acts observed in electronic media. The results indicate that the education of students about unrealistic acts observed in media can help to improve students' discipline. Nabavi (2012) concurs that children become more aggressive when they observe violent models. Mahmud (2014) agrees that parents should help school managers to overcome discipline problems by giving proper advice to their children to practice core moral values in school. Cross-tabulation between students' exposure to electronic media and their discipline showed that the students who were highly exposed to electronic media facilities in their homes had a low level of discipline as indicated by the majority (60%) of the headteachers.

This finding implies that students' exposure to electronic media facilities at home may not significantly influence their discipline. The finding also implies that not all students in the study area were able to access the electronic media facilities in their homes since their parents were too poor to afford the cost of electronic gadgets. Moreover, most of the day scholars commuted from rural areas where there was no electricity or internet connectivity. These factors hindered the students from accessing the electronic media facilities which could have adversely influenced their behaviour. The finding concurs with Pearson (2016) who observed that negative media influence alone is not enough to account for students' indiscipline at school. It also concurs with Lavin, Korte and Davies (2010) who asserted that when used

appropriately, technology can have a positive impact on students' behaviour and perceptions, the amount of time they study for exams and their overall attendance to class.

Have some together time on the computer (tablet or smartphone) to help establish this is not just a solitary activity;

Take up a new hobby, topic, or interest together (something about a country, a sport, a type of art, a game, a superhero, an animal, a type of music) and have time together working on that (make it fun, no exams, quizzes, or reprimands during this time). Ideally, let the child select the topic but you provided the final say;

If you are blocking certain types of content, assume your child is likely to be skilled at getting around them, if not at home, then throughout the day at school. At my parenting centre (AEK), initially, we were surprised the first couple of times we heard a confident parent say that digital media time was well managed at home only to hear the child's version without the parent present. That version included information about the scores of tricks children used or devised, often with the help of peers to completely thwart parent efforts. When a parent said, "Oh, he could never do that on the computer or with that game," separately the child would say to us, "I do that all the time and most of my friends do it too."

Limit screen time. Parents at our centre have noted that their children play on the computer for many hours long into the night and then most of the day during the weekends. Some of the children barely take breaks for family meals. It is fine and, in such cases, advisable to limit the time.

If your child is prone to aggressive behaviour or anxiety, be careful that the content of any video games or other material will not make things worse. For example,

anxiety and fears, common in early childhood, can be made worse by watching trauma or events that depict terroristic acts, violence, death and dying in detail;

Usually, explaining is not enough. Parents might adopt the view that if they just inform the child of the dangers and reach some verbal understanding that will help.

Certainly, explain things to the child. That has broad benefits well beyond this topic. Yet, explaining is not usually an effective method for changing behaviour, that is, what one does. Explain but more is needed;

Modelling is critical. Parents too occasionally play on the screen for extended periods and may engage in some of the screen-time activities they would not want their child to do. Parents occasionally note they are playing very aggressive games, with strangers online, or even watching pornography which their children happen to see or are in the same room playing independently. The old parental expression and hope, "Do what I say, not what I do" looks like it does not work all that well. Children are much more likely to do what you do and not what you say!

Monitoring your child and Children. For decades, we have known that monitoring one's child (knowing where they are and what they are doing) is critically important. Unmonitored children and Children tend to get into much more trouble (with peers, drugs, vandalism). Monitoring what a child is doing and being directly involved in activities with a child is like "mental health vaccinations" that help your child from "catching some behaviours" you do not want them to have. Monitoring does not mean hovering but rather keeping track of what the child is doing and with whom. Monitoring what our child is playing or doing is important. Digital media just makes it all the more challenging. Yet, there is much we can do as noted in the guidelines we have outlined.

### **2.2.2 The Challenges Faced by Parents while Controlling the Children to Exposure to Electronic Media**

The impact of that information can create enormous problems that concern most parents. For example, a 13-year-old boy with whom AK worked spent the weekends on his computer (8-12 hours each day). He spent the time looking at pornography, although he could flick the screen immediately if a parent entered or approached asking what he was doing. A 15-year-old girl was forbidden to use her smartphone after dinner because she seemed to be "addicted" to chatting and texting instead of eating dinner with the family or doing homework.

The teen did not follow the rule and slept every night with her phone on her chest or the pillow right near her face so she could feel the vibration (no ring) and chat with her friends throughout the night. And a 9-year old girl somehow got into a chat room and formed a "relationship" of three weeks and then arranged a date with a 21-year old guy. He assumed she was a college student who lived in a nearby city, about 25 miles away. The date did not occur and only came to light to the parents because the 9-year-old was having trouble arranging transportation. These examples convey part of the worrisome activities. Much more commonly, the concerns focus on cyberbullying, that is, the use of technology to endlessly tease and verbally brutalize others or to be the victim of such actions.

Using technology, one can bully others without revealing one's identity. And to make matters worse, it is easy for others to join in to make the bullying more of a group event. Just when a child thought he or she might be home safely and free from peer intimidation, bullying can begin or indeed continue from what was already a bad day.

### **2.2.3 When Should a Parent Start to Worry**

Now might be a pretty good time. One survey of parents and children has noted that parents allow access to the Internet on average at the age of three. Moreover, children spend twice as much time online as their parents believe. Young children note they are surfing the web for about two hours per day. By ages of 10 and 11, children are using up to three different devices (phones, computers, tablets, game consoles) to access the web. And during that time, depending on age and time on the computer or smartphone, children witness self-harm, pornography, clinical problems such as eating disorders, and many things that they regard as disturbing. They often share personal information on social media including photos of themselves, addresses, parent information, and tidbits that can be widely circulated and serve as another source of bullying. There is a perfect storm when these two components unite: Children have great access to digital media and do all they say they do and parents believe that there is no problem or that things are under control. Despite our examples, digital media cannot be given simple verdicts as being "good" or "bad." They can be both and neither. For example, we know that viewing aggressive video games in fact can increase the aggressive behaviour of people who view them well beyond those moments that people are playing the games. And less well known but also true is that viewing prosocial videos that display honesty, respect, and being kind to others can increase those prosocial behaviours. Also, access to digital media is critical to routine educational and school activities and later in life to job opportunities. Children not only need access to the digital media and the worlds they open but also must be facile in using them. The difficulty is deciding how to help and protect children and Children and that task is not so clear. An enormous challenge for parents is the monitoring, oversight, and control of the

digital and social world of children and Children. The challenge is daunting because: That world includes all sorts of technology (smartphones and watches, tablets, game consoles, voice-activated everything);

There is a vast range of activities and resources that one can do with these devices (play video games, pursue educational activities, learn to prepare recipes or how to make or use various weapons)

Children have a social world at their fingertips and use a social network portfolio that includes various apps (Facebook, Twitter, Facebook, Instagram, LinkedIn, Tumblr, Flickr, Xing, Renren, Google+, Disqus) to connect with friends, relatives, strangers, predators, and others

Young people rely heavily on these applications as a primary means for interpersonal contact with others. For example, more than 15% of Children turn to social media websites to seek support and share personal distress and 25% of Children describe themselves as being 'constantly connected' to the Internet

Children spend nearly 9 hours per day using screen-based media, 3 hours on their phones, 45 minutes of television and send/receive 30-100 texts on average in just one day. On a typical day, children spend at least 2 hours in front of screens on weekdays and twice that number at weekends

Everything one might want on a screen seems available 24/7 and that includes the last things parents might want their children to see on the screen;

It is easy to download and purchase sought-after items that are otherwise unattainable or illegal. Alcohol retailing through digital media has allowed underage purchases to be delivered directly to users because these sites claimed and utilized delivery services that were supposed to examine age verification at the time of

delivery, but only 40% of actual deliveries failed to ask for such verification;

One cannot take the obvious strategy of eliminating all technology from the child's or Children's environment. Education and school work at all levels rely on technology and increasingly online "books" and reading materials, podcasts, little movies, and animation are all part of the young child's daily work and require access to technology;

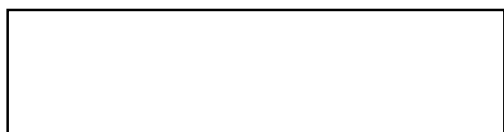
Over 50% of children over the age of 4 have their television and even more, have their tablet or mobile device;

92% of one-year-olds have used a mobile device and children ages 3-4 can begin using these devices without the help of a parent or adult; and

With children becoming increasingly familiar with and having access to technology, we are not completely surprised to learn in the news that a 9-month-old accidentally rented a car online.

## **2.4 Summary of Literature Review**

Given the evidence deployed earlier, the level of caution in this conclusion is sensible. But the question to hand here is not, 'do school/community links enhance pupil achievement?' We have already seen that if these links are focussed on attainment there is a strong likelihood of positive effects. The question is, 'can schools reach out to alter and develop spontaneous levels of parental involvement and thereby enhance pupil achievement?' The emerging response to this question is that 'it depends 73 on the degree of focus in the linking activities.' The more the focus is on specific attainment, the more likely it is to procure attainment. This is evident in programmes cast under the heading ➡ 'Family Learning'. 8.8 Family learning has recently been defined as that which, 'concentrates on learning which brings together



different family members to work on a common theme for some, if not for the whole, of a planned programme ... the focus is on planned activity in which adults and children come together, to work and learn collaboratively. (Ofsted, 2000, p.5).

8.9 The best known and most widely practised variants of family learning are the literacy and numeracy schemes set up by the Adult Literacy and Basic Skills Unit (ALBSU) in the mid-90s. (ALBSU was subsequently reconfigured and re-named as the Basic Skills Agency (BSA.) ALBSU determined to provide programmes comprising 1. accredited basic skills instruction for parents; 2. early literacy development for young children; and 3. joint parent/child sessions on supporting pre-reading, early reading and reading skills. The programmes were designed to encourage maximum integration amongst the parts and hence add value over 'single service' programmes. Programmes were also expected to recruit those families most difficult to reach. One informing assumption in the approach was that illiterate or semi-literate parents were compounding the educational difficulties of their children (part of the 'cycle of disadvantage').



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

This chapter deals with the research method used in this study. the methodology adopted for these studies was under the following headings; research design, the population of the study, sampling and sampling techniques, the instrument for data collection, method of data collection, and method of data analysis.

#### **3.1 Research Design**

#### **3.2 Population of the study**

#### **3.3 Sample and sampling techniques**

#### **3.4 Instrument for data collection**

#### **3.5 Methods of Data collection**

#### **3.6 Method of Data Analysis**

#### **3.1 Research Design**

The design of this study is a descriptive survey. The survey design is chosen because it is considered the most appropriate when studying a population. It involves the collection and analysis of data about people or materials to compare existing and required standards and to identify information that is likely to be used to improve the existing condition of people or things. The descriptive survey is the most appropriate for the study because it will enable the researcher to find out the effect of mobile media libraries on accessibility and use of information by the students and how it can be improved.

### **3.2 Population of the Study**

A population refers to a whole group of individuals, events, cases or objects having observable characteristics. Therefore, the population for this study comprises of 29 parents.

### **3.3 Sample and Sampling Techniques**

The researcher makes use of the entire population of parents of the Boarding house students in the selected school. Convenience sampling techniques is used for these studies.

### **3.4 Instrument for Data Collection**

The main instrument for data collection for this research work is a questionnaire. Mugenda (2016) observes that the use of questionnaires is a popular method for data Collection in most disciplines because of the cost-effectiveness of which they are constructed and administered in multiples. The questionnaire will be divided into two sections, section A and section B. Section A deals mainly with the Demographic data of the respondents and section B focus on the research questions formulated.

### **3.5 Method of data collection**

This deal will be the procedure used in gathering data for the study. The questionnaire will be distributed by the researcher for factual collection of data for the study. The respondents will fill out the questionnaires after wish they will be collected by the researcher. The number of questionnaires administered and collected will be stated by the researcher.

### **3.6 Method of Data Analysis**

The data collected will be analyzed using simple percentage and frequency counts in

representing the data collected for the study.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION.

#### Introduction

This chapter focus on the data presentation, data analysis and discussion. It consists of tabular presentation of facts as obtained from the respondents.

#### 4.1 Data Presentation

The data analysis in this study consists of 29 questionnaires as presented to the respondents. The researchers were able to retrieve 28 questionnaires back from the respondents. These form 96.55% of the total questionnaire retrieved.

#### 4.2 Data analysis and discussion

**Table 1: Gender of respondents**

Gender	Frequency	Percentage %
Male	11	39.28%
Female	17	60.71%
<b>Total</b>	<b>28</b>	<b>100%</b>

*Source: Field Survey 2025*

Table 1 shows the Gender of the respondents. From the analysis 11 respondents

representing 39.28% were male while 17 respondents representing 60.71% were female. This implies that the female respondents were more than the male respondents.

**Table 2 : Age Range of respondents**

Age range	Frequency	Percentage %
18- 25 years	3	10.71%
26-35 years	8	28.57%
36-45 years	13	46.43%
46 years and above	4	9.71%
<b>Total</b>	<b>28</b>	<b>100%</b>

*Source: Field Survey 2025*

Table 2 shows the age range of the respondents. From the analysis 3 respondents representing 10.71% indicated 18-25 years, 8 respondents representing 28.57% said 26-35 years, 13 respondents representing 46.43% indicated 36-45 years while 4 respondents representing 9.71% indicated 46 years and above.

**Table 3: Types of electronic media is available to you for use**

Statements	Strongly agree	Agree	Strongly disagree	Disagree	Total %
Television	16 57.14%	7 25%	4 14.29%	1 3.57%	28 100%
Radio	15 53.57%	9 32.14%	4 14.29%	- -	28 100%
Mobile phone	18 64.29%	10 35.71%	- -	- -	28 100%

Video games	6 21.43%	8 28.57%	9 52.14%	5 17.86%	28 100%
Computer (laptop/desktop)	8 28.57%	6 21.43%	10 35.71%	4 14.29%	28 100%
Internet	12 42.86%	8 28.57%	5 17.86%	3 10.71%	<b>Total</b> <b>%</b>

**Source: Field Survey 2025**

Table 3 shows the type of electronic media that is available for use. From the analysis 16 respondents representing 57.14% strongly agreed that television is available, 7 respondents representing 25% agreed, 4 respondents representing 14.29% strongly disagreed and 1 respondents representing 3.57% disagreed. 15 respondents representing 53.57% strongly agreed that Radio is available for use, 9 respondents 32.14% agreed and 4 respondents representing 14.29% strongly disagreed. 18 respondents representing 64.29% strongly agreed that Mobile phone is available for use and 10 respondents representing 35.71% agreed. 6 respondents representing 21.43% strongly agreed that Video games is available, 8 respondents representing 28.57% agreed while 9 respondents representing 52.14% strongly disagreed and 5 respondents representing 17.86% disagreed. 8 respondents representing 28.57% strongly agreed that Computer (Laptop/Desktop) is available for use, 6 respondents representing 21.43% agreed while 10 respondents representing 35.71% strongly disagreed and 4 respondents representing 14.29% disagreed and 12 respondents representing 42.86% strongly agreed that Internet is available for use, 8 respondents representing 28.57% agreed while 5 respondents representing 17.86% strongly disagreed and 3 respondents representing 10.71%

disagreed.

**Table 4 : Influences of electronic media on the behaviour of your children**

Statement	SA	A	SD	D	Total %
Electronic media constitute to incorrect spellings and these affect grammar /pronunciation	14 50%	8 28.57%	6 21.43%	- -	28 100%
Electronic media discourage them from reading	12 42.86%	9 32.14%	4 14.29%	3 10.71%	28 100%
Electronic media distract their attention from reading	16 57.14%	7 25%	5 17.86%	- -	28 100%
Electronic media divert their attention from doing my assignment	13 46.43%	5 17.86%	7 25%	3 10.71%	28 100%
Electronic media reduce the number of hours spent on reading	18 28.57%	7 25%	3 10.71%	- -	28 100%
Enables me to read anywhere without carrying physical reading materials.	8 28.57%	11 39.25%	5 17.86%	4 14.29%	28 100%
Watching movies influence reading culture	19 67.86%	5 17.86%	1 3.57%	3 10.71%	28 100%
Watching movies influence the behavior of children	14 50%	9 32.14%	5 17.86%	- -	28 100%

**Source: Field Survey 2025**

Table 4 revealed the influence of electronic media on the behavior on children. 14 respondents representing 50% strongly agreed that electronic media constitute to

incorrect spellings and these affect grammar/pronunciation, 8 respondents representing 28.57% agreed while 6 respondents representing 21.43% strongly disagreed and none of the respondents disagreed. 12 respondents representing 42.86% strongly agreed that electronic media discourage their children from reading, 9 respondents representing 32.14% agreed while 4 respondents representing 14.29% strongly disagreed and 3 respondents representing 10.71% disagreed. 16 respondents representing 57.14% strongly agreed that electronic media distract their attention from reading, 7 respondents representing 25% agreed, 5 respondents representing 17.86% strongly disagreed and while none of the respondents disagreed. 13 respondents representing 46.43% strongly agreed that electronic media divert their attention from doing their assignment, 5 respondents representing 17.86% agreed, 7 respondents representing 25% strongly disagreed and 3 respondents representing 10.71% disagreed. 18 respondents representing 28.57% strongly agreed that electronic media reduce the number of hours that their children spent on reading, 7 respondents representing 25% agreed, 3 respondents representing 10.71% strongly disagreed. 8 respondents representing 28.57% strongly agreed that electronic media enables their children to read anywhere without carrying physical reading materials, 11 respondents representing 39.25% agreed, 5 respondents representing 17.86% strongly disagreed and 4 respondents representing 14.29% disagreed. 19 respondents representing 67.86% strongly agreed that watching movies influence the reading culture of their children, 5 respondents representing 17.86% agreed while 1 respondents representing 3.57% strongly disagreed and 3 respondents representing 10.71% disagreed and 14 respondents representing 50% strongly agreed that watching movies influence the behavior of their children, 9

respondents representing 32.14% agreed and 5 respondents representing 17.86% strongly disagreed.

**Table 5 : Parental involvement and attitudes towards student in exposure to electronic media.**

Statement	Strongly agree	Agree	Strongly disagree	Disagree	Total %
Positive	20 71.43%	5 17.86%	3 10.71%	- -	28 100%
Negative	16 57.14%	7 25%	5 17.86%	- -	28 100%
No idea	- -	- -	- -	- -	28 100%

*Source: Field Survey 2025*

Table 5 shows parental involvement and attitudes towards students in exposure to electronic media. From the analysis 20 respondents representing 71.43% strongly agreed that they have a positive attitude towards students exposure to electronic media, 5 respondents representing 17.86% agreed while 3 respondents representing 10.71% strongly agreed while non of the respondents disagreed and 16 respondents representing 57.14% strongly agreed that they have a negative attitude towards students exposure to electronic media, 7 respondents representing 25% agreed while 5 respondents representing 17.86% strongly disagreed while none of



the respondents disagreed and none of the respondents indicated that they have no idea.

**Table 6: Strategies that could be used by parents to control students' use of electronic media at home to improve their behavior at school.**

Statements	SA	A	SD	D	Total %
Parents to control the time students spend on media for entertainment	17 60.71%	8 13.79%	3 5.17%	- -	28 100%
Parents to restrict the content students access from the internet sites	13 46.43%	9 15.51%	4 6.90%	2 3.45%	28 100%
Avoid students' exposure to electronic media violence in the television	18 64.29%	6 10.34%	3 5.17%	1 1.72%	28 100%
Parents to educate students about unrealistic acts observed in media	14 50%	9 15.52%	5 8.62%	- -	28 100%
Parent should endeavor to encourage the children to spent more time with the books	20 71.43%	8 28.57%	- -	- -	28 100%

***Source: Field Survey 2025***

Table 6 shows the strategies that could be used by parents to control students use of electronic media at home to improve their behavior at school. 17 respondents representing 60.71% strongly agreed that parents should control the time students spend on media for entertainment, 8 respondents representing 13.79% agreed while 3 respondents representing 5.17% strongly disagreed. 13 respondents representing 46.43% strongly agreed that parents should restrict the content students access

from the internet sites, 9 respondents representing 15.51% agreed, 4 respondents representing 6.90% strongly disagreed and 2 respondents representing 3.45% disagreed. 18 respondents representing 64.29% strongly agreed that they should avoid students exposure to electronic media violence in the television, 6 respondents representing 10.34% agreed while 3 respondents representing 5.17% strongly disagreed and 1 respondents representing 1.72% disagreed. 14 respondents representing 50% strongly agreed that parents should educate their children about unrealistic acts observed in media, 9 respondents representing 15.52% agreed while 5 respondents representing 8.62% strongly disagreed and 20 respondents representing 71.43% strongly agreed that parents should endeavor to encourage their children to spend more time with their books, 8 respondents representing 28.57% agreed while none of the respondents strongly disagreed or disagreed.

**Table 7: Challenges faced by parents while controlling their children from exposure of electronic media**

Statements	SA	A	SD	D	Total %
Disobedience	18 64.29%	6 21.43%	4 14.29%	- -	28 100%
Lying	20 71.43%	8 28.57%	- -	- -	28 100%
Consistent Tantrums	14 50%	9 32.14%	3 10.71%	1 3.57%	28 100%
Angry and Aggressive	17 60.71%	4 14.29%	5 17.86%	2 7.14%	28 100%

Constant Whining and Complaining	15	6	7	-	28
	53.57%	21.43%	25%	-	100%
No Mood for Studies	16	7	2	3	28
	57.14%	25%	7.14%	10.71%	100%

***Source: Field Survey 2025***

Table 7 shows the challenges faced by the parents while controlling their children from the exposure of electronic media. From the analysis 18 respondents representing 64.29% strongly agreed that disobedience is one of the challenges they face, 6 respondents representing 21.43% agreed while 4 respondents representing 14.29% strongly disagreed. 20 respondents representing 71.43% strongly agreed that lying is another challenge they faced while controlling their children from the exposure of electronic media, 8 respondents representing 28.57% agreed while none of the respondents strongly disagreed or disagreed. 14 respondents representing 50% strongly agreed that consistent tantrums is another major challenge they faced, 9 respondents representing 32.14% agreed, 3 respondents representing 10.71% strongly disagreed and 1 respondents representing 3.57% disagreed. 17 respondents representing 60.71% strongly agreed that angry and aggressive is another challenge they faced while controlling their children from exposure of electronic media, 4 respondents representing 14.29% agreed, 5 respondents representing 17.86% strongly disagreed and 2 respondents representing 7.15% disagreed. 15 respondents representing 53.57% strongly agreed that constant whining and complaining is another challenge that they faced, 6 respondents representing 21.43% agreed and 7 respondents representing 25% strongly disagreed and 16 respondents representing 57.14% strongly agreed that their children show no mood

for studies, 7 respondents representing 25% agreed and 2 respondents representing 7.1% strongly disagreed and 3 respondents representing 10.71% disagreed.

**Table 8: Impact of electronic media on student academic performance**

Statements	SA	A	SD	D	Total %
Helps students work through difficult concepts with multiple resources	17 60.71%	8 13.79%	3 5.17%	- -	28 100%
Increase student engagement.	8 28.57%	6 21.43%	10 35.71%	4 14.29%	28 100%
Helps show difficult topics that are often hard to understand.	12 42.86%	8 28.57%	5 17.86%	3 10.71%	28 100%
Reduced academic performance	16 57.14%	7 25%	5 17.86%	- -	28 100%
Increased academic performance	14 50%	9 15.52%	5 17.86%	- -	28 100%

**Source: Field Survey 2025**

Table 8 revealed the impact of electronic media on students academic performance. From the above table 17 respondents representing 60.71% strongly agreed that electronic media helps students to work through difficult concepts with multiple resources, 8 respondents representing 13.79% agreed while 3 respondents representing 5.17% strongly disagreed. 8 respondents representing 28.57% strongly agreed that electronic media increase students engagement, 6 respondents representing 21.43% agreed while 10 respondents representing 35.71% strongly disagreed and 4 respondents representing 14.29% disagreed. 12 respondents

representing 42.86% strongly agreed that electronic media helps to show difficult topics that are often hard to understand, 8 respondents representing 28.57% agreed, 5 respondents representing 17.86% strongly disagreed and 3 respondents representing 10.71% disagreed. 16 respondents representing 57.14% strongly agreed that electronic media reduce academic performance, 7 respondents representing 25% agreed while 5 respondents representing 17.86% strongly disagreed and 14 respondents representing 50% strongly agreed that electronic media increased academic performance, 9 respondents representing 15.52% agreed while 5 respondents representing 17.86% strongly disagreed and none of the respondents disagreed.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **Introduction**

This chapter deals mainly with the summary of findings, conclusion based on the findings of the study as well as recommendations.

## 5.1 Summary of findings

This study was conducted to investigate examine the effectiveness of parental involvement in controlling students' exposure to electronic media a case study of Queen Elizabeth Secondary School, Ilorin, Kwara State. 28 copies of questionnaire collected were analyzed using frequency table and simple percentage. The results obtained from the analyzed data respectively revealed that;

The male respondents were more than the female respondents and age range between 36-45 years recorded the highest number of respondents, while majority of respondents strongly agreed that mobile phone, television and Radio are available for use

The findings of the study also revealed that watching movies influence reading culture, electronic media reduce the number of hours spent on reading, electronic media distract their attention from reading, watching movies influence the behavior of children and electronic media constitute to incorrect spellings and these affect grammar /pronunciations were indicated by most of the respondents as the influence of electronic media on the behavior of their children.

Parent should endeavor to encourage the children to spent more time with the books, Avoid students' exposure to electronic media violence in the television and Parents to control the time students spend on media for entertainment are some of the major strategies suggested by most of the respondents, while lying, disobedience, angry and aggressive are some of the major challenges faced by most of the parents in controlling their children exposure to electronic media and electronic media helps students work through difficult concepts with multiple resources and reduced academic performance are some of the major impact of electronic media on the

students' academic performance.

## **5.2 Conclusion**

Electronic media has a powerful impact on everyone's life today, particularly younger generation of students. They are addicted to electronic media especially the 'monster', Internet, mainly through mobile phones. They are totally immersed in the mobile phones being unaware of what is happening around them at that particular moment.

It is concluded from the study findings that watching movies influence reading culture, watching movies influence the behavior of children and electronic media constitute to incorrect spellings and this effect grammar /pronunciation. More also, parent should endeavor to encourage the children to spent more time with the books, avoid students' exposure to electronic media violence in the television and parents to control the time students spend on media for entertainment. Lying, disobedience, angry and aggressive are some of the major challenges faced by most of the parents in controlling their children exposure to electronic media. Electronic media helps students work through difficult concepts with multiple resources and reduced academic performance are some of the major impact of electronic media on the students academic performance.

## **5.3 Recommendation**

The following recommendations were made based on the findings of the study:

- i. Parents should endeavour to stop exposing students to electronic media violence in the television.
- ii. Parents should control the time students spent on electronic media for entertainment at home.

- iii. The use passwords to restrict the content accessed by students from some television channels and internet sites.
- iv. Educate their children about the unrealistic acts observed in media and students should spend more time with their books rather than being exposed to electronic media

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## APPENDIX I

### QUESTIONNAIRE

KWARA STATE POLYTECHNIC, ILORIN

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

Dear Respondent,

I am ND II student of the Department of Library and Information Science, Kwara State Polytechnic Ilorin. I am currently carrying out a study on **parental engagement in controlling electronic media exposure of secondary school students in ilorin metropolis**

I hereby solicit for your response in filling this questionnaire, I promise that information supplied will be used strictly for research purpose and be assure of confidentiality in your response.

Thank You

Researcher

### INSTRUCTION

This questionnaire is divided into two sections, section A is Bio – data and section B is the main question.

Please kindly tick appropriately [✓]

#### SECTION A: Bio Data

1. Gender:(a) Male [   ]      (b) Female [   ]
2. Age Range: (a) 18- 25 [   ] (b) 26-35 [   ] (c) 36-45 [   ] (d) 46 and above [   ]

#### SECTION B

3. Key: Strongly agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D)

Which of these types of electronic media is available to you for use ?	Strongly agree	Agree	Strongly disagree	Disagree
Television				
Radio				
Mobile phone				
Video games				
Computer (laptop/desktop)				
Internet				
Other, Please specify				

4. Key: Strongly agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D)

What are the Influences of electronic media on the behaviour of your children?	SA	A	SD	D

Electronic media constitute to incorrect spellings and these affect grammar /pronunciation				
Electronic media discourage them from reading				
Electronic media distract their attention from reading				
Electronic media divert their attention from doing my assignment				
Electronic media reduce the number of hours spent on reading				
Enables me to read anywhere without carrying physical reading materials.				
Watching movies influence reading culture				
Watching movies influence the behavior of children				
Other, please specify				

5. Key: Strongly agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D)

What are the Parental involvement and attitudes towards student in exposure to electronic media.	Strongly agree	Agree	Strongly disagree	Disagree
Positive				
Negative				
No idea				

6. Key: Strongly agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D)

What are the strategies that could be used by parents to control students' use of electronic	SA	A	SD	D

media at home to improve their behavior at school.				
Parents to control the time students spend on media for entertainment				
Parents to restrict the content students access from the internet sites				
Avoid students' exposure to electronic media violence in the television				
Parents to educate students about unrealistic acts observed in media				
Parent should endeavor to encourage the children to spent more time with the books				
Other, Please specify				

What are the challenges faced by parents while controlling their children to exposure to electronic media	SA	A	SD	D
Disobedience				
Lying				
Consistent Tantrums				
Angry and Aggressive				

Constant Whining and Complaining				
No Mood for Studies				
Other, Please specify				

7. Key: Strongly agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D)

8. Key: Strongly agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D)

What is the impact of electronic media to student academic performance	SA	A	SD	D
Helps students work through difficult concepts with multiple resources				
Increase student engagement.				
Helps show difficult topics that are often hard to understand.				
Reduced academic performance				
Increased academic performance				
Other, Please specify				