

# Parental mediation practices among television viewers in Ilorin, Kwara State, Nigeria

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## Abstract

Many homes in this new media environment bear enormous task of maintaining a media rich home that bring opportunities for younger ones and weaning the young ones from excessive mediatisation of their lives. In response, media scholars have developed Parental Mediation Strategies as possible and effective response to the situation. However, empirical studies that focus on the level of adoption of these strategies can hardly be encountered in communication and media literature in Nigeria. This study, therefore, resorts to a representative sample of 369 respondents drawn from the population of Ilorin metropolis, being the state capital of Kwara State. Conceived as a descriptive, exploratory study, the present interest of the study is to measure level of awareness and frequency of adoption of the various parental mediation strategies among parents in Ilorin metropolis. The parental mediation theory -restrictive, co-viewing and instructive- serves as the theoretical framework. The result indicates high level of awareness of the parental mediation strategies. There is also the adoption of various parental mediation strategies that tend to suggest that parents prefer restricting, too much, the freedom of the child to choose. These outcomes inform the conclusion and recommendation contained in this study.

**Key Words:** Parental Mediation, Mediation Practices, Exploratory Studies, Younger Ones, Television Viewership, Ilorin Metropolis

## Introduction

The new media environment has brought about enhanced opportunities for interaction and access to information in an unprecedented manner. Multiples media modalities that combined visuals, text, graphics and audio as well as instant information feedback are prominent features of the new media environment. It is these same features that potentially solve, and potentially exacerbate, many dilemmas of family life (Clark, 2001). In other, words ccontemporary media environment bears enormous risk as much as it contains opportunities. This ambivalent characteristic of the new media exact so much on the resources parents bring to cope with the situation. Research in communication has examined parental responses to the risk posed by the mass

media, particularly, the television. To the adults, children represent the weak and helpless, in need of protection and supervision (Tsfati & Cohen, 2003). This explains why parents are particularly careful and concerned about any potential danger that may threaten the lives of their children. Researchers have used the concept of parental monitoring or parental mediation to refer to the act of tracking and structuring of child social activities (Tsfati, Ribak & Cohen, 2005). Most often than not, this monitoring represents the parent's belief system, which include values, parental goals and behaviour management. Some parents equally set limit to shape their children's positive outcomes (Nathanson, 2001).

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## **Parental Mediation**

Media scholars have examined parental practices like imposing restrictions on children's media exposure, talking to children on media contents and watching television with children (Friday, 2008; Gentile & Walsh, 2002). These are all conscious efforts towards protecting children from harmful effect of the mass media. For more than 50 years, paediatricians and psychologists have conducted research supporting a significant impact of media content on beliefs and behaviours of children and adolescents. Exposure to on-screen behaviours is of great concern to parents who fear an increase in aggressive behaviour, risky sexual behaviour and substance use (Strasburger, Jordan, & Donnerstein, 2010). Parents often see rules and monitoring of movie viewing as a way of reducing children's risk for early tobacco, drug, and alcohol use (Dalton, Adachi-Mejia, Longacre, Titus-Ernstoff, Gibson & Martin, 2006).

While there is great concern over the amount of time and the content viewed on television, there seems to be far less concern over children and adolescent exposure to negative behaviours in movies. A 2006 study surveyed a group of children under the age of 13. More than 50% of them reported they were allowed to watch R-rated movies some of the time. And two-thirds of those children were allowed to watch these movies without a parent viewing with them. Half of the surveyed children indicated their parents did not need to know the rating of a movie before giving permission to watch the movie (Dalton et al 2006).

The effect of the exposure to this inappropriate content in media has on children is an area of extensive existing research and while all media are covered in the various studies, the largest focus has been on television (Brown et al., 2006; Zimmerman & Christakis, 2005). The negative impact of observing behaviours of on-screen characters on a child's early behavioural, cognitive and affective learning is well documented (Bandura, 1978). Bandura's theory of observational and social learning lends support to this study's focus on parents' mediation of adolescents' movie viewing. Allowing children to view media with little or no parental mediation is often a function of working parents using media as a babysitter while the parents catch up on household chores and other activities they don't have time for

during the workday (Rideout & Hamel, 2006). As children move into adolescence and the opportunities for exposure to inappropriate content increases, parents may or may not have the time or resources to re-engage in mediation practices.

However, no matter what the age of the child or being an adolescent, all of the stakeholders in children's media use effects have concerns about the possible negative outcomes of exposure to certain types of content (Christakis & Garrison, 2009). This includes the imitation of on-screen behaviours and the adoption of on-screen attitudes relating to violent behaviour; early and risky sexual behaviour; and early and increased tobacco, alcohol, and illegal drug use. There is also research that indicates the amount of exposure these types of media content can have a detrimental effect on academic performance by adolescents (Gentile, Lynch, Linder, & Walsh, 2004).

## **Tools of Parental Mediation**

Once a parent decides mediation is necessary, there are various tools that can help in the mediation process. The primary tool used by parents is a system of industry specific ratings (Williamson, 2009 in Webster, 2014). All of the main sources of media television, video games, music, and movies have ratings systems. These ratings systems are age-based and provide a varying degree of information parents can use to determine whether material is suitable for their children to view or not. The Nigerian regulatory body that oversees these regulatory practices is the Nigerian Film and video Censor Board.

Generally, parents vary widely in their mediation practices, both in the types of strategies and in the frequency that these strategies are applied. As Ito, Baumer, Bittanti, Boyd, Cody, Herr-Stephenson and Tripp (2010) noticed; some parents deliberately craft a specific media space at home, for example, by limiting the number of electronic screens in the house in favour of free play and creative activities. In that vein, some parents facilitate specific media platforms over others because of its educational value, use specific electronic screens as a reward for good behaviour (Chiong & Shuler 2010), or select specific digital devices that offer them opportunities to engage deeply in shared play and learning with their children (Takeuchi, 2011). In contrast to deliberately creating an 'educational' environment, parents

may also value media devices for the child's relaxation and entertainment. As such, parents, for example, pass their mobile devices back to their young children at home or when waiting at shopping malls or on the subway (Chiong & Shuler, 2010). Some parents take this even a step further and provide their young children with their own media sets in their bedrooms for reasons of relaxation or other practical gains: parents can then watch their own shows, keep the child occupied so that the parent has time for him/herself or to help the child fall asleep (Haines, O'Brien, McDonald, Goldman, Evans-Schmidt, Price & Taveras, 2013; Takeuchi, 2011; Vaala & Hornik, 2014).

In addition to crafting specific domestic media spaces for children, parents also apply various routines in guiding children's media use (Ito et al. 2010). Several studies have shown that these routines can be divided into distinct types of parental mediation (Böcking & Böcking 2009; Nikken & Jansz, 2013; Sonck, Nikken & De Haan, 2013). The following are the styles of mediation.

- (1) posing restrictions on time and content, usually referred to as *restrictive mediation*;
- (2) discussing content and giving explanations or instructions to the child to enhance safety, raise critical awareness, or stimulate learning outcomes--*active mediation*); and
- (3) co-using the media intentionally with the child together, mostly for entertainment or educational purposes. In today's mobile media environment, parents also choose
- (4) supervision as a form of mediation, i.e., staying nearby to keep an eye on the child when it is using an electronic screen on its own, or
- (5) monitor the child's online activities afterwards, e.g., checking the browser history or logs from social media applications.
- (6) Finally, with contemporary electronic devices, parents can also use technical restrictions, such as 'parental controls' provided by media devices to regulate or block inappropriate content, although parents prefer the first five social strategies as compared to the use of these technical applications (Livingstone & Helsper 2008).

Evolving technology is a double-edged sword when it comes to parental mediation of their children's media consumption. With the ability to view movies, not only on TV, but also on DVD and Blu-Ray discs, computers, desktop and laptop, tablets, video game devices, and even mobile phones, parents have a lot more media real estate to oversee. Fortunately for parents who want to actively mediate access to certain movies, technology has supplied some tools. The International Telecommunications Union (ITU) Telecommunications Act of 1996 required all televisions to have V-Chip technology, which uses the television program ratings required by the Act to filter content (Thierer, 2007). The V-Chip is mandatory on all televisions larger than 13 inches manufactured as of 2000. TV Guardian DVD players, which use close captioning signals to filter out profanity, offer parents another hardware-based option for mediating content. Other technical mediation options include software-based filters from content providers that enable parents to block content by rating, channel, time and quantity (Thierer, 2007), and password protection on content streaming services such as Netflix and Hulu.

### **Problem Statement**

The availability of the various parental mediation approaches and the possibility of the growth of similar tools will continue to increase as technology continues to develop. Currently, however, the majority of parents do not make use of these tools. A Kaiser Foundation study (2007) reported 57% of parents who have purchased a television since January 2000, were unaware their TV(s) had V-Chips. And of those who were aware, less than 28% actually used the V-chip on a regular basis. This is a significant increase from 2003, when a study indicated the number of regular V-Chip users was at seven percent of parents who knew their TVs were equipped with the chips (Martin, 2003 in Webster, 2014). Those numbers may continue to increase as education efforts continue, but there has been no empirical support of this in research reviewed for this study especially in Africa and in Nigeria in particular. This gap in knowledge requires immediate empirical studies that will kick start the building of data base toward safe usage of media and building media competence among media audience. Therefore, this paper seeks to provide answer to the following research questions.

**RQ1:-** What is the level of awareness of the various mediation practices among parents in Ilorin Metropolis?

**RQ2:-** How frequent do the parents in Ilorin metropolis adopt the various mediation practices in regulating their children media exposure?

### **Parental Mediation Theory**

The theoretical underpinning for this study is parental mediation theory, originally developed as a way of explaining the role parents played in controlling their children's exposure to television (Clark, 2011). The theory has expanded to include other forms of media (movies, music, video games) and delivery methods (DVD, Blu-Ray, streaming video, mobile phones). Parental Mediation Theory comprises of three strategies: instructive (where parents discuss content before and or after viewing by their children), restrictive (parents set limits on media viewing), and co-viewing (parents watch the content along with the children) (Valkenburg, Krcmar, Peeters & Marseille, 1999).

Three strategies for parental screen media mediation strategies were identified by Valkenburg, Krcmar, Peeters and Marseille (1999). Valkenburg et al. (1999) constructed a scale found to reliably measure each of the three styles of mediation. These three strategies are referred to by Valkenburg et al. (1999) as instructive (sometime referred to as active), restrictive, and social co-viewing.

Instructive mediation occurs when parents interact with children and discuss the content that has been or will be viewed by the adolescent. Restrictive mediation occurs when parents set rules on amount and or type of content that can be viewed. Social co-viewing was explained as a more recreational, passive activity in which parent-child interactions focused on bonding and relaxing together. Instructive mediation strategies have been suggested to be positively related to comprehension and learning outcomes in children. The majority of research on parental mediation indicates two or more of the strategies are often combined to create the parents' overall mediation style (Anderson & Pempek, 2005; Fender, Richert, Robb, & Wartella, 2010).

The fourth mediation strategy is non-mediation, sometimes referred to as unfocused mediation. These actually could be two separate

mediation strategies as no mediation means an absence of mediation either because a parent feels it is not needed due to the maturity of the child or, more likely, a belief that media content has no negative effect on the child. Unfocused mediation is a lack of a cohesive or consistent manner of mediation. This is often seen in households where both parents work outside the home or those led by single parents who don't have the time to mediate as they otherwise might choose to do (Valkenburg, Piotrowski, Hermanns & Leeuw, 2013).

The majority of parental screen media mediation research has focused on young children (age 12 and under) and most of them focus on mediation of television. The present investigation is unique in that it assesses self-reports of parental mediation strategies collected using a parent questionnaire focused on adolescents 13 to 17 years old. Research regarding parental screen media mediation of young children has shown mixed results regarding the strategies most often used by parents. Warren (2005) investigated parents' use of mediation strategies based on the Valkenburg, Krcmar, Peeters and Marseille (1999) scale of mediation strategies defined above. Warren's research indicated parents most often reported using a restrictive mediation style during screen use by children aged 1 to 12 years old. The social co-viewing strategy is most often used by parents of 5- to 12-years old children (Valkenburg et al., 1999). Parents of younger children (5 to 8 years old) use instructive mediation more than parents with older children (9 to 12 years old). Also, parents of children in this age range typically use more than one mediation style (Barkin et al., 2006; Valkenburg, Krcmar, Peeters & Marseille, 1999; Warren, 2005).

### **Method of Study**

Given its abilities to generate empirical situation about a phenomenon and to give descriptive clarity in explaining the frequency of occurrence about something (Kumar, 2011, Creswell, 2012 & Keyton 2015), this study adopts the quantitative design for this study. The target population for the study is drawn from parents within the Ilorin metropolis.

Ilorin metropolis is both the administrative and economic capital of Kwara State, in Nigeria. It is largely an urban area with adjoining villages that have been transformed into sub-urban centres. The state is located within the

north central zone of Nigeria. The present area regarded as Ilorin metropolis comprises of the traditional areas that have been in existence prior to the arrival of the colonial masters in the 19<sup>th</sup> century, the modern areas which is the area that houses the administrative capital of the state including the Government Residential Areas (GRA). Thus, the population fits in perfectly into an area that can help gather relevant data towards achieving the objective of the study. More specifically, Ilorin metropolis is witnessing growth but potentially different television viewing cultures. These characteristics make the Ilorin metropolis attractive to researchers on media particularly those who are interested in television viewership. In Ilorin metropolis, all types of television services such as satellite pay television, terrestrial television service, free to air television are available and accessible to the residents. Recently, the federal government through its agency chose and launched the digital television switch over in Ilorin. This development brought Ilorin into digital television culture. As a matter of fact, Ilorin is the third city after Abuja, the capital of Nigeria, and Jos, the capital of Plateau state in Nigeria where television service has been switched from analogue to digital television.

The study area has three local government areas namely the Ilorin west, Ilorin South and Ilorin East. According to the last census conducted by Nigeria in 2006, the population of these areas is 777,667 (NPC, 2006). However, the World Bank projected an annual growth rate of 2.6 percent; this will bring the present population to about 1,000,078.

Each of these local government areas has a number of wards that make up the local governments' areas. Interestingly, all the three categories i.e. traditional area, the modern area, the surrounding areas have a share in all the three local governments areas. This guides our sampling procedure in the next section

The stratified random sampling technique was adopted for the selection of sample size for this study. This choice is informed by the fact that the target population for this study is composed of areas that are different in characteristics in terms of geographical locations (Sekaran & Bougie, 2011), The Ilorin metropolis has four major residential districts comprising of the traditional/core areas, the transitional/mixed residential zone, the Government Residential Areas (GRA), the

modern well-planned housing estates such as Irewolede, Adewole housing estates, Mandate, Royal valley and Harmony Estate. From these strata, four residential locations were selected to administer questionnaires. These locations included Oja-Oba, Gaa-Akanbi, GRA and Adewole. The four selected areas are the densely populated areas of Ilorin which comprise of parents who are either landlord, tenants or live-in parents with children who are yet to move out of their fathers' houses. The last category is especially common in the traditional area of Ilorin i.e. Oja-Oba and surroundings. Therefore, all the areas are evenly populated for the researcher to be able to select equal numbers of required respondents. Based on the foregoing, and the required sample size of 384 (Krejche & Morgan, 1970), each of the selected area was allocated equal number by dividing 384 by 4 which is equal to 96 respondents per area.

The selection of actual respondents that eventually form part of the sample size followed this procedure, the researcher identified the number of streets in each of the areas. Gaa-Akanbi which has one main road which is divided into Gaa-Akanbi and Upper Gaa-Akanbi, one street each was chosen randomly to represent each area. For Oja-Oba, it has surrounding streets linking up to the main mosque, it is like a quarters with adjoining streets converging at the central mosque/Emir's palace. They are five in number and two of them were randomly selected. The selected ones are Gambari street up to Ita-Ajia area and Pakata street up to the Prison yard.

Adewole Estate have also two main road, Kaduna road and Lagos road. Two streets were also randomly selected from the two main roads which is Benin-city road and Kano road while for GRA, it was divided into two, the Government house side i.e Ahmadu Bello way from Challenge area to Government House Roundabout where we chose Ahman Patigi Street and the Sabo-oke Offa road axis where Nupe road was chosen randomly.

Parents in each of the household in each area were selected using the systematic random sampling with 4 as the nth number. This means that parents in every 4<sup>th</sup> household constitute the sample size until the required sample size for each area was achieved. However, in some few instances, some household that were selected through the use of 4 as the nth number, happened not to have the required respondents i.e parents. In that situation, the researcher

moved to the next household with the required respondents and starts the process again. Based on the foregoing procedure and guided by Krejcie and Morgan,(1970); and Kenpro, (2012), a sample size of 384 were selected from the population.

A questionnaire with adapted and self-constructed question items was used to determine level of awareness and adoption of different parental mediation practices among parents in Ilorin metropolis. The items comprised of both single item for the demographics section and a set of multiple items in Likert scale format. Specifically, respondents were asked to indicate their level of agreement based on a set of questions on awareness of parental mediation options and level of

agreement with a 16 items probing the frequency of adopting various parental mediation practices. The instrument was written in English, but research assistant were employed to translate the content to local Yoruba, where necessary; to respondents.

### Results

The objective of this study is essentially descriptive due to its exploratory nature. Frequency table was used to present data for the demographic while mean, standard deviation were used to answer the research questions. These analyses were carried out with the use of SPSS software.

**Table 1: Demographic characteristics of Respondents**

Demographic Characteristics	Frequency	Percentage
<b>Age Group</b>		
27 – 35 years old	103	28.1
36 – 45 years old	147	40.3
46 -55 years old	80	21.9
Above 56 years old	36	9.8
<b>Total (M =41.5, Min=27, Max=68)</b>	<b>369</b>	<b>100.0</b>
<b>Gender</b>		
Male	224	60.7
Female	145	39.3
<b>Total</b>	<b>369</b>	<b>100.0</b>
<b>Education Attained</b>		
SSCE/ OND/NCE	78	21.1
HND / BSC	185	50.1
PGD, M.sc	68	18.4
PhD	38	10.3
<b>Total</b>	<b>369</b>	<b>100.0</b>
<b>Religion</b>		
Islam	224	60.4
Christian	146	39.6
<b>Total</b>	<b>369</b>	<b>100.0</b>
<b>Occupation</b>		
Civil Servant	145	39.3
Trading	117	31.7
Artisans	78	21.1
Unemployed	29	7.9
<b>Total</b>	<b>369</b>	<b>100.0</b>
<b>Level of Income</b>		
Less than 18,000 naira	59	16.0
18,000 – 50, 000 naira	117	31.7
51, 000 – 100,000 naira	104	28.2
101,000 – 150, 000 naira	80	21.7
151,000 naira and above	9	2.4
<b>Total</b>	<b>369</b>	<b>100.0</b>

The age group was initially collected on interval level but was re-coded into three groups. On the average, the respondents of this study are 41 years old. Those within the age of 36-45 years old form the bulk of the respondents and account for over one-third (40.3%) of the total respondents. This was followed by those between the ages of 27 and 35 years which represents 28.1% of the respondents. Those between 45 and 55 years old constitute 21.9%, while those above 55 years old are the least age group; they represent 9.8% of the respondents and the elderly. This shows that young parents constitute the majority of the sample population.

Males represented 60.7 percent of respondents as against 39.3 percent who were females.

Considering the level of education of the researched sample, 185 (50.1%) of the respondents had completed HND/Bsc, 78 (21.1%) had SSCE or OND/NCE, 68 (18.4%) had PGD or M.sc and the remainder (10.3%) had obtained Doctorate certificates.

Considering the monthly income of the sample, respondents with the income between 18,000 naira to 50,000 naira are majorly represented 117 (31.7%), followed by those with income between 51,000 naira to 100, 000 naira 104 (28.2%), then those between 101,000 naira to 150,000 naira 80 (28.2%), those that earn less than 18,000 naira 59 (16.0%) and the least represented is those that earn 151,000 naira and above 9 (2.4%).

**Table 2: Pattern of Television Viewing in Ilorin Metropolis**

Number(s) of Television	Frequency	Percentage (%)
1	253	68.6
2	116	31.4
<b>Total</b>	<b>369</b>	<b>100.0</b>
<b>Subscription to Satellite</b>		
DSTV	184	49.9
GOTV	117	31.7
Others (Star times, FreeTv etc)	68	18.4
<b>Total</b>	<b>369</b>	<b>100.0</b>
<b>Frequency of Children Watching Satellite</b>		
Often	213	62.3
Not Often	54	15.8
Seldom	51	14.9
Don't keep track	24	7.0
<b>Total</b>	<b>342</b>	<b>100.0</b>

As contained in table 2, majority of the respondents (68.6%) almost three-third possess only one television set at home as against (31.4%) who have up to two TV set at home. It follows therefore that majority of the respondents share one television for their television viewing experience.

Furthermore, a very significant majority, ninety two percent,(92.1%) of the respondents subscribe to one type of digital television leaving only 7.9% who claim not subscribe to any of the satellite television. This result confirms that a preponderance number of homes in Ilorin who participated in this study

have access to television. Therefore, most of the respondents may be exposed to digital satellite television programmers. According to Ajibola (2015), unlike before, large numbers of homes in Nigeria own digital satellite television accessibility. Equally, the result also shows that many parents (93.4%) allow their children to watch satellite television.

**Analysis of Data**

**RQ1:** What is the level of awareness and knowledge of different parental mediation practices among parents in Ilorin metropolis?

**Table 3: Level of Awareness of different parental mediation practices**

Awareness and Knowledge	Level of Agreement					M	SD	Over all %
	1	2	3	4	5			
<b>Awareness</b>								
I am aware of content classification of Satellite Television Programmes i.e MPAA movie ratings (G, PG, PG-13, R, NC-17)	5.6	10.8	23.1	36.2	24.3	3.63	1.92	72.6
I am aware of MPAA thematic information (Graphic violence, Strong Sensuality, Strong language etc)	7.5	11.6	22.0	44.8	14.2	3.47	1.10	69.4
Am aware of content-based reviews that give specific information about inappropriate content such as number of profane words, drug use, amount and type of nudity, etc.	5.6	10.5	22.9	39.1	21.8	3.61	1.11	72.2
I am aware of how to apply parental control devices/app on the satellite television	4.9	6.0	12.3	54.5	22.4	3.84	1.00	76.8
<b>Total</b>						<b>3.63</b>	<b>1.24</b>	<b>72.6</b>
<b>Knowledge</b>								
I know of different programmes classifications on Satellite television	5.7	9.4	34.0	35.8	15.1	3.45	1.04	69.0
Satellite television could have programmes that are not good for children	4.1	6.4	25.1	50.2	14.2	3.64	0.95	72.8
There are educative programmes on satellite television	14.9	13.8	29.1	34.3	7.8	3.06	1.18	61.2
All Satellite television programmes are not good for children	8.6	14.2	34.1	31.8	11.2	3.23	1.10	64.6
<b>Total</b>						<b>3.36</b>	<b>1.09</b>	<b>67.2</b>

\*Scale: 1=Strongly Disagree, 2=Disagree, 3=Slightly Agree, 4=Agree, 5=Strongly Agree  
 (1-20%) (21-40%) (41-60%) (61-80%) (81-100%)

Overall, majority (72.6%) of the respondents are aware of different parental mediation practices used to determine children viewership of digital satellite television programmes (M=3.63, SD=1.24). Particularly, parents are aware of how to apply parental control devices/app on the satellite television (M=3.84, SD=1.0), awareness of content classification of Satellite Television Programmes i.e MPAA movie ratings (G, PG, PG-13, R, NC-17) (3.63, SD=1.92) and they know content-based reviews give specific information about inappropriate content such as number of profane words, drug use, amount and type of nudity, etc (M=3.61, SD=1.11). Parents are equally aware of MPAA thematic information (Graphic violence, Strong Sensuality, Strong language etc) (M= 3.47, SD=1.10). Therefore, one cannot say that parents that own satellite television are not

aware of the need for parental mediation of what their children or wards are viewing at home.

The outcome of the results indicated that there is high level of awareness of various parental mediation which in consequence makes them to be knowledgeable of the different parental mediation practices for children viewing satellite television (M=3.36, SD=1.09) as shown in table 4. Parents know the different programmes classifications on Satellite television (M= 3.45, SD=1.04), just as they are aware that not all television programmes are good for children (M= 3.23, SD= 1.03). That is, satellite television could have programmes that are not good for children (M=3.64, SD= 0.95). Though, parent acknowledged that there are educative programmes on satellite television (M= 3.06, SD=1.18). Therefore, the need to ensure that children only view television programmes that are good for them makes parents to be knowledgeable of different parental mediation practices. It is in this vain



that Ajibola (2015), Kombol and Kombol (2015) and Nwabueze et al. (2012) posits that satellite television programmes consists of contents that are harmful to the attitude and behaviour of children. Thus, the need for parents to be conscious of the kinds of satellite programmes their children watch.

Overall, majority (72.6%) of the respondents are aware of different parental mediation practices used to determine children viewership of digital satellite television programmes (M=3.63, SD=1.24). Particularly, parents are aware of how to apply parental control devices/app on the satellite television (M=3.84, SD=1.0), awareness of content classification of Satellite Television Programmes i.e MPAA movie ratings (G, PG, PG-13, R, NC-17) (3.63, SD=1.92) and they know content-based reviews give specific information about inappropriate content such as number of profane words, drug use, amount and type of nudity, etc (M=3.61, SD=1.11). Parents are equally aware of MPAA thematic information (Graphic violence, Strong Sensuality, Strong language etc) (M= 3.47, SD=1.10). Therefore, one cannot say that parents that own satellite television are not aware of the need for parental mediation of what their children or wards are viewing at home.

Generally, the study found that the extent of awareness of parents makes them to be

**Table 4: Parent's level of adoption of parental mediation practices**

Application of Parental Mediation	Level of Agreement					M	SD	Over all %
	1	2	3	4	5			
<b>Restrictive Mediation</b>								
I monitor what children are exposed to on television	3.0	8.7	11.9	42.5	33.9	4.0	1.8	80
Children age determine what I allow them to watch	2.7	8.9	12.7	48.5	27.1	3.9	1.0	78
I used content filters or password protection on satellite television	3.0	20.9	10.3	41.2	24.7	3.6	1.2	72
The TVs in home are equipped with a V-Chip	34.1	32.5	17.1	7.6	8.7	2.2	1.2	44
I make use of the V-Chip	31.4	33.3	14.6	10.6	10.0	2.3	1.3	46
I apply rules about my child (children) television viewing	4.3	9.2	15.7	29.5	41.2	3.9	1.2	78
I have recommended programs or channels for my children (child)	7.0	6.2	17.9	28.7	40.1	4.7	.46	94
My children (child) act on my recommendations	8.7	17.6	18.2	19.2	36.3	3.6	1.4	72
<b>Total</b>						<b>3.5</b>	<b>1.2</b>	<b>70</b>
<b>Instructive Mediation</b>								
There are standing rules on satellite television viewing in my home	14.9	13.8	29.1	34.3	7.8	3.06	1.18	61.2
There is a particular time for satellite television viewing in my home	8.6	14.2	34.1	31.8	11.2	3.23	1.10	64.6

knowledgeable of the different parental mediation practices for children viewing satellite television (M=3.36, SD=1.09) as shown in table 4.4. Parents know the different programmes classifications on Satellite television (M= 3.45, SD=1.04), just as they are aware that not all television programmes are good for children (M= 3.23, SD= 1.03). That is, satellite television could have programmes that are not good for children (M=3.64, SD= 0.95). Though, parent acknowledged that there are educative programmes on satellite television (M= 3.06, SD=1.18). Therefore, the need to ensure that children only view television programmes that are good for them makes parents to be knowledgeable of different parental mediation practices. It is in this vain that Ajibola (2015), Kombol and Kombol (2015) and Nwabueze et al. (2012) posits that satellite television programmes consists of contents that are harmful to the attitude and behaviour of children. Thus, the need for parents to be conscious of the kinds of satellite programmes their children watch.

**RQ2:-** How frequent do the parents adopt the various mediation practices in regulating their children television viewing practices in Ilorin metropolis?

My children know the programmes they are expected/allowed to view	7.0	6.2	17.9	28.7	40.1	4.1	1.0	82
We often have discussion about the nature of satellite television programmes contents	2.4	7.9	8.4	33.6	47.7	4.2	1.0	82
We evaluate the desirability or otherwise of a Satellite television programme in our family	4.3	9.2	15.7	29.5	41.2	3.9	1.2	78
<b>Total</b>						<b>3.7</b>	<b>1.1</b>	<b>74</b>
<b>Co-viewing Mediation</b>								
We sit with the younger children (primary school age) to watch Satellite television programmes	8.4	10.6	6.2	14.6	59.9	4.1	1.7	<b>82</b>
We assign a time or period when we can watch together	8.9	14.9	11.7	22.5	42.5	3.7	1.4	<b>74</b>
Work schedule does not allow me to adopt the co-viewing method	50.1	17.1	14.6	14.6	3.5	1.9	2.8	<b>38</b>
I explained and discussed with my children (child) on how the media industry works (such as media production, reality on TV, etc.)?	2.2	5.1	25.5	14.6	52.6	4.1	1.1	<b>82</b>
<b>Total</b>						<b>3.95</b>	<b>1.4</b>	<b>79</b>
<b>Unmediated Mediation</b>								
I allow my children (child) to choose the programs or channels they want	22.8	46.3	19.2	9.2	2.4	2.2	.98	<b>44</b>
I do not believe in any restriction for the children on satellite television viewing	50.4	25.7	13.0	7.9	3.0	1.8	2.51	<b>36</b>
The children have good moral values to determine what is good for them on Satellite television	2.7	2.7	6.5	46.2	41.8	4.1	1.1	<b>82</b>
I do not believe Satellite television programmes have any negative effect on children	34.4	32.0	20.9	8.4	4.3	2.1	1.34	<b>42</b>
<b>Total</b>						<b>2.55</b>	<b>1.48</b>	<b>42.50</b>
*Scale: 1=Never, 2= Rarely 3=Sometimes 4=Often, 5=Always (1-20%) (21-40%) (41-60%) (61-80%) (81-100%)								

### Restrictive Mediation

To ascertain the level at which parents apply restrictive mediation, the researcher found that the majority (70%) of the respondents do restrict their children from watching any satellite television content (M= 3.5, SD=1.2). Particularly, parents have recommended programs or channels for their children (child) (M=4.7, SD=.46). They monitor what the children are exposed to on television (M=4.0, SD=1.8), children age determines what parents allow them to watch (M=3.9, SD=1.0), rules are given to children on television viewing (M=3.9, SD=1.2), even as parents used content filters or password protection on satellite television (M= 3.6, SD=1.2). This shows that restrictive form of parental mediation is invoked among parents in Ilorin metropolis

as the study found that it is not all satellite television programmes the children are allowed to view. This confirmed the thesis of Valkenburg et al., (1999), Strasburger et al., (2010) that parental mediation is very important in determining the kinds of satellite programmes parents should allow their children to view. This is to guide against children being exposed to immoral or obscene, violence or and harmful television content (Dalton et al 2006) which are prevalence in satellite television programmes.

### Instructive Mediation

Generally, parents agreed that instructive parental mediation is being applied for their children (M= 3.7, SD=1.1). Specially, there are standing rules on satellite television viewing in the homes (M=3.06, SD=1.18) as such, children know the programmes they

are expected/allowed to view ( $M=4.1$ ,  $SD=1.0$ ). There is also a particular time for satellite television viewing in the homes ( $M=3.23$ ,  $SD=1.10$ ). However, parents with their children often have discussion about the nature of satellite television programmes contents ( $M=4.2$ ,  $SD=1.0$ ) and they evaluate the desirability or otherwise of a Satellite television programme in to the family ( $M=3.9$ ,  $SD=1.2$ ). The implication is that parents will determine the kind of programmes their children are exposed to and thereby determining the kind of knowledge their children gain from the television satellite.

### Co-viewing Mediation

Overall, parents strongly agreed (79%) that they co-view satellite television programmes with their children as a measure of parental mediation practice ( $M=3.95$ ,  $SD=1.4$ ). The way they do it is by sitting with the younger children (primary school age) to watch satellite television programmes ( $M=4.1$ ,  $SD=1.7$ ), assigning time or period when they can watch together ( $M=3.7$ ,  $SD=1.4$ ) or explaining and discussing with the children (child) on how the media industry works (such as media production, reality on TV, etc.) ( $M=4.1$ ,  $SD=1.1$ ). Also, parents disagreed that work schedule does not allow them to adopt the co-viewing method ( $M=1.9$ ,  $SD=2.8$ ). Thus, parents will be highly aware and conversant with the kind of satellite programme their children are exposed to.

### Unmediated Mediation

The unmediated form of parental mediation seems not to be common among parents in Ilorin as this study generally found ( $M=2.55$ ,  $SD=1.58$ ). This is so because parent don't allow their children choose the programs or channels they want ( $M=2.2$ ,  $SD=.98$ ), Parents believe in any restriction for the children on satellite television viewing ( $M= 1.8$ ,  $SD=2.5$ ). However, parent do not believe satellite television programmes have any negative effect on children ( $M= 2.1$ ,  $SD=1.34$ ) and they

believe that their children have good moral values to determine what is good for them on Satellite television ( $M=4.1$ ,  $SD=1.1$ ). This study confirmed that parent believe in mediating on the satellite television viewing of their children unlike the position of Valkenburg et al (2003) who states that unmediated is a form of parental mediation. Thus, parents appreciate the importance of mediation practice.

### Conclusion

The paper set out to explore the media terrain of Ilorin metropolis with a view to ascertain the level of awareness, knowledge and frequency of adoption of the various parental mediation practices as guided by the parental mediation theory. The findings of relative high awareness of the parental mediation practices among the parents in Ilorin metropolis is an indication that there could be other effective means of creating awareness about desired relationship between the media users and the media beyond formal campaign. Presently in Nigeria, there is no formal campaign or a public enlightenment programme that focuses on parental mediation practices other than regulatory stipulation that compelled the placement of parental guide on television contents rating and the technical parental guide that come with a television set.

The second finding which indicates high frequency of adopting various parental mediating practices could mean that parents in Ilorin metropolis have intuitive and cultural dispositions towards the control and mediation of the content of what their wards are exposed to on television. Thirdly, cultural and religious orientation may have played greater parts in the respondent claims of using the parental mediation strategies by the parents.

Lastly, the result is an indication that children and teenagers whose parents frequently adopt the parental mediation approach to media use will have positive outcomes from television viewing such as skepticism towards the content offered by television, will tend to exhibit low level of aggression as well as possessing better understanding of the sequence (plots) of the television contents. However, Nathanson, (1999, 2001) has cautioned that high level of restriction of the children may also be detrimental to children because such practices tends to impede children and teenagers freedom to interact with others through television programmes. This

caution by Nathanson is in recognition of the fact that one of the means for children's contact with others outside of the home is the medium of television. Also worthy of note is the observation of Livingstone and Helsper, (2008) which flows from a study they conducted that high awareness of and adoption of parental mediation practices does not, in all times; leads to reduction in exposure to risks in the new media environment.

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