

**CONSTRAINTS TO EFFECTIVE DIGITAL PARENTING BY  
THE NIGERIAN MOTHERS: A STUDY OF YOUNG MOTHERS  
FROM NNAMDI AZIKIWE UNIVERSITY, AWKA,  
ANAMBRA STATE.**

**Nwikipo, Mary Nneka (Ph.D)<sup>1</sup>; Anierobi, Elizabeth Ifeoma<sup>1</sup> & Okeke,  
Adeline Nkem (Ph.D)<sup>2</sup>**

<sup>1</sup>Department of Educational Foundations  
Nnamdi Azikiwe Foundations, Awka, Anambra State

<sup>2</sup>Department of General Studies  
Anambra State Polytechnic, Mgbakwu, Anambra State

**Abstract**

*Technology has impacted all human endeavours, both positively and negatively. Unfortunately, the root of human existence – family is one institution that has come under attack of the negativity of technology, particularly as it threatens the mother-child attachment that lays the foundation for child’s optimal development. The situation has become a global concern. However, little has been done to explore the factors which impede effective digital parenting by the Nigerian mothers. The present study explored those factors. It adopted the interpretive descriptive qualitative design. Interviews were employed in the data generation process. The study sample included 25 young mothers who are staff of Nnamdi Azikiwe University, Awka. Using thematic content analysis, the researchers reported factors such as mothers’ ignorance, communication gap, poor monitoring of children’s online activities, restriction and non application of parental codes, poor digital role modeling as contributors to mother’s poor digital parenting. The facts that emerged from the interviews afforded the researchers deepened understanding of factors which militate against the proper use of digital technologies by Nigerian mothers and why they have a challenge guiding their children’s digital life. This gap touches on the mother-child relationship which could lead to the long-term faulty development of the child. The researchers also gained the knowledge that children are not solely to be blamed for the unrestricted manner they use digital technologies and the negative effects of such exposure on them and the entire society. There are a lot that lay in the hands of mothers and indeed, every stakeholder in the socialization of children. Based on these findings, it was recommended that mothers should wake up to realities of the risks involved in allowing children absolute freedom to explore the world of technology, and therefore, get themselves*

*exposed to the content of good digital parenting education. It will enable them to be in control of their children's digital life.*

**Keywords:** Technology, Digital Life, Digital Parenting, Digital Parenting Education Mothers

### **Introduction**

The attachments forged in early childhood forecast an array of developmental outcomes. When infants develop healthy bonds and attachments to their parents or caregivers, it provides them with the platform to soar in their development. Children with healthy attachments tend to meet developmental milestones in cognitive functioning, fine and gross motor skills, language development, and visual development (Parenting Today Staff, 2011; Shahar-Maharik & Oppenheim, 2016). On the other hand, if the attachment was poor during early childhood, negative effects can be seen through poor social, coping, and problem solving skills, tantrums, clingy, withdrawn, or aggressive behaviours. Not only do these behaviors impact relationships, they can impact a child's capacity for learning as they age from the infancy stage, into early childhood, and beyond (Lewis-Morrarty, Degnan, Chronis-Tuscano, Henderson, Pine, and Fox, 2015; Newman, 2017).

Studies have shown that children bond more with the mother than with anyone else (Eswi & Khalil, 2012; Nwikpo, 2016; Güney & Uçar, 2019) and that mother-child attachment often precede the birth of the child. It is often believed that the level of maternal-fetal attachment a mother has to her child during pregnancy is a predictive measure to determine infant and toddler development. Previous studies found that mothers who report poor health practices during pregnancy often report poor quality of fetal attachment. The quality of maternal attachment during pregnancy may have long-term implications after the child is born, as mothers reported sadness, loss, and concerns for their child's future (Alhusen, Hayat, & Gross 2013; Newman, 2017).

Some authors saw the period a mother breastfeeds her child as a period of bonding and also a buffer against children's internalizing behaviour. According to them, breastfeeding has frequently been shown to provide protective effect for infants by its immunization ability, resulting in fewer incidents and shorter durations of acute respiratory infections and diarrhea. Breastfeeding promotes attachment relationships and lays foundation for good behaviour in later life (Jansen, Weerth, and Rikson-Walraven (2008); Liu, Leung, & Yang, (2013).

Mothers keep the home and the most regular contacts with the children while they grow and as a result, the behaviours, values and life attitude of children revolve on their experiences with mothers. Little wonder some scholars call the mother a “bridge to social life” (Anwuri, 2007; Nwikpo, 2016).

Social bonds, which start with mother-child attachment, affect children’s growth and development. Letourneau, Leung, Ntanda, Dewey, Deane, Giesbrecht & APrON Team (2019) describe maternal behavior as capable of influencing infant behavior. The intellectual, psychological and social competences of children are greatly affected when they lack social bonds. A child who lacks social bond will have little interest in even the capacity to form or maintain meaningful social relationship as he grows into adolescence (Harding, Jessica & Morris, Pamela & Hughes, Diane, 2015). If therefore, mother-child bonding lays the foundation for social bonds, it leaves no one in doubt that mothers influence the children’s intellectual, emotional, psychological and social competences and nurture relationships, more than anyone else.

Following this, a mother always seeks to create and transform the family environment into an exciting one that is positive and stimulating to impact on her children. She also works as an interposer to buff any threat which poses a challenge to the proper growth and development of her child. A mother gets anxious any time her “little baby” comes in contact with someone or something who has the tendencies to either create a gap, widen an existing gap and/or leave a crack between them. Little wonder the concern over children’s use of digital technologies. The worries of some of these mothers does not just start and end in their children’s use of technological devices but more because of the risk they run by the uncontrolled access to adult websites.

Today, technology has taken our lives by storm and digital media has become what our youths would call the “Koko.” The ways of doing almost everything have changed as a result of these technological innovations which have redefined the ways things are done. People’s lives changed and family equilibrium altered. Global existence is developed through communication, collaboration, and innovation- all of which are dependent on technology and digital media. Menten (undated) noted that the internet is now a global marketplace, a global workplace, and a global meeting point that provides a vast array of opportunities not only to learn about the world, but interact with the world. In the recent time, virtually all aspects of our lives have been shaped by digital technologies. We have been introduced into new culture which differs from what previous generations used to be. With all the different apps, games, and devices out there today, even the ways of raising a

child has become different from ways our own parents did it. Some of the new media include blogs, virtual reality, social media, online newspaper/magazines, digital games etc. Digital technology surrounds us and envelops us with its positives as well as negatives. Like a coin, digital technology has two sides; good and bad. Even if you are paying only scant attention to news stories which are now identified, written, photographed or video-recorded and then delivered through digital technology, there is a general awareness that this new world poses risks and challenges to the people who manage it and to those who use it. Today, our children are described as technologically savvy and the most sophisticated of any generation, with technology as familiar as a knife and fork to this group (Stamats, 2008 in Buzzard, Crittenden, Crittenden and McCarty, 2011). While we marvel at the technology, they consider it as the norm. Children live in an always-on, social, digital and connected world. Digital world is the only world they have ever known. Many of them see digital technologies as part of their culture, haven been born in households that already had them before their birth. This explains why children of today are referred to as digital natives, net generation etc (Jones and Shao, 2011). As Graafland (2018) observed, children are growing up with digital platforms such as Instagram, YouTube, Twitter, Snapchat etc, and know how to use a tablet before they are able to talk. David Koff (2018), in his '10 commandments to digital parenting calls them NetiZen. They sleep and wake up in the internet, using same to do quite a lot of activities which can be either self destructive or self-enhancing. Children in their tender ages are regular users of smartphones and tablet, so their early digital engagement poses new challenges to parent-child relationships and parental role.

Using the internet or devices to obtain information can lead to increased education opportunities, maintaining familial contact, and communicating with people we normally wouldn't have the chance to. However, there are some negatives to technology which, if attention to curb or at least curtail is not paid to, the next generation may be bereft of any value and ways of life that made on humans. Such negatives among others, include; growing detachment among members in the family and a disconnect between a child and his or her parent, teen flirtation, inordinate lifestyles etc. It is not healthy for children (toddlers, teens and adolescents) to be allowed absolute freedom to explore the world of technology. Children are exposed to the negative6y7s when their use of digital technologies are not supervised. As David Koff puts it, "It's very, very, very addictive, especially to young minds." He went further to mention brain damage, depression, loneliness, health problems as well as safety and sleep problems as some of the dark sides

of technology. He, however, observed that with a few common-sense changes to how parents understand and use technology, they can help their children in some beneficial ways. The implication of this, is that if parents get involved in their children's technology use, the negatives of digital technologies will be checkmated, otherwise they get consumed by the consequences of unreservedly embracing the spirit of digital age. Unfortunately, a lot of damages had been done in this regard and the situation puts them (children) in need of an urgent maternal intervention.

Mothers are caregivers and the closest to children (Nwikpo, 2016). This explained the interest of the researchers in studying the place of mothers in digital parenting. By mother's position in the lives of their children, they are expected to come handy in this task of protecting the children against dark sides of technology. Mothers are expected to help supervise, guide, and where occasion demands, out-rightly withdraw children's right to the usage of certain media devices. By so doing, they check the negative effects which technology might have on children's social, emotional, psychology, cognitive developments. If children's online activities are not monitored and guided, the traditional pattern of social interaction that offers them the opportunity to learn basic life skills such as social, communication, thinking and emotional skills may be lost. Again, there is the need to close the gap which threatens the ability of the children to acquire the rudiments of complex attitude, values, habits, and basic problem-solving skills. Another reason why mothers should learn the art of digital parenting is to be able to make the children focus on what is important and help them manage their time. Some children stay glued to the electronic screen for many hours. This has many health implications. Something needs to be done urgently to help these at-risk children and that thing which needs to be done is to parent them digitally.

Digital parenting is the upgrading from traditional parenting styles to adopt different styles to adopt different practices to regulate children's engagement with the internet and digital media. In digital parenting, a parent/guardian uses digital technology as a tool to mediate her children's digital life, with the aim of protecting them from online threats/risks which emanate from the proliferation of the internet. A digital parent therefore, is that parent who is armed with, and utilizes the digital tools and resources to make her child good a digital citizen. If a mother is a good digital parent, she is equipped with the knowledge and skills to help her child make proper use of technology. A good digital mother has the tips, tools and resources to help her confidently navigate the online with her child. A digital mother knows how to use the privacy and parental code settings on their devices to set restrictions on smartphones to make a big difference in how her child interacts with devices.

To be able to parent digitally, a parent needs to understand the world of digital technology well and equally be an experienced player in the game. This is necessitated by fact that nobody gives what he/she doesn't have. So the big questions are; how many mothers actually know about digital technology use and know how to talk to children about proper usage of them? How many mothers can turn off location services? How well do mothers who use tech devices even know enough to be digitally useful in navigating the online with their kids? All these and many more conditions pose a big challenge to the mothers of today whose children have become very sophisticated in the art of internet usage which they do without anybody monitoring and guiding them. When children's knowledge and use of digital media are compared with their mothers, findings show that most mothers carry smartphones about, yet do not know how to perform any other function with them aside making and receiving calls. Some cannot even forward a text message without assistance. Sometimes and quite ironically, it takes their children to render this assistance to them. Why is this so? The simple and honest answer is that mothers lack proficiency for optimal use of the devices. They lack the know-how to digitally interact with their children, and so find it difficult to educate and guide them. All these and many more conditions pose a big challenge to the mothers of today whose children have become very sophisticated in the art of internet usage which they explore without anybody form of supervision. Mothers seem to be so digitally helpless. No wonder, parents are referred to as digital immigrants while the children are the digital citizens! What parents should teach, the internet world has taken over and already over-teaching them. This development is quite worrisome. These researchers considered it critical to carry out a study on why mothers are failing in this important responsibility. It was against this backdrop that the researchers set out to empirically answer the question: what are the constraints to effective digital parenting by Nigerian mothers? On the strength of facts that emerged from the researchers' interaction with young mothers from Nnamdi Azikiwe University, Awka who served as sample of the study, the researchers were able to realize the need to expose mothers to the content of good digital parenting education, came to bear.

Taking the steps to become a good digital parent in order to establish the bond between the mother and her very young children (1-6years), can be very rewarding both to mother and the child. These researchers paid visits to some families who have little babies of about 1-3years and were excited to discover that even at those ages, the babies had become interested in the use of internet, just like every other person. As a matter of fact, we discovered it is more challenging to digitally parent them than their older siblings. This is

because, for every telephone call that came to their respective mothers, the babies struggled to be the one who should pick the call. The ones who could talk muttered an “eyoo (hello)” with an effort to take the phone closer to its ear, while those who do not talk also made similar effort of getting the phone to the ear. Yet again, the researchers got another exciting response from the babies. Anytime there was a move to take back the phones from them, they tried to resist and register their “no” with a cry. The last action of interest the researchers witnessed was that when the mother’s phone got to their hands, they clicked at the game corner unaided and began to watch. They know the names. They viewed television too. Even babies use digital technologies and media!

Consequent upon these discoveries, the researchers say, without any fear of contradiction, that technology is engrained into our modern lives and parents particularly mothers should device helpful ways of using the technology to benefit the child and the entire family. Finding a way to integrate your parenting life with digital devices in a balanced way can set a foundation for healthy family interactions with technology for years to come (Benedetto & Ingrassia, 2020).

But, however good this advice vis-à-vis encouragement might sound, how reasonable is it that the researchers expect mothers to give what they don’t have? How possible is it to turn mothers into good digital parents without exposing them to the content of good digital parenting education. Do mothers actually understand what that means and how to go about acquiring the skill? Do they know what good digital parents do to be in control of their children’s digital life? If they knew, are there not factors which won’t allow them? What are the constraints to effective digital parenting by the mothers? These researchers therefore set out to investigate what these constraints are and why they cannot be easily surmounted in our own part of the world-Nigeria. Before the researchers went to interview women on why they find it difficult to be in control of their children’s internet life, they downloaded and allowed the women read through what some professionals called “7 steps to good digital parenting and 10 commandments of good parenting by Stephen Balkam and David Koff respectively. It was at that point conversation between the researchers and participants commenced.

## **Method**

The study adopted a qualitative research of the interpretive description. Qualitative approach aims at contributing to a deeper understanding of human experiences and behavior, and the behavioural world of applied practice. This process also aims to improve the usefulness of findings by giving evidence for

practical action. Interpretive description, an alternative to the conventional qualitative approaches, can help in this regard by providing a better understanding of complex experimental clinical/ practical phenomena (Thorne, 2008).

The qualitative research approach is suitable for the present study which addressed mothers' poor digital parenting. It helped the researchers to describe and interpret participants' opinions on the factors which hinder good digital parenting skills in a setting which was convenient. In describing these experiences, we tried to gain understanding of directly expressed perspectives. In addition, the researchers explored the deeper meanings of the expressed perspectives of participants (Shaw, 2015).

#### Participants

Sample for this study were 25 middle-aged women who are workers of Nnamdi Azikiwe University, Awka. The researchers purposely sampled them from the university community given the fact that women in such environment were expected to be knowledgeable in the use of digital technologies and in the application of same in the discharge of their duties. They also use them for personal social interaction purposes. The essence of the study was explained to them, and they agreed to participate. All participants have children. They were assured of the confidentiality of the information obtained from them and that it would be used exclusively for research purposes.

#### Data Collection

The researchers collected qualitative information on mothers involving: knowledge of what good digital parenting skill are, Communication gap, monitoring of children, restriction and use of parental code, digital role model etc. Interviews were employed in the data generation process. Before interviews were conducted, interview point guides were developed and reviewed among the researchers. These point guides were used as guides and not as rules to the interview process. The researchers discussed ethics and mannerisms that have to do with interview. Before the commencement of the interview sessions, the researchers started with conversations to ensure that the interviewees were relaxed and not tensed up. This was to make them feel at liberty to engage in discussion. The conversations were also used to inform the participants about the purpose of the interview exercise.

The interviews were conducted to elicit the interviewees' opinions and to gather sufficient information regarding the constraints mothers have in digitally parenting their children and ways to assuage the negative influences that unmonitored access to digital technologies had left on children. This structure allowed both researchers and respondents to engage in productive

dialogue. The interviews took place in the participants' office environment and were individually conducted. The interviews lasted approximately 25 minutes for each participant during the participant's break time. The interview was audio-recorded and transcribed carefully in order not to leave out any respondent's experiences. This was to ensure the authenticity of the data collected.

By engaging in interviews and studying documentation, a naturalist approach to data collecting was achieved. Interview questions were structured from the Vodafone's 7 steps to good digital parenting which formed the basic standard of good digital parenting. The interview questions were determined in advance and evolved, as needed in the course of interview.

### **Data Analysis**

The researchers adopted interpretive and descriptive analyses in their data analysis. This approach enabled the researchers to make inferences at a deeper understanding of views that were expressed by the respondents while still remaining close to data.

Data were transcribed and examined thematically. The researchers read the transcripts over and over again and open coded, where they processed the information provided by the participants and identified relevant themes or categories that emerged. Then, the researchers took chunks of a statement or paragraph that fit together and developed relevant codes (Morris, 2014).

After open coding was applied, the researchers used axial coding to develop the relationships between these themes. However, the researchers used only the themes developed through open coding to present and discuss the result.

### **Results**

The results are presented in terms of themes that emerged from interview analyses with supporting quotations from interview transcripts. Discussions of themes were conducted in place. The themes identified were to address the research questions with specific themes emerging from analysis of the transcripts. The interviews resulted in 5 open codes, which included knowledge of digital parenting, place of communication as a skill,

### **Ignorance**

Knowledge is power and germane to problem-solving in every aspect of life. Until one knows, he/ she can't apply it. Participants identified ignorance as a factor impeding good digital parenting. Many of them confessed they heard about "Digital parenting" for the first time during the

course of the interview when the researchers mentioned it to them. The interview session with few of the Participants could not close at the scheduled time because the researchers had to take some time off the interview period to explain what digital parenting was.

Participant 7 asked, “So there’s another type of parenting i must do aside the one i learned from my mother?” if all mothers had been aware and applying the digital parenting style in trying to attack the many negative issues arisen from digital technologies and usage by their children, some level of remediation would have been achieved. This is the reason why these researchers not only sourced the guide, but decided to go into interaction with mothers whose young children use digital technologies to find out whether they know about such guide and how effectively they use such parenting style to monitor their children’s internet activities and/or curb the negative effect of digital technologies. To fight ignorance in order to properly guide the children, the researchers join Alegandro to call upon mothers to get off ignorance. Self-education is the first step for protecting children online. It’s incredibly important to understand the threat landscape today, and parents need to fully understand how these cyber threats transcend far beyond traditional computers and mobile devices (Alegandro, 2016)

### **Communication Gap**

Lack of regular conversation was one of the factors mentioned by the participants as militating against good digital parenting by mothers. Some attributed their inability to many factors. While some say the nature of their work doesn’t afford them the chance to regularly talk with the kids, some blamed it on their children, claiming their actions do not encourage them. They reported that the children would rather talk with their siblings or peers. No 15 participant made a startling comment when she quipped, “Has he finished chatting with his online peers for him to have my time? He sleeps with his phone!” Then, the researchers wondered aloud, why children who are still below adolescent age won’t talk to their mother but to others. Isn’t the mother failing in her role expectations? This factor worried the researchers more than any other factor, considering the very important place communication occupies in human life and development. The researchers’ sentiment agrees with Alegandro (2016) who observed that communication is key to understanding a child’s online habits. According to him and most unfortunately, the Consumer Security Risks Survey found that only a third (38 percent) of parents are regularly bringing the Internet into family conversations. Through these routine discussions, parents will gain additional insight into how today’s kids are using their smartphones, how computers are

being used in schools, and what settings children are using on their social media profiles. Alejandro went further to counsel that parents should not only talk with their children but also weave topics such as cyberbullying, sharing personal information online, and identifying spam email into these daily conversations around the dinner table. By doing so, kids are simultaneously disclosing information and learning best practices.

### **Monitoring of children online**

Study participants mentioned inability of mothers to monitor children's online activities as one factor which poses a challenge to good digital parenting. Many confessed that their children always have their devices under lock whenever they are not glued to them, making it impossible for them to monitor what has been going on therein. It was shocking to discover that only 3 out of 25 mothers who participated in the study knew their children's password. The researchers were told by one of the respondents that she feels better not knowing what he does as, according to her, ...."what I do not know will not kill me." This did not only smack of acute ignorance but stupidity which cost will, in future, yield regrettable dividend. It pains more to note that the smart phones which these children hide their activities in strong passwords from their mothers were actually bought and given them by their mother. The researchers strongly disapproves this unhealthy development. Their stand was supported by Koff (2018) who opined that when kids surf online, it should be together with family just as kids of the previous generations watched television together as a family which allowed adults to supervise what the kids watched. Koff advised parents thus: If you decide to allow your child to have and use a smartphone, just know that you're then also responsible for whatever that minor does with the smartphone, not just conceptually but legally. He went further to state that many states in America and UK will hold parents civilly liable for the abusive online actions of their children, and he left this advice to parents... "Give your children and yourselves the gift of human interaction."

To help you better prevent these kinds of behaviors, there are many number of applications you can install on your smartphones or computers to monitor online activity. Be upfront about it. Let your kids know you're watching what they do both for their own safety and for the safety of others. You no more want your kid to be cyber bullied or stalked by a creeper than you'd want to learn that your child is the one doing it. If you decide to allow your children to have and maintain social media accounts, inform them that you'll be following them on those platforms—and then actually do that. Failure to restrict, limit and/or apply parental controls

Not being able to restrict, limit or apply parental codes as and when need be, is a factor that impede good digital parenting and in turn, frustrate good development of Nigerian child. Upon interaction with participants in this study, it was discovered that some women don't have an idea what parental codes are, and even if they know about it, cannot appropriately make use of them. Some observed that applying the codes and accurately too, is an uphill task for them as they considered them complex. Some others think using them to restrict nor limit children as "interference" on their right to free association. Many of the respondents confessed that the only function they know phones perform is making and receiving calls and at most to chat with family members on Whatsapp. For those who said it was an interference and would rather keep hoping that their "good" children would naturally keep off dangerous locations and sites, the researchers reminded them that children are like yam tendrils who must be guided in the right direction they must go otherwise they get maladjusted and have faulty development. One danger in unchecked online lifestyle is the willingness with which children follow those they don't know, particularly the so-called celebrities who are ever ready to teach them free of charge. Hannah Katzen, a staff Assistant in Family Online Safety Institute who authored the 7 steps to good digital parenting gave this simple yet critical advice to parents... "Use Parental Controls. Set content and time limits on your kids' devices. Routinely check their online activities.

David Koff, on that same pedestal advised same restriction, he wrote...**Strongly Restrict What Your Children Do Online.** If you have children, I'm guessing you don't want them surfing porn on your home network. Ditto for their friends when they're visiting at your home. My advice is to make it impossible for that to happen. Free tools are available for you to filter your home Wi-Fi network, blocking any or all questionable websites.

#### Bad digital role model

To the research question on how the mothers themselves role play the digital life they expected to see in their children, knowing that what children see adults do impacts them more than what they hear from them. It was evident in their responses that the mothers themselves are not disciplined in their use of digital devices. Many cannot curb their own digital habits, do not know when to unplug neither are careful in their use of words both online or offline. Let your kids know that as you're watching what they do both for their own safety and for the safety of others, you are watching yours too.

Koff, in conclusion, advised parents that these same concepts are true for today's parents regarding technology, so they don't shy away from strict rules and guidelines. Limit the total time online or in front of a screen, don't

allow computer technology in the bedroom, and treat technology as a privilege.

### Conclusion

The study examined the factors impeding good digital parenting by Nigerian young mothers. Factors bordered on mothers' ignorance, communication gap, monitoring of children, restriction and application of parental control and digital role modeling. The facts that emerged from the interview afforded the researchers deepened understanding of factors which militate against the proper utilization of digital technologies by Nigerian children. We gained the knowledge that children are not solely to be blamed for the unrestricted manner they use digital technologies and the negative effects they have on their social development. There are a lot that lay on the hands of every stakeholder in the socialization of children.

### References

- Alhusen, J.L., Hayat, M.J., & Gross, D. (2013). A longitudinal study of maternal attachment and infant developmental outcomes. *Arch women's mental health*, 16, 521-529.
- Anwuri, A. (2007). Management of psychological problem of adolescents in some orphanages in south-west Nigeria. *Doctoral Dissertation*, Education Faculty, University of Lagos.
- Alegandro, A. (2016). A parental wake-up call: time to gain control of kid's online activities. Family Online Safety Institute. Balkam, S. (2015). Using digital technology as a parenting. Retrieved from <https://www.fosi.org/good-digital-parenting/parental-wake-call-time-gain-control-kids-online-activity>
- Balkam, S. (2015). 7 steps to good digital parenting. Retrieved from <https://www.fosi.org/good-digital-parenting/7-steps-good-digital-parenting>.
- Benini, S., & Murray, L. (2013). *Critically Evaluating Prensky in a Language Learning Context: The "Digital Natives/Immigrants Debate" and its Implications for CALL*. In L. Bradley & S. Thouësny (Eds.), 20 Years of EUROCALL: Learning from the Past, Looking to the Future. Proceedings of the 2013 EUROCALL Conference, Évora, Portugal (pp. 25-30). Dublin/Voillans: © Research-publishing.net.
- Benedetto, L & Ingrassia, M (2020). Digital Parenting: Raising and Protecting Children in Media World. DOI: 10.5772/intechopen.92579.
- Buzzard, C., Crittenden, V.L., Crittenden, W.F., & McCarty, P. (2011). The Use of Digital Technologies in the Classroom: A Teaching and

- Learning Perspective .*Journal of Marketing Education*, 33 (2), 131-139. <https://doi.org/10.1177/0273475311410845>.
- Eswi, A., & Khalil, A. (2012). Prenatal Attachment and Fetal Health Locus of Control among Low Risk and High Risk Pregnant Women: Higher Education Academy. Retrieved from <http://oro.open.ac.uk/3001>.
- Harding, Jessica & Morris, Pamela & Hughes, Diane. (2015). The Relationship Between Maternal Education and Children's Academic Outcomes: A Theoretical Framework. *Journal of Marriage and Family*. 77. 10.1111/jomf.12156.
- Katzen, H. (2015). Good Digital Parenting. Family Online Safety Institute. Retrieved from <https://www.fosi.org/good-digital-parenting/what-exactly-good-digital-parenting>.
- Koff, D. (2018). Ten commandments of good digital parenting: Setting house rules for tech can keep the focus on what is really important. Retrieved from <https://medium.com/s/story/the-ten-commandments-of-digital-parenting-82c354f64469>.
- Letourneau, N., Leung, B., Ntanda, H., Dewey, D., Deane, A. J., Giesbrecht, G. F., & APrON Team (2019). Maternal and paternal perinatal depressive symptoms associate with 2- and 3-year-old children's behaviour: findings from the APrON longitudinal study. *BMC pediatrics*, 19(1), 435. <https://doi.org/10.1186/s12887-019-1775-1>
- Lewis-Morrarty, E., Degnan, K.A., Chronis-Tuscano, A., Henderson, H.A., Pine, P.S., and Fox, N.A. (2015). Infant attachment security and early childhood behavioral inhibition interact to predict adolescent social anxiety symptoms. *Child development*, 86(2), 598-613.
- Menten, A. (undated). Five ways to use technology and digital media for global learning. Centre for Global Education. Retrieved from [asia.society.org/education/five-ways-use-technology-and-digital-media-global-learning](http://asia.society.org/education/five-ways-use-technology-and-digital-media-global-learning). Downloaded on 11/4/20
- Morris, T. (2014). Practice informed research methods for social workers. Kindle fire version. Retrieved from [amazon.com](http://amazon.com).
- Newman, Ashiko E. (2017). Poor attachment and the socioemotional effects during early childhood. *Electronic Theses, Projects, and Dissertations*. 554. <https://scholarworks.lib.csusb.edu/etd/554>.
- Nwikpo, M.N. (2016). Maternal educational attainment levels on the psychosocial adjustments and academic achievement of adolescents in Anambra State, Nigeria. *Doctoral dissertation*, Education faculty, Nnamdi Azikiwe University, Awka.

- Nwikpo, M. N. & Ebenebe, R. C. (2014). Differential peer-group affiliations: Influence on academic achievement of adolescents in Delta State. *Journal of Educational Psychology*. 8 (1) 135-142.
- Nwokolo, C., Anyamene, A. & Anayachebelu, E. (2006). Parental involvement as a strategy for prevention and remediation of problem behaviour among primary school children. *Journal of Educational Psychology*. 2 (1) 132-137.
- Parenting Today Staff. (2011). General developmental sequence toddler through preschool. Retrieved from <https://childdevelopmentinfo.com/authors/parenting-today-staff/#gs.k4fpsj>.
- Posada, German & Kaloustian, Garene & Richmond, Melissa & Moreno, Amanda. (2008). Maternal secure base support and preschoolers' secure base behavior in natural environments. *Attachment & human development*. 9. 393-411. 10.1080/14616730701712316.
- Shahar-Maharik, T. & Oppenheim, David. (2016). Attachment. *Encyclopedia of Medical Health*. 10.1016/B978-0-12-397045-9.00228-7. Retrieved from <https://www.researchgate.net/publication/301662475>.
- Sharabi, Liesel L., David J. Roache, and Kimberly B. Pusateri. 2015. Parental uncertainty and information seeking on Facebook. *In Family Communication in the Age of Digital and Social Media*. Edited by Carol J. Bruess. New York: Peter Lang Publishers, pp. 383–407. ISBN 978-1433127458.
- Shaw, M.(2015).Characterizing readiness for advance care planning: An interpretive descriptive study in supportive living (Masters' thesis. University of Calgary, Calgary, Alberta). Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/28329800>.