

THE EXTENT TO WHICH PARENTS OF TEENAGERS IN JORDAN USE AUTHORITARIAN MEDIATION PATTERNS IN MANAGING THEIR CHILDREN IN THE DIGITAL WORLD

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Abstract: The study aims to measure the extent to which parents of adolescents in Jordan use organizational (authoritarian) parental mediation strategies such as traditional and technical restrictions or monitoring to integrate their children in the digital world. The study used the descriptive and analytical approach, through an intentional core sample of 469 items, through the application of a measure of the use of teenage parents in Jordan to patterns of authoritarian mediation in the digital world. The data were processed statistically, depending on the Statistical Package for social science. Parents use authoritarian regulatory mediation in a moderate degree overall, as parents use traditional and technical restraints mediation to a moderate degree, but the first type is more used than the second, and monitoring is used by parents to a large extent, there are differences in the use of authoritarian mediation between males and females in favor of females, between ages in favor of the youngest, and between income levels in favor of lower-income groups, while there are no differences in results due to the difference in educational level. Conclusion, from the foregoing, it can be concluded that parents use authoritarian mediation strategies to integrate their teenage children into the digital world, which requires educating parents about the side effects of this in adolescence specifically, and urging them to use democratic patterns instead of authoritarianism or a balance between them so that they can help their children to integrate into the digital world safely.

Keywords: parental awareness, digital world, parental mediation, authoritarian mediation, teens.

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THE PROBLEM AND FRAMEWORK OF THE STUDY

INTRODUCTION

Today, no one denies that what is described as the digital revolution sweeping the facilities of life with its physical, organizational and social dimensions, has led to a comprehensive change in the human perspective in the same way that the industrial revolution in the past changed the face of the world. It has become certain that people who use the services available in the digital world are slowly changing their lifestyle habits and becoming members of the growing information society (Alcolea-Díaz, Reig, Mancinas-Chávez, 2020). This world is characterized

by several characteristics that are due to the advantages of digital means, namely speed, accuracy, approximation of distances and the abolition of borders. (Khalfalawi, 2017).

With the tremendous development in the digital environment, the human being has an urgent need to possess basic digital knowledge, that is, the skill of using technology, communication tools and digital networks, to access information, evaluate it, use it and master the skill of its production. The individual needs to understand and use the means of communication and digital media, in a critical and conscious manner, aware of the technologies they use, and the effects they leave. He is able to read, analyze, evaluate and produce communication through a variety of media forms, such as social media (Li, Wang & Yu, 2017). Just as the amazing changes that are taking place at the digital level have benefits, there are corresponding risks (al-Aifa, 2017), not the least of which is digital addiction, which has become no less dangerous than pathological addiction to smoking or drugs (Farfour, 2016).

The impact of digital media, which is based on user-generated content and interactions among them, on the adolescent segment has become particularly large and dangerous (Alcolea-Díaz, Reig, Mancinas-Chávez, 2020), as this generation grows in the embrace of this technology and spends most of its waking times daily with it. During the closure of the Covid-19 pandemic, the risks to adolescents increased, according to the United Nations Children's Fund (*UNICEF*) announced, This prompted Jordanian civil society organizations to launch a campaign to protect adolescents from the dangers of social networking sites and electronic games, and the Electronic Crimes Unit in the Jordanian Public Security has warned of a long list of dangers in the digital world, many of which are related to teenagers such as the dangers of some video games, and websites are still Porn is available to the public in Jordan unless they pay the service providers a fee to block it.

Thus, the digital world has two faces, one is full of opportunities and the other is full of risks, and it requires individuals in general and the younger generation in particular to possess basic digital skills that enable access to content, understanding it, sorting, evaluating and producing it, in order to take advantage of opportunities and avoid risks. Therefore, it has become important to establish media education To achieve this goal (Qamqani, 2017).

Young people are supposed to learn media education at home first and then in school secondly, which places great responsibility on parents. (Chiong & Shuler, 2010) studies of "Parental Mediation" dealt with how parents manage their children's integration in the digital world through many ways such as regulation (restrictions, control and direct supervision) or support (active, remote mediation and participation). (Warren, 2001), Authoritarian regulatory mediation is characterized by the use of restrictions, control and direct supervision, which are methods - despite their spread - that carry many negatives, especially when used alone and with adolescents in particular, who seek to achieve themselves and independence from their families as a major part of the features of the developmental changes that they experience at this stage, which It causes a clash between parents and their children, which leads to the failure of mediation between children and parents to achieve its goals of integrating them safely in the digital world, facilitating their tasks, enhancing their confidence and positive self-discipline that stimulates organization and production.

PROBLEM STUDY

Education begins with the family, as it helps in the formation of the child's personality, personality, beliefs and values. The parents take care of the child and teach him his religion, language, concepts of love, customs, traditions, and behavior. (Blagmas, 2016), before school comes, introduces the child to other races, cultures, and religions, and the rules of society.

And the media stormed the field of education, forming the minds, attitudes, feelings and behaviors of young people (al-Zubaidi & al-'Ubaydi, 2015), and it is assumed that this role should be played by both the family and the school, to give the child the ability to research, investigation, critical and creative thinking, and to achieve this, media education must be included in the curricula. study as a separate subject or as concepts in the current subjects, For parents to play the same role at home to integrate their children into the digital world so that they can gain the ability to navigate this world safely. The benefits of technology and in return protecting them from its evils (al-Sa'idi & Daif, 2015), by developing their self-motivation to organize and protect themselves.

And raising parents' awareness of media education and increasing their ability to use parental mediation strategies is weak in the world in general, and Jordan is among them (Anderson, 2018). It can be explained that there is a problem in the mediation of parents for their teenage children in the digital world, Accordingly, the researcher tries, through this study, to identify the patterns of authoritarian parental mediation used in Jordan and the extent to which each is practiced to reach a better understanding of the reasons that limit the effectiveness of parental management for their adolescent children in the digital world.

QUESTIONS STUDY

1. To what extent are parental (authoritarian) organizational mediation patterns used in the digital world in Jordan?
2. What is the relationship of the patterns of authoritarian parenting mediation in the digital world used in Jordan with demographic variables (gender, age, education level, income level)

OBJECTIVES OF THE STUDY

1. Measuring the use of parental (authoritarian) organizational mediation patterns in the digital world in Jordan?
2. Identifying the relationship between the patterns of authoritarian parenting mediation in the digital world used in Jordan and the demographic variables (gender, age, education level, income level).

IMPORTANCE OF STUDY

1. Society's need to find a theoretical framework for how parents of adolescents manage their children's integration in the digital world to take advantage of its opportunities and avoid its risks.

2. It provides an idea of the extent of the prevalence of mediation by the authoritarian organization in Jordanian society among parents of adolescents
3. Provides a measure of authoritarian parenting mediation patterns

LIMITATION OF STUDY

Objective limit:	It was limited to the authoritarian parental mediation patterns of their Jordanian teenage children in the digital world
Spatial limit:	Limited to (Jordan)
Time limit:	During the academic year 2020/2021
Human Limit:	Parents of Jordanian teenagers (from 13 to 17 years old)

TERMINOLOGY OF STUDY

Parents:

A mother or father by blood (kinship) or adoption has a teenage child from 13 to 17 years old

Adolescents:

It is a transitional stage of an individual's development in the middle of childhood and the completion of manhood or femininity, and it is determined in this study from 13 to 17 years.

The digital world:

It is the environment in which digital devices exist and through which individuals communicate online through Internet-connected programs without the barriers of time and place, and they consume content that affects the formation of their beliefs, values, attitudes, knowledge, behaviors, and patterns of daily life.

Authoritarian Parental Mediation in the Digital World:

The firm regulatory management that parents use to safely integrate their children into the digital world through restrictions, control, and direct supervision.

THEORETICAL LITERATURE

The problem of children's exposure to a torrent of digital content without controls lies in their transformation into consumers who respond "automatically" in an unconscious way to the messages they receive regardless of their content or the purpose of their transmission. Discussion (Rahmani, 2014). Here the responsibility of parents lies. They are required to acquire for themselves and to develop in their children a set of skills in order to obtain, understand, adapt, generate, store and present information in order to analyze issues and make decisions. (al-Sa'idi et al., 2015). Therefore, parents' awareness of the importance of media and

information education must be enhanced and encouraged to adopt parental mediation strategies based on it in the family as an entry point for their children to acquire the basics of media and information.

The stage of adolescence is one of the most dangerous stages of an individual's life, due to the physical, mental, psychological and social developmental changes and the accompanying state of self and external conflict (Phinney, 1993), in which the adolescent moves from submission to parents and dependence on them to forming a sense of self-responsibility and reaching a mature individual for him. He has rights, he has duties, he knows where he is going and what he wants to reach, and from here comes the role of parents in facilitating the adolescent's fulfillment of the requirements of the transition and helping him in programming the project of the future of his life that he loves, and not standing in the way of his desires and obstructing them (Yurgelun-Todd, 2007).

Communication scholars define "parental mediation", i.e. parents' management of interactions between them and their children in relation to the use of devices in the digital world (internet, social media and games, video games, etc.). (Vygotsky, 1986), Parental mediation can also be defined as strategies adopted by parents to provide children with the opportunities and risks of the digital world until they become qualified users of it. Parental mediation is divided into three main categories: active democracy that relies on support, i.e. help with self-regulation, direction, use and shared interpretation, authoritarianism that relies on control and limitations, and reversible with harmful outcomes such as inconsistency and complete indifference (Huovinen, 2007).

The importance of qualifying caregivers in the field of media and information education lies in changing the traditional, supervisory and restrictive authoritarian role to a democratic one that depends on active learning and self-regulation of the child and avoiding harmful reverse mediation, with the aim of replacing education with education, in the sense of encouraging the new generation to self-aware, informed and continuous learning and criticism of what they have learned. Developing their knowledge and skills, demolishing and building knowledge and skills, and mechanisms for dealing with risks, facing problems, and maintaining trust, transparency and disclosure in the family.

But most of the caregivers in the world focus in their mediation strategies on controlling and restrictive patterns, direct or technical, while ignoring the methods that are consistent with promoting self-regulation, confidence and the internal motivation of the individual towards taking advantage of opportunities on the one hand and avoiding risks on the other hand. (Plagmas, 2016).

It is unfortunate that what is happening in the family of a continuous battle between parents and children often results in negative results, including depriving children of the opportunity to fully integrate and benefit from sources of information and social communication, or what can be called the new third millennium skills or knowledge age skills, and enhances the risks of losing confidence. Family transparency is under the scrutiny of control, order, prohibition and prevention, without awareness, understanding and persuasion. (Singh, Amiri & Sabbarwal, 2017)

The types of mediation organization (authoritarian) are divided into:

A- Restrictive mediation: applying strict rules about how adolescents are exposed to the Internet

Strategies include:

- Access restrictions: regulation of time (eg specific hours), location (eg outside the bedroom) and behavior (eg asking permission) to use the Internet (agreed, not agreed, technical).
 - Interaction restrictions: prohibiting or restricting contact with others (eg the use of social media, chatting, email, group games, accepting anonymous friendships, etc.), (agreed, disagreed, technical)
 - Content Restrictions: Ban or restrict specific content (eg 18+ content) that the adolescent may access (secret, public, agreed, non-consensual, and technical)
 - Agreed upon: After negotiating with the teenager
 - Not Agreed: Without negotiating with the teenager
 - *Technical: Using technical means such as a service from the Internet provider or installing or using filtering software.
 - *Secretly: Unbeknownst to the teenager
 - *Publicly: with the knowledge of the teenager
- B. Monitoring and direct supervision: Tracking the adolescent's online behavior to prevent access to specific content (eg, checking a child's activities after using the internet, either secretly "spying" or publicly), angering the child, and/or threatening punishment if he does not comply with orders. and direct supervision of independent digital media use while closely monitoring children's activities (eg, while a parent is nearby).

METHODOLOGY

The research depends on the descriptive analytical approach to describe the problem accurately and analyze the relationships between its parties. The study community includes parents of adolescents from 13 to 17 years old who reside on the land of the Hashemite Kingdom of Jordan and their number is about six hundred thousand (Statistical Report for the academic year 2018/2019, Ministry of Education) As for the exploratory study sample, it consisted of (30) singles (father and mother), with the aim of ensuring the validity and reliability of the study tools, and their suitability for the sample members, while the basic study sample consisted of (469) singles (father or mother) residing in Jordan. Choosing it in an intentional (non-probabilistic) manner, about half of them are males and the other half are females. The study took into account the ability of the respondents to deal with google forms, and the scale of the extent to which parents of adolescents in Jordan use the mediation patterns of (authoritarian) organization was applied to integrate their children into the digital world prepared by the researcher, on the sample.

Study tools:

After the researcher reviewed the educational literature and previous studies that dealt with the issue of fathers' mediation for their teenage children in the digital world, and similar measures, especially those derived from the European Union's Global Kids Online Survey 2020, edition, he prepared a scale to measure the extent to which fathers of teens in Jordan use organizational mediation patterns (authoritarian) to integrate their children into the digital world, and formulated procedural definitions for each of: the digital world, parental mediation, restrictive mediation, technical mediation, monitoring, and identified the main scale axes, which included three axes, restrictive mediation 5 items, technical mediation 5 items, and monitoring 5 items, with a total of 15 paragraphs.

The questionnaire was corrected on a five-point Likert scale from 1 to 5, (1-20)% strongly disagree, (21-40)% disagree, (41-60%) neutral, (61-80%) agree, (81-100)% Strongly Agree.

The validity of the scale was confirmed by presenting it in its preliminary form to 10 arbitrators. Among the arbitrators, it reached 85%, and the scale was modified in light of the arbitrators' written or oral observations, and accordingly, it can be said that the scale is appropriate and bears truth. As for the internal consistency, the validity of the internal consistency of the study tool was verified by calculating the correlation coefficient (Pearson Correlation) in the exploratory sample consisting of (30) individuals, which were not included in the basic sample. As a whole, as shown in Tables (1) below:

Table (1) Correlation coefficients of parents' awareness of mediation patterns between their young children and the digital world

Restrictive Mediation			Technical Mediation			Monitoring		
number	Correlation coefficient with the dimension to which it belongs	Correlation coefficient with the tool as a whole	number	Correlation coefficient with the dimension to which it belongs	Correlation coefficient with the tool as a whole	number	Correlation coefficient with the dimension to which it belongs	Correlation coefficient with the tool as a whole
1	0.822**	0.759**	1	0.851**	0.709**	1	0.785**	.538**
2	0.817**	0.727**	2	0.850**	0.720**	2	0.805**	.594**
3	0.837**	0.759**	3	0.837**	0.702**	3	0.801**	.622**
4	0.807**	0.730**	4	0.857**	0.720**	4	0.812**	.625**
5	0.834**	0.745**	5	0.831**	0.708**	5	0.774**	.590**

It is clear from the above tables that all correlation coefficients were statistically significant, whether between the phrase and the dimension to which it belongs, or between the phrase and the tool as a whole, which indicates the internal consistency between the statements and that they are structurally true, and valid for application.

As for the stability of the scale, the stability was calculated by calculating the Chronbach Alpha coefficient as shown in the tables (2) below. It is clear that all values of Cronbach's alpha coefficient were greater than (0.70), which indicates the reliability of the research tools.

Table (2) Cronbach's alpha coefficient

	Variable	number of paragraphs	Cronbach's coefficient alpha
1.	Restrictive Mediation	5	0.881
2.	technical mediation	5	0.900

3.	Watching	5	0.855
	Total	15	0.919

RESULTS

In order to answer the first question of the research questions, which states, “What is the extent of the use of parental organization mediation patterns (authoritarian) in the digital world in Jordan?” In Jordan, in the digital world of restrictive mediation, technical mediation, surveillance, and the axis of regulation mediation (authoritarian) as a whole.

Restrictive Mediation:

	Restrictive mediation	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Sum	Arithmetic mean	Standard deviation	Rank	Rating
1	My son can use the phone camera after informing me	30	97	121	108	113	469	3.38	1.232	1	medium
2	My son can download movies or videos after consulting me	28	104	142	105	90	469	3.38	1.232	1	medium
3	My son can watch videos with my permission	35	100	142	78	114	469	3.27	1.176	4	medium
4	My son can play with others after I allow it	29	101	154	101	84	469	3.29	1.253	3	medium
5	My son can take some time to relax during my stay	30	108	132	87	112	469	3.23	1.159	5	medium
	The restrictive mediation scale as a whole							3.2947	0.99824		medium

Technical mediation

Table (4) The mean and standard deviation of the technical median

	Technical mediation	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Sum	Arithmetic mean	Standard deviation	Rank	Rating
1	Use methods to block or filter some types of websites on my son's devices	40	165	91	109	64	469	2.98	1.214	2	medium
2	Use ways to track the websites or apps my son visits	42	157	106	101	63	469	2.97	1.203	3	medium
3	I filter the private apps my son can download	41	157	111	110	50	469	2.94	1.160	4	medium
4	I get an alert when my son wants to buy some content (in-site purchase, app, game, etc.)	38	156	102	83	90	469	3.07	1.265	1	medium
5	Use software to block unwanted promotional ads on my son's devices	42	167	109	99	52	469	2.90	1.167	5	medium
	Technical mediation as a whole							2.9710	1.01586		medium

Watching

Table (5) is the mean and standard deviation of the observation

	Watching	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Sum	Arithmetic mean	Standard deviation	Rank	Rating
1	Check my son's friends or contacts/favorites/social media accounts	21	50	140	119	139	469	3.65	1.142	5	large

2	Check my son's emails or any other app to communicate with others	19	51	124	125	150	469	3.72	1.143	1	large
3	I check the websites my son visited	26	43	123	136	141	469	3.69	1.155	3	large
4	Checking out the apps my son has downloaded	26	45	112	142	144	469	3.71	1.161	2	large
5	I monitor my son's online purchases	19	50	133	125	142	469	3.68	1.132	4	large
	Monitoring scale as a whole							3.6900	0.91212		large

The axis of mediation of the (authoritarian) organization as a whole

Table (6) The arithmetic mean and standard deviation of the mediation axis of the (authoritarian) organization as a whole

The axis of mediation of the (authoritarian) organization as a whole	Arithmetic mean	Standard deviation	Rating
	3.3186	0.81295	medium

To answer the second question of the research questions, which states, “What is the relationship of the patterns of authoritarian parenting mediation in the digital world used in Jordan with demographic variables (gender, age, education level, income level)?”, we will review the statistical differences in the variables of gender, age, education level income level.

First: the statistical differences in the sex variable

To measure the statistical differences between the gender of the respondents and the study variables, the T-test was used

Table (7) (Test-T) to measure the differences between the gender of respondents and the use of organizational mediation (authoritarian)

variable	sex	number	Arithmetic mean	Standard deviation	t value	degree of freedom df	Sig.	Indication level
The axis of mediation of the (authoritarian) organization as a whole	Father	220	3.2221	0.79831	2.441-	466	0.015	Significant
	Mother	249	3.4051	0.81920				

The results of the t-test show that there are statistically significant differences at the significance level ($\alpha = 0.05$) between males and females in favor of female fathers.

Second: Statistical differences in the age variable

To identify the differences at the age level, the one-way ANOVA was used, as shown in Table.(8)

Table (8) results of the analysis of variance ANOVA between the averages and the use of mediation of regulation (authoritarian) according to the difference of age

authoritarian	variance	sum of squares	degree of freedom Df	average sum of squares	F . value	Sig.
	between	9.423	3	3.141	4.871	0.002
	within groups	299.870	465	0.645		
	Total	309.293	468			

We note from the table that there are statistically significant differences at the significance level ($\alpha = 0.05$) between age groups in the mediation of (authoritarian) regulation.

Table (9) LSD post-comparison test for age groups in authoritarian mediation

age	number	arithmetic mean	age omparison Sig		
<40	123	3.4764	<40	41-50	0.195
41-50	174	3.3536		51-60	0.017
51-60	131	3.2356		>60	0.000
>60	41	2.9610	41-50	<40	0.195
المجموع	469	3.3186		51-60	0.205
				>60	0.005
			51-60	<40	0.017
				41-50	0.205
				>60	0.057
			>60	<40	0.000
				41-50	0.005
				51-60	0.057

We note from the table that there are statistically significant differences at the level of significance ($\alpha = 0.05$) between the age group less than 40 and the two age groups 51-60 and greater than 60 in favor of the younger ones, and there are differences between the age group from 41-50 and the age group greater than 60 in favor of the youngest.

Third: Statistical differences in the educational level variable

To identify the differences in the educational level variable, one way ANOVA was used, as shown in Table (10).

Table (10) results of the analysis of variance (ANOVA) between the averages of the use of organizational mediation (authoritarian) according to the different level of education

authoritarian	variance	sum of squares	degree of freedom Df	average sum of squares	F . value	Sig.
	between groups	0.239	3	0.080	0.120	0.949
	within groups	309.054	465	0.665		
	Total	309.293	468			

We note from the table that there are no statistically significant differences at the significance level ($\alpha = 0.05$) between the level of education in the mediation of authoritarian organization.

Fourth: Statistical differences in the family income level variable

To identify the differences in the family income level variable, one way ANOVA was used, as shown in Table (11)

Table (11) Results of the analysis of variance ANOVA between the averages of the use of organizational mediation (authoritarian) according to the difference in the level of family income

authoritarian	variance	sum of squares	degree of freedom Df	average sum of squares	F . value	Sig.
	between groups	5.117	2	2.559	3.920	0.021
	within groups	304.176	466	0.653		
	Total	309.293	468			

We note from the table that there are biologically significant differences at the significance level ($\alpha = 0.05$) between the family income groups in the mediation of the authoritarian organization, and to determine the significance of the differences between the income groups, the LSD test was used to detect the source of the differences.

Table (12) LSD post-comparison test to compare household income categories

Incomenumber	Arithmetic	Comparison of income level	Sig.	
<400	106	3.3050		
400-	239	3.4078		
>1000	124	3.1581		
المجموع	469	3.3186		
		<400	400-1000	0.276
			>1000	0.170
		400-1000	<400	0.276
			>1000	0.005
		>1000	<400	0.170
			400-1000	0.005

We note from the table that there are statistically significant differences at the significance level ($\alpha = 0.05$) between the level of 400-1000 and more than 1000 in favor of the lower income level.

DISCUSSION AND RECOMMENDATIONS

The answer to the first question of the research questions, which states, "What is the extent of the use of parental organization mediation patterns (authoritarian) in the digital world in Jordan?" Parents use this spectrum of mediation strategies to a medium degree overall, which can be explained by the fact that these patterns are common, especially that the average (3.32 out of 5) is almost very close to a large degree, which is consistent with studies that found this pattern common in the world in general as a study (Wisniewski, Ghosh, Xu, Rosson, & Carroll, 2017), and the results revealed with regard to restrictive mediation that fathers use this type to a moderate degree, and they use technical mediation to a moderate degree as well, but it is less than the use of traditional restraints, and monitoring is used by fathers to a large extent.

The answer to the second question of the research questions, which states, "What is the relationship of authoritarian parenting mediation patterns in the digital world used in Jordan with demographic variables (gender, age, education level, income level)?" There are differences between males and females in favor of female fathers, which means That mothers use more restrictions, whether temporal or spatial, or access or content restrictions, which is consistent in this aspect with the study (Ahmed, 2014), and differs with what was concluded by the study (Al-Assal, 2016), and there are differences between age groups, in favor of the younger ones. , which means that the more parents get older, the more flexible or tolerant they are, or they adopt democratic patterns in the mediation of their adolescent children in the digital world, and this result in this aspect is consistent with the study (Livingstone et al., 2017), and the study found

differences in the level of Income, in favor of the lowest income level, meaning that the lowest income is more likely to use restrictive patterns, which is consistent with what was concluded by (Shaji, & Sebastian, 2020) and (Ahmed, 2014) studies. There were no differences between the sample members due to the different educational level. , and the result agrees in H This aspect with what the study concluded (Ahmed, 2014)

Recommendations

1. Educating parents in Jordanian society about the importance of not relying on authoritarian patterns in integrating their teenage children into the digital world, and using democratic patterns instead or in a balanced manner that achieves protection and support.
2. Adopting systematic training of fathers to hone their skills in parental mediation so that their convictions can change in favor of using reliable strategies for the care and integration of adolescents without negative side effects.
3. Urging the Ministry of Education to integrate media education into the school curricula independently and within all other disciplines of knowledge, and to adopt the awareness of students' parents about it.
4. Urging civil society organizations such as child protection and rehabilitation institutions to adopt the demand to adopt media education and train parents in the fields of parental mediation in the digital world to spread democratic patterns and limit the spread of the use of authoritarian strategies.

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