

Adaptation of the Questionnaire Parental Mediation Of Children's Media Activity by G. Nimrod, D. Lemish, N. Elias on a Russian Sample of Parents of Older Preschoolers

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The issue of digitization of modern childhood is attracting increasing attention from researchers. Literature analysis has shown that many authors consider the strategies through which adults regulate and mediate the influence of digital devices and various media products on children as the most adequate parameter for studying parental mediation of children's media activity. However, there are not many tools available for studying this phenomenon and they are more common in English-language literature. The task was to adapt the questionnaire "Parental Mediation of Children's Media Activity" by G. Nimrod, D. Lemish, and N. Elias, for the Russian-speaking sample. The study involved 322 parents of children in the upper preschool age group attending kindergartens in large and small cities (average age of parents was 28,5 years, including 237 women and 85 men). The study showed that the adapted Russian-language questionnaire differs from the original in its factor structure and consists of 12 statements and three scales: restrictive mediation strategy, instructive mediation strategy, and co-use. The Russian-language questionnaire demonstrates test-retest reliability, internal consistency, construct, and convergent validity, and can be used to study parental mediation and assess children's media activity for the Russian-speaking sample.

Keywords: digital devices; parental mediation of children's media activity; questionnaire adaptation; reliability; validity.

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Проблема цифровизации современного детства все больше привлекает внимание исследователей. Анализ литературы показал, что наиболее адекватным параметром для изучения родительского посредничества детской медиаактивности многие авторы считают стратегии, с помощью которых взрослый регулирует и опосредует влияние цифровых устройств и различных медиапродуктов на ребенка. При этом инструментов для изучения этого явления не много, и они встречаются чаще всего в англоязычной литературе. Была поставлена задача адаптировать для русскоязычной выборки опросник «Родительское посредничество детской медиаактивности» Г. Нимрод, Д. Лемиш, Н. Элиас. В исследовании приняли участие 322 родителя детей старшего дошкольного возраста, посещающие детские сады крупных и малых городов. Исследование показало, что адаптированный русскоязычный опросник отличается от оригинального по своей факторной структуре и состоит из 12 утверждений и трех шкал – ограничительной стратегии посредничества, инструктивной стратегии посредничества и совместного использования. Русскоязычный опросник обладает тест-ретестовой надежностью, внутренней согласованностью, конструктивной и конвергентной валидностью и может быть использован для изучения родительского посредничества и оценки детской медиаактивности для русскоязычной выборки.

Ключевые слова: цифровые устройства; дошкольная медиаактивность; родительское посредничество детской медиаактивности; адаптация опросника; надежность; валидность.

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Introduction

The processes of computerization and informatization of practically all spheres of society lead to broad technological and social consequences, relationships between people are transformed, in particular, between parents and children, adult and child, child and child.

Modern researchers are actively creating and developing the concept of digital socialization and a new social and cultural psychological phenomenon – the digital childhood as a special historical type of childhood [9; 10; 14]. Foreign authors increasingly talk about the "mediatization" of childhood – the penetration of media into all aspects and levels of children's life [20; 25].

The role of the adult in the use of digital devices by the child, in his or her media activity becomes the subject of an increasing number of domestic and foreign studies [2; 3; 4; 7; 7; 13; 16; 17; 31].

A particularly relevant area of research on this issue is the study of parental mediation of children's media activity. In the framework of our study, parental mediation of children's media activity (or mediation) is understood as the organization of parents' interaction of a child with media content through any digital device [26; 30]. It is an educational impact that targets the sphere of media products and digital devices and mediates the influence of media content on the child [26; 29]. It refers to the parent's educational influence in the context of the use of digital devices, such as limiting the child's use of digital devices, discussing various media content together, etc. Mediation is applied to a wide range of digital devices: TV, computers, smartphones, tablets, etc. This line of research allows to directly study the issues of how the adult regulates and mediates the influence of digital devices and various media products on the child and his/her development [7; 12; 13; 30].

Four main strategies are most commonly identified in research: restrictive, instructive (active), co-use, and supervisory strategies [12; 19; 27; 28].

The restrictive strategy is related to the application of parental restrictions on the time and content of digital device use. This leads to the introduction of certain rules in the child's use of digital devices.

Instructive (active) strategy involves discussing the content of media products with children, such as instructive and evaluative conversations. In this way, parents help the child to understand the media content and relate it to real-life experiences.

The co-use strategy involves "silently" watching various media products or video games together with the child. There is no additional interaction or discussion of what is happening on the screen.

The supervision strategy involves parental observation of the child's use of digital devices without

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engaging in their activities [15; 19; 27]. In addition, it is emphasized that when parents observe their child's media activity, they still resort to other strategies such as restrictive, active, or co-use [16; 18].

According to researchers, the active and restrictive strategies have a positive effect on child development if they are combined with a joint child-parent discussion of the rules of media content use, the child's understanding of the reasons for the adopted restrictions, and the parents' sincere involvement in dialog and interaction with the child [18; 29]. In addition, the restrictive strategy is more effective in protecting the child from "undesirable" content. The "supervision" and "co-use" strategies have been shown by research to have no positive impact on the child [18]. Parental mediation of a child's digital activity mediates the direct, immediate impact of various media content on the child. It allows not only to reduce the negative effects of media and protect the child from undesirable content, but also helps to reveal the developmental and educational potential of various media products.

At the moment, Russian psychology is actively developing various tools to study the use of digital devices by preschoolers and the role of adults in this process [1; 3; 5; 7; 11; 13]. These tools certainly address various aspects of parental mediation to a greater or lesser extent. However, methods aimed at studying various parameters of parents' use of different strategies for mediating preschool media activity are currently poorly represented in domestic psychology.

The purpose of our study was to find and adapt an instrument to study parental strategies of mediation of children's media activity for a Russian sample. We adapted the Parental Mediation Questionnaire by G. Nimrod, D. Lemish, and N. Elias [19]. This questionnaire was chosen for a number of reasons.

First, it allows us to study all four of the most common parental mediation strategies (restrictive, instructive, shared use, and supervision).

Second, G. Nimrod and colleagues take into account the specifics of the modern use of digital devices with a division into non-interactive, or passive (watching various video products without an active interaction with the device), and interactive, or active (the use of applications and video games, involving active interaction with the device), use. Research shows that the interactive and non-interactive use of digital devices can have different effects on child development [19; 21; 24].

Third, the questionnaire in its original version has high psychometric performance.

The hypothesis of our study was that the factor structure of the foreign questionnaire of parental strategies for mediating children's media activity will be similar to the factor structure of this questionnaire applied to the Russian sample.

Methods

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Adaptable questionnaire. The original parental mediation of children's mediational activity questionnaire consists of 16 statements, the responses to which are constructed on a Likert scale, where parents are asked to rate each statement on a scale of 1 to 5, where 1 is never, 5 is always.

In the original questionnaire, the authors provide a model in which there were two main scales of "active" (interactive) and "passive" (non-interactive) mediation, which in turn were subdivided into subscales: restrictive mediation, instructive mediation, and supervisory and shared use strategies. These scales had 8 statements each.

Sample and Procedure. The study involved 322 parents of older preschool-aged children attending kindergartens in Moscow, Veliky Novgorod, Podolsk, Khimki, and three rural settlements near Moscow. The minimum age of respondents was 23 years, the maximum was 51 years ($M=28.5$; $SD=7.4$). To verify convergent validity, we used additional methods. In order to investigate the total screen time of preschoolers per week, we used the corresponding scale of the questionnaire "Gadget Use Regulations" by M.V. Bortsova and S.D. Nekrasov [1]. To identify the position of parents in relation to children's mental development, we used the scale "Activity-Passivity" of the questionnaire by E.L. Porotskaya and V.F. Spiridonov [8].

The study was conducted in the period of 2020-2021. The participants filled out questionnaires both in person and remotely through the "Google Forms" service.

We used the following methods of statistical data processing. The IBM SPSS v 23 program was used to calculate Spearman's correlation coefficient, Cronbach's alpha and exploratory analysis – the Principal Component Analysis (PCA) method, with use of the "Varimax" rotation method. The Mplus 8.8 program was used for Confirmatory Factor Analysis (CFA) using the Diagonally Weighted Least Squares (DWLS) method, relying on the Comparative Fit Index (CFI), the Tucker-Lewis Index (TLI), the Root Mean Square Error of Approximation (RMSEA), the Weighted Root Mean Square Residual (WRMSR) statistics.

Results

All methodology items and instructions were pre-translated into Russian and checked by the reverse-translation procedure, and submitted for discussion and correction to competent experts.

The authors of the original questionnaire obtained, through confirmatory factor analysis, a structure with two main scales – active and passive mediation, which in turn are subdivided into restrictive, instructive, supervision strategies and the co-use of gadgets.

To test the structure of the original version of the questionnaire, we conducted confirmatory factor analysis using the diagonally weighted least squares (DWLS) method, which is the most appropriate for ordinal data, which includes the Likert scale on which the present questionnaire is based [23].

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When assessing the model fit, we were guided by the following criteria: $TLI \geq 0.95$; $RMSEA \leq 0.08$; $CFI \geq 0.95$ [22]. At the same time, modern authors note that the model fit should be evaluated in a set of parameters [23]. Repeating the model of the questionnaire authors showed that the constructed model does not fit the obtained data ($RMSEA=0.130$; $CFI=0.789$; $TLI=0.734$; $WRMR=1.300$).

Next, we conducted exploratory factor analysis of the obtained data by principal component analysis (PCA) using the Varimax rotation method. The Kaiser-Meyer-Olkin test showed the suitability of the data for factor analysis ($KMO=0.84$). Bartlett's sphericity criterion $\chi^2=2514.45$; $df=120$; $p<0.001$. We requested a factor solution with four factors, in accordance with the number of subscales in the original version of the questionnaire. This factor solution explained 65.6% of the total variance.

Table 1

Exploratory Factor Analysis of the Questionnaire Statements Using the Varimax Rotation Method

№	Strategy	Statement from the questionnaire	F.1	F.2	F.3	F.4
1	Restrictive	Specify in advance when and for how long your child can watch movies, cartoons, YouTube, etc.	0,077	0,765	-0,039	0,193
2	Instructive	Talk to your child about what is happening on the screen while watching.	0,747	-0,056	-0,094	0,250
3	Supervision	Watch what is happening on the screen when your child is watching movies, cartoons, YouTube, etc., while staying in the same room with your child.	0,745	-0,017	-0,264	0,039
4	Co-use	Watch movies, cartoons, YouTube, etc. with your child that he/she has chosen and wants you to join him/her.	0,664	0,019	-0,072	0,414
5	Restrictive	Specify in advance which movies, cartoons, YouTube videos, etc. your child can watch.	0,298	0,725	-0,102	0,144
6	Instructive	Discuss different movies, cartoons, YouTube videos, etc. with your child (in general, not at the time of watching).	0,575	0,129	0,092	0,556
7	Supervision	Ask your child what he/she is watching at the moment.	0,526	0,284	0,105	0,070
8	Co-use	Together with your child watch movies, cartoons, YouTube, etc. that you have chosen yourself and want your child to join you.	0,291	0,135	0,373	0,593
9	Restrictive	Specify in advance when and for how long your child can play games, use different apps, websites, etc.	0,201	0,825	0,098	-0,080

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10	Instructive	Discuss with your child what is happening on the screen while playing games or using apps, websites, etc.	0,797	0,152	0,192	-0,109
11	Supervision	Watch what is happening on the screen when your child is playing or using apps, websites, etc. while staying in the same room with your child	0,827	0,159	0,082	-0,239
12	Co-use	Playing games, apps, websites, etc. with your child that your child has chosen and wants you to join them	0,541	-0,028	0,678	0,051
13	Restrictive	Specify in advance what games, apps, websites, etc. your child may use.	0,393	0,647	0,111	-0,277
14	Instructive	Discuss with your child different games, apps, websites, etc. (in general, not at the time of viewing)	0,641	0,122	0,476	0,063
15	Supervision	Asking your child what he/she is doing in the game, app, website, etc. at the moment.	0,697	0,135	0,328	-0,247
16	Co-use	Playing games, using apps, websites, etc. with the child that you have chosen and want your child to join you.	0,402	0,006	0,751	0,157

As we can see from Table 1, the data did not show a clear structure, only the factor of restrictive monitoring (Factor 2) stood out clearly in accordance with the theoretical views.

Having analyzed the data, we decided to remove the statements aimed at identifying the supervision strategy from the questionnaire. Our decision was due to the fact that, firstly, as we have already noted, it is rather difficult to identify this strategy as a separate construct, and not all researchers identify supervision as a self-sufficient strategy; secondly, these statements introduced confusion into the factor structure.

After reduction, 12 statements remained in the questionnaire, which we re-examined by exploratory analysis using the PCA principal component method with Varimax rotation (Table 2).

The Kaiser-Meyer-Olkin test showed the suitability of the data for exploratory factor analysis (KMO=0.79) with fewer items (n=12). Bartlett's criterion of sphericity $\chi^2=1647.80$; $df=66$; $p<0.001$. Based on the scree-plot and factor loadings, three factors were identified that collectively explained 63.6% of the total variance.

Table 2

Exploratory Factor Analysis of the Questionnaire Statements using the Varimax Rotation Method after Removing the Supervision Strategy Statements

№	Strategy	Statement from the questionnaire	F.1	F.2	F.3
1	Restrictive	Specify in advance when and for how long your child can watch movies, cartoons, YouTube, etc. (r1)	-0,055	0,750	0,106
2	Instructive	Talk to your child about what is happening on the screen while watching. (i1)	0,189	0,055	0,793
3	Co-use	Watch movies, cartoons, YouTube, etc. with	0,194	0,102	0,750

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		your child that he/she has chosen and wants you to join him/her. (t1)			
4	Restrictive	Specify in advance which movies, cartoons, YouTube videos, etc. your child can watch. (r2)	0,016	0,748	0,246
5	Instructive	Discuss different movies, cartoons, YouTube videos, etc. with your child (in general, not at the time of watching). (i2)	0,223	0,150	0,766
6	Co-use	Together with your child watch movies, cartoons, YouTube, etc. that you have chosen yourself and want your child to join you. (t2)	0,450	0,107	0,326
7	Restrictive	Specify in advance when and for how long your child can play games, use different apps, websites, etc. (r3)	0,150	0,854	0,009
8	Instructive	Discuss with your child what is happening on the screen while playing games or using apps, websites, etc. (i3)	0,474	0,278	0,543
9	Co-use	Playing games, apps, websites, etc. with your child that your child has chosen and wants you to join them (t3)	0,858	0,037	0,240
10	Restrictive	Specify in advance what games, apps, websites, etc. your child may use (r4)	0,263	0,731	0,089
11	Instructive	Discuss with your child different games, apps, websites, etc. (in general, not at the time of viewing) (i4)	0,633	0,195	0,456
12	Co-use	Playing games, using apps, websites, etc. with the child that you have chosen and want your child to join you (t4)	0,878	0,037	0,112

Removing the supervision strategy statements from the questionnaire resulted in a clearer factor structure. As we can see, restrictive monitoring clearly stood out as a separate factor, while the statements from the co-use and instructive monitoring strategies showed a slightly mixed structure, but nevertheless could be read well. This does not contradict theoretical views, as very often instructive monitoring can be applied during digital device co-use and vice versa.

To confirm the three-factor structure, we performed a repeated confirmatory factor analysis by diagonally weighted least squares (DWLS). The resulting model showed a sufficient fit to the data obtained RMSEA=0.082; CFI=0.975; TLI=0.963; WRMR=0.871. The data allows us to distinguish three scales in the questionnaire: restrictive monitoring, instructive monitoring, and shared use of digital devices. The division into interactive and non-interactive use of digital devices was not found in the Russian-speaking sample.

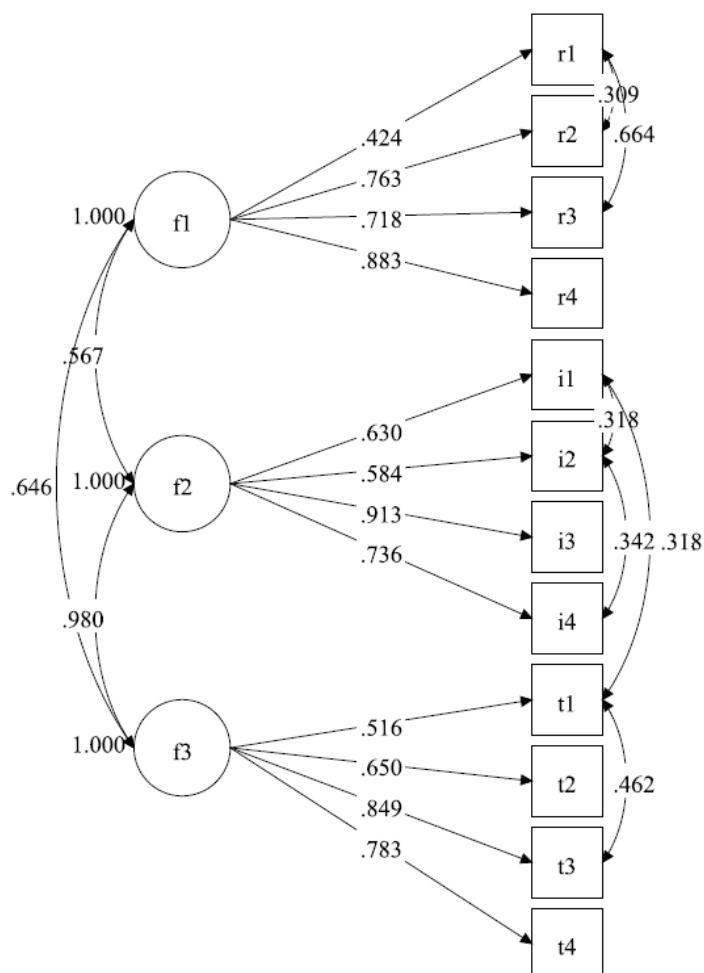


Fig. Three-factor structure of the questionnaire tested by Confirmatory Factor Analysis (CFA): f1 - "Restrictive Strategy" factor, f2 - "Instructive Strategy" factor, f3 - "Co-use Strategy" factor, r1-r4, i1-i4, t1-t4 - items related to the respective factors

As can be seen from the figure, we labeled additional correlations between statements from the questionnaire that have a similar lexical structure or may imply co-using different strategies (e.g., watching a cartoon together and discussing it). All item loadings on the corresponding factors of the model were found to be significant. Thus, a slightly different mediation model was obtained in the Russian-speaking sample, based on the use of different strategies without a division into "active" and "passive" use of digital devices. Differences in the models may also be due not only to cultural differences, but also to the specific age group of the children whose parents participated in the study. We investigated adult mediation of media activity of older preschoolers, but the original questionnaire structure was developed for a wider age range of children - from 2 to 8 years old.

The questionnaire demonstrated a fairly high degree of internal consistency of the scales. Cronbach's alpha values: for the restrictive monitoring scale $\alpha=0.79$; for the instructive monitoring

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scale $\alpha=0.81$; for the co-use scale $\alpha=0.74$, considering the fact that each of them included only four items.

The questionnaire showed good retest reliability as measured by Spearman's correlation coefficient when two measurements were conducted 3.5-4 weeks apart on the same participants. Restrictive monitoring scale $r=0.86$; instructive monitoring scale $r=0.81$; co-use scale $r=0.79$.

Convergent Validity

The external convergent validity of the questionnaire was tested using the questionnaires "Gadget Use Regulations" by M.V. Bortsova and S.D. Nekrasov and "Parents' Positions Regarding Child Development" by E.L. Porotskaya and V.F. Spiridonov (Table 3). The correlations between the scales of our questionnaire and the scales of the other two questionnaires were calculated using the Spearman correlation coefficient.

Table 3

Correlation Matrix of Convergent Validity

№	Mediation strategy	"Gadget Use Regulations" by M.V. Bortsova and S.D. Nekrasov	"Parents' Position Regarding Child Development" by E.L. Porotskaya and V.F. Spiridonov
		Total time per week that the child spends in front of a screen	Activity-Passivity scale
1	Restrictive strategy of mediation	-0,31**	0,19**
2	Instructive strategy of mediation	0,19	0,34**
3	Co-use	-0,21	0,32**

Notes: * - $p<0.05$; ** - $p<0.01$.

First of all, we obtained a negative, statistically significant relationship between the total time per week that a child spends in front of the screen and the restrictive mediation strategy ($r=-0.31$ at $p<0.01$). Within the framework of our study, we cannot draw conclusions about causal relationships, however, taking into account the data from foreign studies, we can assume that it is the restrictive mediation strategy that reduces the time a child spends in front of the screen of a digital device.

We obtained positive correlational statistically significant relationships between all types of parental mediation and the scale "Activity-Passivity" of the questionnaire "Parents' Position Regarding Child Development" by E.L. Porotskaya and V.F. Spiridonov. This scale reveals parents' acceptance of the necessity of their active participation in the child's development or their exclusion from it. As we can see, restrictive strategy ($r=0.19$ at $p<0.01$), instructive strategy ($r=0.34$ at $p<0.01$) and co-use ($r=0.32$ at $p<0.01$) are positively related to this scale of the questionnaire. That is, the more parents accept the need for their active participation in their child's development, the more involved they are in this process, the more actively they use various strategies to mediate children's media activity and vice versa.

The correlations obtained between parental mediation strategies and child screen time, as well as parental activity in the context of child development, confirm the convergent validity of the adapted

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questionnaire.

Using the data collected from the standardization sample, a percentile normalization procedure was performed on the scales (Table 4). For standardization, we selected a seven-point standard scale for each parental mediation strategy (with mean $M=4$, standard deviation $S=1$).

Table 4

Correspondence of the Raw Scores of the Questionnaire to the Standardized Ones

Restrictive strategy	
Raw score	Standard score
4-5	1
6-9	2
10-14	3
15-18	4
19-20	5
Instructive strategy	
4-5	1
6-8	2
9-12	3
13-15	4
16-18	5
19-20	6
Co-use	
4	1
5-7	2
8-10	3
11-14	4
15-17	5
18-20	6

As we can see from Table 4, for the instructive mediation and co-use strategy, standard scores from 3 to 5 indicate mean values, 2 is low, 1 is very low, and 6 is high. For the restrictive strategy, standard scores from 3 to 5 indicate medium values, 2 are low, 1 are very low.

The obtained standardization data does not fully conform to the normal distribution and is shifted "to the right", which indicates a high involvement of parents in mediating the use of digital devices by older preschool children [6].

Findings

1. The hypothesis of our study that the factor structure of the foreign questionnaire of parental strategies for mediating children's media activity will be similar to the factor structure of this questionnaire applied to the Russian sample was partially confirmed. The factor structure in the Russian version included three of the four factors found in the foreign version of the questionnaire: restrictive strategy, instructive strategy, and co-use.

2. The Russian adapted instrument has test-retest reliability, internal consistency and construct validity. The adaptation also confirmed the convergent validity of the questionnaire. The norms for the three scales of this questionnaire were calculated.

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3. The adapted version of the "Parental Monitoring of Children's Media Activity" questionnaire by G. Nimrod, D. Lemish, N. Elias can be used on a Russian-speaking sample of parents of older preschool children (5-7 years old).

Conclusion

The adapted questionnaire allows for the identification of parents of older preschoolers' use of three main parental strategies for mediating children's media activity: restrictive strategy, instructive strategy, and co-use strategy.

The limitations of this study include the insufficient sample size of fathers, and the narrow age group of children - older preschoolers. These limitations simultaneously become prospects for further research that will expand and clarify the specifics of parents' use of various strategies to mediate children's media activity. In particular, there is a need to explore in more detail the links with different parameters of digital device use by older preschoolers, the impact of mediation strategies on their mental development, and the relationship of mediation strategies to the broader context of child-parent relationships, which will deepen the understanding of the adult's role in children's use of digital devices. Separately, there is a need to explore parental mediation strategies in other age groups - early childhood, preschool, primary school, and adolescence.

Each of the identified strategies, restrictive, instructive and co-use strategies, has its own positive and negative sides from the point of view of preschooler's development. We believe that this questionnaire, which allows us to identify these strategies, will be useful for practitioners, psychologists and teachers to identify parents' attitudes toward children's media activity and to further correct them. Parents will be able to choose the most optimal position to help their child develop with the help of digital devices and to avoid the negative consequences of digitalization.

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