UNIVERSITY OF TAMPERE

Parenting in the Digital Age
A case study for understanding how parents of young adolescents living in urban areas in Vietnam monitor their children's use of media at home

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The purpose of this study was to discover and understand how parents of young adolescents living in urban areas in Vietnam monitor their children's use of media. Additionally, the study aimed to explore whether there is any need for a media content review service from these particular parents to support their parenting in the digital age.

This study was implemented via seven semi-structured in-depth interviews. The collected data of the study were analysed by the thematic analysis method. The study revealed that the target parents were aware of how easily their children can access media content though digital devices. These parents understood the benefits of a technically innovative environment for the development of their children. However, they also acknowledged the risks and harms on their children of being exposed to inappropriate content. Strategies of parental mediation for the media use of teenagers varied, including active mediation, restrictive mediation, monitoring, and technical restrictions. The key for effective mediation was building a bidirectional communication between parents and children. The target parents in the study favoured active and restrictive mediations over technical restrictions because they considered mediation as an effective and substantial strategy to enhance the critical thinking skills of their children. Additionally, the study revealed the parental need for a trusted review system for media content to support parents in building their own knowledge and competence about media content and digital skills as well.

Key words: Parenting, media education, young adolescents, media literacy, media use, parental monitoring, parental supervising, parental mediation, digital media.

CONTENTS

1 INTRODUCTION

In the summer of 2014, I visited my friend's house and saw her 15-year-old niece reading a book named "Fifty Shades of Grey", which was an erotic novel and had been considered as "mommy porn" for grown-up women by The New York Times newspaper (Bosman, 2012). I asked her some questions such as "how did she know this novel" and "did her parents allow her to read this novel". As to the first question, she told me that the novel was promoted through online mass media in Vietnam as a best-seller and a romantic story. Although its content contained sexual material which might be not suitable for her age, there was no warning sign about age limits or harmful content in the book cover. Besides that, the book was sold openly in the bookstores for all readers without age regulation by the publisher. Additionally, the electronic version of this book can be downloaded easily from the Internet. With a teenager's curiosity, therefore, she had decided to read it. As to the second question, her parents encouraged her in reading books as a healthy hobby that was better than spending a plenty of time to surf the Internet. However, they were not aware of the harmful content of the novel for their young daughter. Her answer of how easy it was to access the book and her parents' unawareness of the inappropriate content in the book was a surprise to me and also raised a concern in my mind about the regulation of the censoring of media content to protect young media audiences and about how parents monitor their children's use of media in Vietnam.

In order to investigate the role of parents in educating their children in the use of media, I conducted an interview with one of my former colleagues who is a teacher in a university and has three children. Her oldest child was in the teenage stage and the youngest was six years old. The interviewee revealed that she limited her children's use of the computer and their surfing the Internet as much as possible. She also had to decide on her own what books her children should read, what movies or television programs they were allowed to watch and she almost forbade her children to play computer games. There is limited media guidance to refer to when she choose books or television programs. Her effort of monitoring and guiding her children in using digital media elicits an interest for me on what strategies parents use to monitor and guide their children use of media.

Based on the initial interest sparked by the two cases I mentioned above, I started studying the topic of parenting in the digital age in general, investigating the effects of the Vietnamese culture on parenting. I discovered some issues related to preventing children from being exposed to harmful media content in Vietnam. Firstly, there might be some parents who are not aware of the negative influence of harmful media content on their children's lives. Harmful media contents, with the advance of technology, are easy to access and they spread widely through the Internet's services. Besides, parents do not have enough competence to keep themselves up-to-date with the development of the Internet and the diversity of media to protect their children from unhealthy media contents. Secondly, some parents might foresee the consequences of harmful media contents on their children's development and they try to be decision-makers who decide what suitable media their children should read, watch, or play with. However, they have to select media materials by their own experiences, and there is no trustworthy resource for them to refer to. Finally, it seems that there is no policy or regulation of the assessment of media content in Vietnam to instruct young media audiences and their parents in selecting what media contents are suitable for their needs.

In my opinion, children in the digital age have great opportunities to learn and to grow up in a technically innovative environment, but they also have to face a number of risks and harms from being exposed to inappropriate content. Padilla-Walker et al (2018) stated that more than a half of the media exposure of children takes place at the home, which gives a number of opportunities for parents to involve themselves in monitoring their children's media use. Parents have an essential role, regarding education and development of children, to assist children in taking advantage of using digital media, also to guide children in handling the risks and harms from being exposed to inappropriate content. The roles of parents are to be the protectors, and the decision-makers, and they become facilitators especially when children reach the teenage stage (KAVI, 2015).

With all of my concerns about parenting in the digital age, I decided to investigate the involvement of parents in monitoring their children's use of media at home from a parental perspective. The target participants in my study are parents of young adolescents living in urban areas in Vietnam. Young adolescents or teenagers, from 10 to 15 years old, experience many changes in their bodies, hormones, intellectual abilities, etc. They also have complex demands of using digital media. Hence, parents of teenagers face a number of challenges in order to meet the changing demands of their children in the use of media. The idea of understanding how parents of young adolescents manage or evolve their parenting practices in a media-rich environment definitely challenges me and gives me inspiration to do further research in this issue.

Further, I limit target participants of my research by choosing parents living in urban areas. People living in a modern city have higher living standards than people in the countryside and mountain areas, and they do invest in technological devices for family. As a consequence, these particular parents create a technology-involved environment at home, and this environment influences their parenting practices and styles. Thus, this limitation is suitable for the purpose of my research. Additionally, there are a variety of risks young adolescents might face during the use of media. In the area of my study, I focus on content risks and some potential harms of content risks. Last but not least, the research method I used in my research is qualitative research approach with a number of in-depth interviews and using thematic analysis to analyze the data.

1.1 Purpose of the study

The overall aim of this research is to understand how parents of young adolescents living in urban areas in Vietnam monitor their children's use of media and to discover any need from these parents for a supportive service in order to enhance their parenting in the digital age.

1.2 Research questions

Recalling that the target participants of the research are parents of young adolescents living in urban areas in Vietnam, the research questions are as follows:

- RQ1: Discover to what degree these parents are aware of their children's use of media and of the influence of media content on the development of their children.
- RQ2: Understanding how these parents monitor their children's use of media at home.
- RQ3: Explore whether there is a need for a media content rating/review service from these particular parents or not.

1.3 Outline of this thesis

This thesis contains five chapters. The first chapter is an introduction to the thesis and presents the reason why I chose the topic, the purpose of study and the research questions. The second chapter gives a theoretical background, providing an overall review of previous research and background related to the topic of this thesis, such as the characteristics of young adolescents, media regulation in general and in Vietnam, media literacy and issues related to the children's use of media, parenting theories and specific parenting styles in Vietnam, and parental mediation. The third

chapter describes the research methodology of this study, including a description of the interviews, the recruitment of the participants and the data analysis. The fourth chapter presents the findings of the study in four main themes: parental awareness of children's use of media, communication, technical control, and choosing media content. The last chapter is the discussion of research findings in relation to earlier work and the answers to the research questions. The implications and limitations of study are also discussed in this part.

2 THEORETICAL BACKGROUND

2.1 Young Adolescents

Preadolescence or early adolescence is an unique stage of human life situated between childhood and adolescence. Young adolescents, who are in the age range of 10 to 15 years old, experience and face quick and remarkable developmental changes during this notable period of development (Caskey & Anfara, 2007). Within the home and school environment contexts, teenagers interact with different individuals in their society such as parents, teachers, relatives and peers. During this stage, young adolescents experience a huge transition from high dependence on parents to independent self-exploration (Spera, 2005). Caskey & Anfara (2007) indicated five significant characteristics of young adolescents, including "physical, cognitive, emotional, ethical and social domains". Those factors are usually correlated and overlapped with each other.

The first characteristic is the physical development. Young adolescents are in the beginning of the puberty period, in which their body changes rapidly. Caused by the changing of hormones, this physical alteration includes body growth and biological development. The body growth can be seen in the rapid change of height and weight, as well as muscular or other physical characteristics distinguishing the two sexes from each other, for example, the increased size of the Adam's apple, the deepening of the voice and the growth of facial and underarm hair in boys, and the changes in breast and hip size in girls (Introduction to Psychology, 2015). Because of the significant changes in body size, teenagers often have insatiable appetites. The biological alteration expresses in the appearance, such as having more zits or acne on the skin. Girls might start having the menstrual period and also tend to mature one or two years earlier than boys (Caskey & Anfara, 2007). All of these quick changes in the body often leads young adolescents to have uncomfortable feelings and a low self-esteem. A recommendation for parents or educators is that they should provide various types and sufficient portions of food and adequate physical exercise for their children or students at this age.

The second factor is the development of cognitive ability. In the preadolescence stage, youths start developing the ability to understand their own thinking and question hypotheses, and they begin to have independent thoughts. Also in this period, young adolescents seem to have a

high level of curiosity, and they express a wide variety of interests. They tend to be eager to learn about topics of their interests which are mostly real-life experiences and they are less interested in academic issues. In addition, teenagers prefer to communicate and play with their friends more than with their parents. However, they tend to have impulsive actions or emotional reactions because of the changing hormones in the puberty period. Therefore, there is a hypothesis that young adolescents are likely take part in risky actions such as smoking, motorbike racing, or even unprotected sexual activities (Introduction to Psychology, 2015). An advice for parents during the pre-adolescence stage is to understand what their children think by discussing with them about practical concepts in daily life and giving them opportunities to have hands-on experiences.

The third characteristic is the ethical development, which is related to the increasing ability of a person to make moral decisions (Caskey & Anfara, 2007). In this stage, youths do not blindly accept adult judgment and they start building their own assessment of particular topics. They are skeptical about ethical issues and begin to see that things can be right or wrong in different perspectives. They also move from thinking only about themselves to considering the thoughts of others. However, young adolescents still do not have adequate critical thinking skills to deal with how to make moral decisions. Therefore, parents and educators should give youths chances to evaluate hands-on problems, and indicate the potential consequences of their solutions. This can help young adolescents to sharpen their critical abilities when it comes to making their own moral and ethical choices.

The fourth characteristic of young adolescents is emotional development, which is associated with a person's increasing demand for forming an individual identity, that is to answer the question "Who am I?" (Introduction to Psychology, 2015). Together with striving to discover their own independence and individuality, young adolescents start seeking the acceptance of adults and friends' approval for their self-discovered identities. Being in the situation that their expectations are in between the desire to prove their unique identities and the need of others' acceptance, youths often feel vulnerable and become sensitive to any criticism about their individualities. Also in this preadolescence period, young adolescents tend to be in a moody mode, restless and lacking self-esteem (Caskey & Anfara, 2007). They react impulsively and emotionally. Caskey & Anfara (2007) gave recommendations in order to foster the emotional development of teenagers. They advised parents and teachers to establish a developmental environment which is "free from hash criticsm, humiliation and sarcasm" for youths.

The last factor regarding young adolescents is social development, which refers to the growing ability of a person to interact with others. It is true that when children are young, they are strongly attached to their parents (Introduction to Psychology, 2015). However, when children

grow up, this dependent relationship starts to fade slowly. Young adolescents are less attached and rebellious to their parents while searching approval from their peers. They have "a strong need to belong to a group", to compete and to seek a social position within their community (Caskey & Anfara, 2007). Teenagers also attempt to infer the threshold of accepted behaviors from their parents and set their own limits and independence. A guideline for parents in this is to give their children the opportunity to establish healthy relationships with their friends, because young adolescents need affiliation and interaction with their peers.

2.2 Media regulation

Media regulation is the specific term used to describe the process of control or guidance to all kinds of media activities by establishing rules and procedures (University of Leicester). Many bodies engage in developing rules for media activities such as the government, religious authorities, private organizations and self-censors like writers, artists, speakers, etc. The media regulations might have a variety of goals, for example, censoring the discussion of some current public affairs, supporting competitive markets, or establishing technology requirements. The main subjects of media regulation are the press, radio and television, films, music, and the Internet. The internal regulation or self-regulation of an authority or organization can be laws, clauses or technical specifications which is conducted by internal controls, "sometimes in response to public pressure or criticism from outside" (University of Leicester). There is no global media regulation for all countries in the world. Each country allows and accepts different regulations for media. Self-regulation is the privatization of censorship which has caused a numerous debates in public policy in terms of handling responsibility for fundamental rights (Tambini, Leonardi, & Marsden, 2008)

For the theoretical background of this study, I investigated closely the regulations of media content concerning the development of children such as film, television and video games rating systems. During the research for this section, I found a variety of materials related to the guidance of children-oriented media products in some countries such as the United State, Canada, Australia or Finland. However, I presented the media regulations in the United State and Finland as examples of different regulations in particular countries. The reason of choosing the United State and Finland is the ability of accessing the comprehensive information of media regulations in those countries. In later part of this section, I also studied the regulation for media in Vietnam.

2.2.1 Media regulation in the United States and Finland

The United States.

In the United States, an independent agency named The Federal Communications Commission (FCC), formed by U.S law has the main purpose of investigating and enacting regulations to examine media products. FCC regulations classify materials to prevent broadcasters from releasing obscene programs. A program is considered as an obscene one if it meets three criteria from FCC such as leading a normal person to have sexual thoughts, describing illegal sexual activities and a lack of literary, political, or scientific value (Understanding Media and Culture: An Introduction to Mass Communication, 2016).

In addition, the Motion Picture Association of America (MPAA) established a rating system for films in order to give prior knowledge of a production for audiences when choosing films for themselves or their families. The components of a rating contains violence, language, substance abuse, nudity, and sexual content. The film rating system (Motion Picture Association of America) is presented in the table below

TABLE 1.   Film rating system of MPAA

Rating	Meaning
G	General audiences. It means that all ages are admitted and nothing would offend parents for viewing by children.
PG	Parental guidance suggested. A program rated PG needs a parental guidance for children before watching. It may contain some materials that parents might not like for their young children
PG-13	Parents strongly cautioned. It means that a PG-13 production may contain inappropriate content for children under 13 years old. Parents should think carefully before letting their pre-teenage children watch it.
R	Restricted An R-rated film contains some adult-only material. It requires parents to learn about the productions to guide or discuss in advance with their children before allowing them to watch.
NC-17	No one 17 and under admitted It means that the production clearly contains adult-only material. Children under 17 years old are not allowed to watch.

Following the film rating system of MPAA, an adaptation, called V-chip, for all television programs was created and introduced in the 1990s by the television industry. A rating label displays on screen in the beginning of a show to alert audiences about content they might be exposed to. In addition to the basic rating, the labels of a television rating have one or more letters to let parents know beforehand that a program may contain some inappropriate content for their children. For instance, D means suggestive dialogue about sex, L means swearing or crude language, S indicates sexual situations, V indicates violence and FV is about fantasy violence (TV Parental Guidelines).

TABLE 2. Television Ratings System

Rating	Meaning
TV-Y	All children. The production is suitable for all children including very young audiences from ages 2-6
TV-Y7	Directed toward older children. The program is designed to be appropriate for children age 7 and up. It might contain mild fantasy violence and might frighten children under the age of 7. Hence, parents may consider not showing this program to very young children.
TV-Y7-FV	Directed toward older children - Fantasy violence. The show includes depictions of fantasy violence which might be more intense or combative.
TV-G	Suitable for general audiences; It contains little or no violence, no strong language, and little or no sexual material
TV-PG	Parental guidance suggested. This label alerts parents and suggests the guidance of adults for children because the program might have one or more of following: suggestive dialogue (D), adult language (L), sexual activities (S) and violence (V)
TV-14	Parents strongly cautioned; The warning sign indicates that the program contains some content that is not suitable for children under 14. Its materials may contain similar inappropriate components as TV-PG but at a more intensive level
TV-MA	Mature audiences only

Around the same time with the appearance of television ratings, a system for rating video games was also established by the Entertainment Software Rating Board (ESRB). The rating categories for video games includes E (everyone), E 10+ (ages 10 and older), T (teen), M (mature), and AO (adults only) (Understanding Media and Culture: An Introduction to Mass Communication, 2016)

TABLE 3.   Rating categories for video games by ESRB (The Entertainment Software Rating Board)

Rating	Meaning
E	Everyone. Content of the game is generally designed to be suitable for all ages. It may contain minimal cartoon, fantasy or mild violence and/or infrequent use of mild language.
E 10+	Everyone 10+. The game is designed generally to be appropriate for children at ages 10 and up. It might contain more cartoon, fantasy or mild violence, mild language and/or minimal suggestive themes.
T	Teen. Content of the game is generally suitable for children at ages 13 and up and may contain violence, suggestive themes, crude humor, minimal blood, simulated gambling and/or infrequent use of strong language.
M	Mature. Games belongs to this category are generally suitable for ages 17 and up and the content may contain intense violence, blood and gore, sexual content and/or strong language.
AO	Adult Only. Games which rated with AO certainly are designed only for adults, ages 18 and up. The content may include prolonged scenes of intense violence, graphic sexual content and/or gambling with real currency.

Finland

Another example showing that each country has its own regulations of media is from Finland. In early of 2016, the National Audiovisual Institute of Finland (Kansallinen audiovisuaalinen instituutti - KAVI) released their updated version of classification criteria for audio and visual productions which might bring harm to the development of children in Finland. In

the Finnish rating system, if an audiovisual program is considered to be harmful to the development of children, it will be assigned an age limit of 7, 12, 16 or 18. The content of a program is also examined for four criteria: violence, sex scene, drug use and anxiety. The program will be given a label or symbol that depicts the harmful content found in it. If there is no reason to consider a program to be detrimental to children, it will be classified as suitable for all ages (National Audiovisual Institute, 2016). Labels of ages and symbols of four criteria are displayed in the beginning of an audiovisual program to alert parents or adults about its content. The table below summarizes the classification criteria from KAVI

TABLE 4.   Classification criteria of audiovisual programs in Finland

Criteria	Violence	Sex	Anxiety	Intoxicants
For all	Very mild violence	Very mild sexual content	Elements causing only very mild anxiety	*The criteria of intoxicants do not apply for this age*
for 7 years old and older	Mild violence	Mild sexual content	Elements causing mild anxiety	
for 12 years old and older	Violence	Sexual content	Elements causing relatively severe anxiety	Non-dominant drug use or use of alcohol by minors
for 16 years old and older	Intense violence	Open sexual content	Elements causing severe anxiety	Drug use
forbidden under 18 years old	Extremely intense violence.	Very detail sexual content	Elements causing very severe anxiety	Idolizing use of very dangerous drugs

In terms of computer games, Finland follows the European regulations which have been established by The Pan-European Game Information (PEGI). The PEGI age rating system is a single system used throughout more than 35 countries in Europe . In the PEGI rating system, games are classified into the age limits of 3,7,12,16 and 18 and are examined under seven content descriptors: violence, bad language, anxiety, sex, gambling, drug use and discrimination (Pan-European Game Information (PEGI)). A summary of PEGI classification for games presented below:

TABLE 5.   Classification criteria of PEGI for computer/video games

Criteria	Content descriptors	Meaning
		The content is suitable for all age groups with no bad language and does not contain any sound or pictures which would frighten young children. It may include a very mild form of violence
		Game content with scenes that can possibly making younger children under 7 fear. It can include very mild forms of violence (non-detail description of violence)
		The content of the game shows violence in a fantasy environment, and also contains horrific sounds or horror effects. Sexual posturing can be present but bad language must be mild (e.g., mild swearing). Gambling can also be present but very mild and abstract.
		Game content contains the depiction of violence or sexual activities which look the same as in real life. Bad language can be used more extremely (e.g. sexual expletives or blasphemy), and gambling and drug use can be present
		Only for adults. The content of the game includes very extremely violent activities (e.g., the description of gross violence, motiveless killing, etc), the idolizing of using illegal drugs and explicit sexual activities. It also contains depictions of ethnic, religious, nationalistic ideas likely to encourage hatred

2.2.2 Media regulation in Vietnam

Media regulation in Vietnam is implemented by the one-party government which is under the control of the Communist Party. According to the Vietnamese constitution, the right to freedom of speech and to access information is a citizen's basic right. In practice, Vietnamese people still endure a heavily censored media and the press by the government, mainly for political purpose. For example, most official media outlets and news publications in Vietnam are owned by the state, and a private company is forbidden by law to own a media outlet. The reason for this issue given by the chairman of the Ministry of Culture and Information is to prevent enemies from taking advance of the media to attack and harm national security (H.Y, 2017). Reporters Without Borders, an international non-profit, non-government organization, ranks Vietnam at 175 out of 180 countries in the 2017 and 2018 World Press Freedom Index (Reporters Without Borders). However, in theoretical background of this study, I mainly investigated and focused on the regulations for media publications concerning the development of children in Vietnam. The main objects of this regulation are the Internet (including websites and social media networks), films and online games.

Internet regulation in Vietnam

Internet penetration has grown rapidly in Vietnam. Since officially connecting to the global internet in November 19, 1997, in over 20 years the number of Internet users has increased quickly. According to the Internet World Stats, at the end of 2017, Vietnam had about 64 million internet users out of a population of 96 million, including roundly 50 million Facebook subscribers (Internet World Stats). In the first decade of penetrating to the Internet, users primarily went to public access centers such as Internet shops to surf the Internet. Recently, with the development of mobile phone technology, the number of users accessing through the phone network has increased rapidly. Also, accessing the Internet at home has surpassed the use of public access centers, but internet shops still remain as popular places providing Internet services like online games or internet penetration for youths (OpenNet Initiative, 2012)

The regulation of the Internet in Vietnam is complicated, overlapping and non-transparent. According to the law, the Ministry of Culture and Information is in charge of monitoring Internet materials for sexually explicit, superstitious or violent content, while the Ministry of Public Security has duty to examine sensitive content related to politics, but in practice, the activities of the two organizations are entwined. Vietnam uses multi-layered methods to censor Internet content, such as technical controls, regulations and education to monitor and control the Internet penetration of Vietnamese people (OpenNet Initiative, 2012).

The Internet filtering system of Vietnam uses many technical methods such as Internet protocol (IP) address blocking, domain name system (DNS) filtering/redirection, network disconnection, etc, to suppress a considerable number of websites and prevent people from accessing information from those sites. Not all such websites belong to categories of obscene content as the state claims, actually, a number of websites were suppressed because of their content related to political issues. Therefore, the real goal of blocking the user access is keeping politically opposed materials away from the reach of users. (Berkman Klein Center , 2008). Speaking of non-technical approaches for censoring, Internet content is also considered and treated like traditional media content like films, books or games. It is monitored by the law of state, the regulations of publishers or the self-regulation of author.

Regulations for films

The regulation of films in Vietnam is managed and implemented by the Agency of Cinema which belongs to the Ministry of Culture, Sports and Tourism. For a decade prior to 2017, Vietnam used two-level classification for all movies shown in the cinemas. Every movie was classified into two categories, P and C16. A movie with label P was suitable for everyone, C16 label meant that the movie was forbidden to children under 16 years old. This classification framework was judged as an ineffective tool, so in practice, both film publishers and audiences did not follow this law properly (Trung Kiên, 2016). Hence, a new regulation about film classification was enacted on January 1st of 2017. The new law of film regulation contains four levels: P (for all ages and everyone), C13 (for audiences from 13 years old and up), C16 (for audiences from 16 years old and up), and C18 (for audiences from 18 years old and up) (Hồng Vân, 2017). A summary of current classification for films is presented below

TABLE 6.   Vietnamese film classification

Criteria	Meaning
P	For all ages and everyone The content of the film is encouraged to express educational content, and to honor moral values and positive social relation, it does not contain visual images, sound, and language depicting sexual/obscene activities and drug use. Nudity is forbidden, but very mild violence is accepted
C 13	For audiences from 13 years old and up Films belonging to this category do not include visual images, sound and language depicting sexual/obscene activities. Nudity with images of the upper

	part of men and upper back of women which is not related to sex is allowed. Scenes containing drug use are accepted if they are made with a disapproving purpose, and with no detailed depiction. Elements causing some anxiety is accepted
C 16	For audiences from 16 years old and up Films belonging to this category have some leeway compared to C13 at some points, for example, nudity with image of the back of men and upper part women which is not related to sex is allowed, mild and rare use of swear language from villainous characters is allowed.
C 18	For audiences from 18 years old and up Films belonging to this category do not include the prolonged depiction of images, sound, or language related to violence, anxiety, nudity, drug use, or sex which are not related to the content of film and which have long screen time. The detailed depiction of sex organs is not allowed

After more than one year of implementation, the new regulation still faces a number of challenges in practice. First of all, Vietnamese audiences and film publishers do not take the film classification seriously or in another words, do not follow the law of film regulation properly. For instance, Vietnamese people do not have a habit to bring Identity (ID) Card to the cinema, so when it is time to check the ID card to get in the cinema, they find it annoying and complain. In addition, facing the fact of losing many member of the audience when age classification is applied, the staff in cinemas often ignore the task of checking ID (Trung Kiên, 2016). Moreover, there is no law of punishment for one who breaks the law of film regulation. The suggested solution for this issue from Agency of Cinema is publicity campaigns in the mass media and social activities which provide information and explain about the advantages of age classification, to educate and increase the awareness of people, and to help them to understand the benefits of film regulation so that they will obey the film classification actively (Hồng Vân, 2017).

In terms of television programs, I have not found any classification for this type of media content. There are no content descriptors or age limits in the beginning of every program to alert audiences about the suitability of content they are going to watch. Hence, while watching television at home, children might be exposed to inappropriate content.

Regulation for online games

According to circular No. 24 /2014/TT-BTTTT on the Management, Supply, and Use of online game services, enacted in December 29 2014, Vietnam has some restrictions for the

management and provision online games. Also, age classification applies for game players. Regarding the management and supply of online games, the restrictions for implementing a game in Vietnam is described below:

> *A game will be forbidden to be imported, produced, provided, advertised and used in Vietnam if its content contains images and sound which depict extremely bloody, prolonged and detailed violence against people; or describe detailed and prolonged sexual activities against moral, customs of Vietnam; or distort history, violate the territorial sovereignty of Vietnam; or depict and encourage people in suicide, using drugs,[...] terrorism, human trafficking and child abuse (Bộ Thông tin và Truyền thông, 2014)[1]*

The classification of online games based on the age of gamers has three categories: 00+ (for all ages), 12+ (for player from 12 years old and up), 18+ (for adults). The table below summarizes the requirements for each category

TABLE 7.   Classification of online games by ages in Vietnam

Ages	Meaning
00+	Suitable for all ages Games can be cartoon simulations; no combat and fighting with a weapon; no images, actions, sounds related to horror, or violence; no actions, images, or sound related to sexual activities or the sensitive organs of people
12+	Games for young adolescents (age from 12 and up) It can contain combat and fighting with weapons but images of weapons cannot be seen clearly; no actions, images, or sound related to sexual activities or the sensitive organs of people
18+	Games for adults (age from 18 and up) It contains combat and fighting with weapons, but no images and sound of sexual activities

For other types of video games such as games on disc for Microsoft Xbox consoles, most PC games (download and boxed), games (download and boxed) for Sony PlayStation consoles and Sony PlayStation VITA or games on disc for Nintendo Wii U and Nintendo 3DS, etc, I have not found any classification in Vietnam.

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[1] My translation

2.3 Parenting

Parenting is the interactive socialization process related to the upbringing of a child in which parents provide and support the physical, intellectual, social, emotional, and moral development of a child from infancy to adulthood (Brooks, 2012). During the process of child-rearing, parents try to transmit their perceptions, knowledge, skills, ideal goals, and attitudes towards social issues to their children (Spera, 2005). Therefore, parenting, especially during childhood, has significant influences on children's personality and character development.

There are several factors affecting child rearing. First of all, the social class of a family contributes a large part of the differences in children's education (Lareau, 2002). In her research on invisible inequality in child rearing, Lareau (2002, pp. 748-749) indicated that parents with good economic conditions will provide superior education resources for their children. For example, the middle-class parents have a tendency to enroll their children in numerous age-specific organized activities in order to help their children learn essential social skills. The working-class or poor parents, by contrast, believe that their children will grow well with their supply of food, safety, and love; they do not really care about cultivating their children's special talents.

Secondly, the attitude of parents towards occupations and parents' educational background affect their parenting beliefs. In the same study, Lareau (2002, p. 771) concluded that parents who are concerned about challenges and promotion in their work lives tend to encourage their children to learn more skills and gain broad knowledge to enhance their abilities of adapting in future. On the other hand, parents, who experienced worrying about basic needs such as food shortage or limited access to healthcare in their childhood, have tendency to let their children enjoy happiness and relax; they believe that their children will learn how to deal with life when they grow up.

Lastly, cultural values have a strong impact on how parents raise their children. Nicholas Long (2004, p. 123) in his research about the changing nature of parenting in America explained this factor by the result of examining his data of several families from different cultures. In Asian families, for instance, parenting tends to emphasize discipline and control which are considered as providing guidance. In African-American families, the child rearing normally involves extended family members, and harsh discipline such as physical punishment is used as a method of parenting.

2.3.1 Parenting aspects

Darling & Steinberg (1993) proposed a contextual model for parenting style which indicated three different aspects of parenting: parental goals and values, parenting practices, and parenting style. With different factors affecting parenting, such as the social class of family, the attitude of parents towards occupations, and parents' educational background and cultural values, these three universal aspects of parenting can be understood and applied differently for each particular circumstance. Together with the willingness of children to be socialized, these three characteristics of child rearing had great influence on the development of children.

Parental goals and values

In the discussion of a model for parenting, Darling & Steinberg (1993) indicated that the goals and values parents have in socializing their children are fundamental factors determing child's upbringing behaviors. They divided the socialization goals into two elements. The first one is the child's attainment of skills and behaviours, such as proper manners, social skills, and study capability. The second element mentions the improvement of a child in intellectual and emotional qualities like critical thinking, independence, or the ability to feel joy and love. Darling & Steinberg (1993) suggested that these goals had influence directly on the characteristics of parenting: parenting practice and parenting styles. Furthermore, they contended that these two characteristics should be distinguished clearly to understand the impacts of parental socialization goals on the development of children.

Parenting practices

Parenting practices are defined as particular behaviors of parents related to the socialization of their children (Darling & Steinberg, 1993). For instance, parents attend their children's school activities, or foster a reading habit of their children by providing books and the time to read. The operations of parenting practices vary and depend on defined socializing situations of children such as academic accomplishment, self-exploration to seek autonomy, or co-operation with friends. Christopher Spera (2005), for example, in the case of school outcomes, pointed out three important constructs of parenting practices: parental involvement, parental monitoring, and parental aspiration.

Spera (2005) defined parental involvement as the interaction and participation of parents with their children's daily lives. In school context, parental participation might include attending parent-teacher meetings or supporting children in extracurricular activities. Outside of a school environment, parents can join and interact with their children in activities such as going together to a museum or a park. The involvement of parents in their children's lives has a tendency to decline

when the children grow up (Milgram & Toubiana, 1999), as a result of puberty period development in which children increase their need for independence and seek their own autonomies.

Parental monitoring is another way for parents to participate in their children's daily lives. Monitoring activities include observing the interaction between their children and peers; monitoring the children's use of media at home for study or entertainment purposes; or checking the completion of homework. Spera (2005) indicated that the monitoring of children's after-school activities has a positive relation to their chool outcomes. However, taking into account that monitoring takes a huge amount of time and has impact on parental working hours, not all parents are willing to keep track of their children's outside-school activities.

Parental aspiration is of the parental goals and values which Darling & Steinberg (1993) mentioned in their research result. By transmitting the goals they want their children to achieve and the values they want their children to absorb, parents orient the process of socialization for their children (Spera, 2005). These aspirations, in turn, affect and directs the behaviours and attitudes of parents toward their children.

Parenting styles

Darling & Steinberg (1993, p. 493) defined parenting style as a collection of attitudes toward the child that create "an emotional climate" in which parents raise their children. Those attitudes are expressed via parents' behaviors toward the child. Darling & Steinberg (1993) suggested that parenting practices are parental behaviours in the defined socializing domain of children whereas parenting styles depict the interaction between a parent and a child across a wide range of situations. The conclusion of Darling and Steinberg's work (1993) was based on a number of early researches on child rearing style, especially the parenting style typologies of Diana Baumrind and the two-dimensional framework of Maccoby and Martin.

Diana Baumrind, a well-known psychologist in the research area of child care, defined and proposed three parenting typologies: authoritarian, authoritative, and permissive (Baumrind, 1978). Baumrind (1978) suggested that in the authoritarian parenting style, parents have high demands and often set strict rules for their children. They do not explain the rationales behind the rules. Parents in the authoritarian child rearing style expect their children follow established rules strictly and not make any mistakes. If their children make errors, punishments are applied for them, often quite harshly. If parents were asked to explain, they are not very warm and responsive to their children, they often simple reply "...because I said so".

In the same publication in 1978 of Baumrind, parents in the authoritative parenting style are described with responsive and warm characteristics. They also establish rules and guidelines which

their children are expected to follow. However, in contrast to authoritarian parents, parents in the authoritative style respond to their children with affection, listen to their questions, and explain the reasons behind the rules. Parents in this style also have high maturity demands for their children but support these demands through bidirectional communication and provide warm feedback. If children make mistakes and fail to meet the parents' expectations, these parents are more tolerant and forgiving. Baumrind (1978) suggested that with the combination of expectations and supports, parents in the authoritative parenting style foster their children to develop intellectual skills such as independence, self-control, and self-regulation.

The final style defined by Baumrind is the permissive style of parenting. Permissive parents have very few demands to their children; they are more responsive than demanding. Children with permissive parents are rarely punished because their parents are tolerant with misbehaviors. These parents have relatively low expectations of maturity for their children. They also often interact and communicate with their children like a friend than a parent.

In addition to the three major parenting styles proposed by Baumrind, five years later, Maccoby and Martin added a fourth style: indulgent or in another word, uninvolved parenting (Spera, 2005). Indulgent parents are quite similar to permissive ones in terms of the maturity demands but they are low in warm responses and communications with their children. These parents might fulfill the basic needs of the child such as being fed and having shelter, but they offer very little guidance, rules and supports for the other needs of the child like developing intellectual and social skills.

In her researches in 1990s, Baumrind reduced the parenting styles into two concepts: responsiveness and demandingness. She used them as two analytic measuring instruments in her work of parenting style. Demandingness, as defined by of Baumrind, is the demands that parents put on their children to become integrated into family and society. Those demands are implemented by the maturity requests from parents, the supervision of parents, enacted rules in the house, and the parents' willingness to confront the child when needed. (Baumrind, 1991). Responsiveness refers to the behaviors of parents that purposely foster the individuality, self-regulation and self-assertion of children. Responsiveness is expressed by the supportive and sympathetic actions of parents toward the children's needs and demands (Baumrind, 1991).

2.3.2 Parenting in Vietnam

Parenting in Vietnam was influenced by conceptual values from feudal system and Confucianism (Nguyễn Hiền Lương, 2015). Recently, the process of industrialization and globalization has made

a massive change in the economy, society, cultural values and the structure of a family (Lâm Ngọc Như Trúc, 2008). As a consequence, the child rearing in family also faces a number of changes and challenges.

Background of parenting in Vietnam

A model of traditional family in Vietnam contains many generations living together in the same house. The typical relationships in a family such as parent-child, husband-wife or siblings followed strictly the hierarchy in family and the gender inequality was quite clear (Lâm Ngọc Như Trúc, 2008). For example, a child was considered good if he or she always obeyed parents, a wife had to follow her husband opinions, parents and older brothers or sisters had to show a good example so that a younger child could learn from the them. The child rearing in this type of a family involved almost all family members, especially, the mother and grandmother. Vietnam has a saying "Con hư tại mẹ, cháu hư tại bà", meaning that if the children fail to meet the standard expectations of family and society, the fault belongs to the mother and the grandmother. This saying presented the main roles of women in the house, also the gender inequality in child care in the Vietnamese ancient culture. Knowledge of child care came mostly from experiences transmitted from previous generations.

The impacts of industrialization and globalization lead to changes in family structure. The nuclear family become more common and the order in family became less important and less strict. The parents-child relationship is also less imposed and tends towards respect of individual freedom (Phạm Việt Tùng, 2011). This transition of family structure causes a shift in the roles of family members. In the past, a woman used to stay at home, did all housework, and raised children, whereas a man was the breadwinner in the family. Nowadays, the participation of women and men in the labor force is nearly equal to each other. Men also contribute more to child care but the participation of men in housework does not increase significantly and is not compatible with the increasing contribution of women in the labor force (Nguyễn Hữu Minh, 2012). Parents have a chance to expose themselves to Western scientific knowledge of child care, so they tend to apply that knowledge more than folk experiences in taking-care of their children.

The demand of skillful workers is increasing due to the process of industrialization and globalization. This growing demand requires a qualified workforce and a higher quality of parenting as well (Lâm Ngọc Như Trúc, 2008). Therefore, parents in Vietnam are really concerned about the education of their children, although families in the countrysides and the mountain areas have fewer conditions to child care. Parents who have a high education and a high income tend to have more concern for the children's education (Bộ Văn hoá, Thể thao và Du lịch - Tổng cục Thống kê, Viện Gia đình và Giới, UNICEF, 2008).

However, another noticeable issue that has been emerging in the current society is that some parents are under an economic burden and spend considerable time and effort to earn money for their living expenses and children tuition fees. Hence, they do not have much time for child rearing and assign the task of upbringing their children to the school and the teachers. According to the statistical data from a report of the General Statistics Office of Vietnam and Unicef (2008), only a half of teenage respondents confirmed that parents checked their school work every day, and 20 percent of parents did not know the self-study timetable of their children at home and the studying result at school of their children as well.

Conversely, a number of families with a good economic condition and a clear perception of education concern hold over-high expectations for their children. This expectation puts a heavy burden and presure on their children's shoulders. As a consequence, the children have to study hard and even do not have spare time for playing and relaxing. Furthermore, some parents do not care about the competence and interests of their children, they force their children to choose study programs or jobs which follow the opinions of parents (Hồ Sỹ Anh, 2014).

Types of parenting

In a research about parenting in Vietnam, Hồ Sỹ Anh (2014) divided child rearing styles into three different categories. The first category is a Confucianism-influenced parenting style. This style focuses on the child's acquisition of skills and behaviours such as proper manners and study capability. Parental behaviours set good examples of hard working people for the children to learn from those typical models. Children are also expected to obey parents' instructions and opinions. The advantage of this parenting style is establishing well-mannered families. However, its drawback is focus only on the moral development of children. Physical development and entertainment activities of children tend to be ignored. In addition, being influenced by cultural values of Confucianism, children are educated with viewpoint of the gender inequality. Therefore, the development of children is not really comprehensive.

The second parenting style in Vietnam is influenced by Confucianism and the democratic modern education. Parents in this child rearing style still keep some cultural values from Confucianism in the upbringing of their children at home, for example, fostering the study abilities of their children or teaching their children to obey the old. Furthermore, the disadvantages of the first style are overcomed partly in this one. The relationship between parents and children is more balanced and parents respect their children's opinions and interests. The point of view in gender is more equal. The comprehensive development of children has been concerned. Parents in this style support their children to participate in physical activities, to develop intellectual and social skills.

The number of families follows this type is increasing and the parents in those families often have high education background or have chance to exposed to democratic education from overseas.

The last type of parenting mentioned by Hồ Sỹ Anh (2014) is none-method style. Parents in this type often do not pay attention to the education of their children, they tend to assign the task to school and teachers. Nguyễn Hữu Minh (2012) pointed out in his research that a number of parents did not know how to educate their children. For instance, they have impotent attitudes towards the misbehaviours of the child or even ignored them. In contrast, some parents use physical punishment when their children made mistakes. Families belonging to this style are the majority and are normally located in the countryside or the mountain areas.

Overall, parenting styles in Vietnam have some similarities with the four typological models defined by Baumrind, Maccoby and Martin. The Confucianism-influenced parenting style is quite similar to the authoritarian parenting style of Baumrind. The second child rearing style in Vietnam has many common attributes with the authoritative parenting style. The last one, none-method style, is in between the authoritarian and the indulgent type.

Some existing issues of parenting in Vietnam

There are several issues of parenting in the Vietnamese culture. This part summarizes three main existing problems in Vietnamese parenting. The first notable issue is domestic violence in parenting. In terms of child rearing, Vietnam has a saying "*thương cho roi cho vọt*". It means that the reason behind the use of physical punishment when children made a mistake is the love of the parents, because the parents love their child and want them to be mature, so the punishment is the way to make the child to remember the error they made so that they will not repeat it in the future. A large number of Vietnamese people still consider physical disciplinary as a method of educating children. According to the statistical data of General Statistics Office of Vietnam and Unicef (2015, pp. 224-226), there is 42.7 percent of children from 1 to 14 years old enduring physical punishment by a member of the family. Severe disciplinary violence (e.g., beating in the head, ears or face of child; severe or repeated beatings) is not common but at least 2.1 percent of children suffered from it. Furthermore, 14.6 percent of parents in the research believed that children should be punished physically. This index was 45,8 percent in statistical data of 2007. Most of approving answers are from respondents with a poor educationg and a low living standard. They thought that physical punishment is a method of educating children. Although the rate of parents who accept the violent-oriented actions in child rearing reduces by 31.3 percent in 8 years, the physical disciplinary is still quite common in child care in Vietnam.

The second problem is the conflict between generations in a family (Hồ Sỹ Anh, 2014). Perceptions of grandparents, parents, and children are different about family issues such as

traditional customs, duties, and responsibilies of family members or gender inequality. Some old generations (e.g., grandparents or parents) still keep the old customs and a strict discipline at home whereas young generations exposed to the Western culture or democratic ideas require the freedom and independence of individuals and a balanced relationship between the parents and the child. This difference in thinking between members in a family leads to the conflict in their perceptions of family values. As a consequence, it also influences the parenting in a family, causes the rebelliousness of children or the laxity of the relationships among family members (Phạm Việt Tùng, 2011)

The last issue is the sexual education for children. In formal education, children in Vietnam start learning about gender issues in the fifth grade, the last year in primary school. The sex education is integrated in a subject named Humans and Health which is the first step in teaching students to distinguish between the two genders (e.g., biological characteristics, respect for the differences between two genders), the reproductive health of adolescents and how to prevent sexual assault (e.g., safety, the right of protecting the individual safety, and opposing the abuse) (Huyền Lê, 2018). All opinions of educational experts cited in the article of Huyền Lê (2018) indicated that gender education in the Vietnamese general education is too late, and this subject should be taught to children in kindergarten. At home, the general discussion of the difference between two genders is quite open, however, the further issue, sexual education, is still a forbidden topic between parents and child (Thiên Bình, 2018). An opinion of a psychologist cited in the article of Thiên Bình (2018) pointed out that some Vietnamese parents think that if they provide knowledge about sex for their children while they are still at school age, this knowledge will make the child scared, guide the child to other issues which are outside of study or even lead the child to sexual activities. This fact can be explained by the influcence of cultural values from the feudal system and Confucianism in parenting. Furthermore, when talking about sexual issues, some parents have a tendency to tell their child that sex is a bad thing or having romantic feelings for a friend is not good when you are still young. Hence, the child might feel uncomfortable and not dare to share their issues related to love, genders, or sex to their parents, and they will turn to ask advice from their friends, or find the answer for their concern in other sources such as the Internet, books, or movies.

2.4 Media literacy and issues related to the media use of children

2.4.1 Media literacy

The concept of media literacy indicates the collection of capacities that enable people to understand media texts, to produce media products of their own, to identify political effects of media, and to engage with the social media in everyday lives (Hoechsmann & Poyntz, 2012). Hoechsmann & Poyntz (2012) suggested that if traditional literacy gives us abilities to interpret and engage with print-based texts (e.g., books or magazines), then media literacy enables people to engage with various types of media texts. The term, media texts, may contain print, audio, and visual text such as advertisements, magazines, books, television programs, radio talk shows, video games, or websites. The producers of media texts vary from film-makers, web designers, and content writers to an individual with single digital devices like cell phones or digital cameras.

In early researches, the term of media literacy was formed and mentioned along with the growing convergence of media types and technologies. In the multi-perspectives framework for enhancing media literacy in media education, Kellner (1995) mentioned a protectionist approach which aimed to inoculate children against the negative "effects of media addiction and manipulation by cultivating a taste for book literacy, high culture, and the values of truth, beauty, and justice" (Kellner, 1995, p. 336). This concept was based on the limitation in the view point of media to guide the media audiences' perception.

Later, David Buckingham in his research about digital media literacy has described the proliferation of the term "literacy" which has become more variable and fashionable over past 30 years in the age of the Internet. The origin of the literacy notion was applied to the medium of writing, then Spencer (1986) described the playing of young children with media as emergent literacy. The concept of new or multiple literacy has been introduced by a variety of authors such as visual literacy by Moore & Dwyer in 1994, television literacy by Buckingham in 1993, cine-literacy by the British Film Institute in 2000, and information literacy by Bruce in 1997 (Buckingham, 2007). Buckingham (2007) also mentioned about digital literacy (or internet literacy or computer literacy) with emphasis on information. He has pointed out that the main concern in digital literacy is how to process information such as locating, using, interpreting, evaluating and producing. With the proliferation of media the borders between information and other media have become increasingly blurred. Therefore, the nature of media literacy is the notion of the abilities to interpret, produce and evaluate the information which is contained in variety of media texts.

Media education and media literacy

Buckingham (2003) claimed that "media education is the process of teaching and learning about media. While media literacy is the outcome - the knowledge and skills learners acquire". Hoechsmann & Poyntz (2012) agreed with this sentiment and pointed out more details in the relationship between media education and media literacy.

In the brief history of media education, Hoechsmann & Poyntz (2012, pp. 9-16) summarized how media education developed from 1960s to the first ten years of twenty-first century in the United Kingdom (UK), Australia, Canada, the United States (US) and various non-English-speaking countries like Finland, Norway, and Sweden. In the 1960s, screen education was introduced to school curriculum in the UK in order to investigate "the popular culture texts" which the young were currently exposing to. The aim of screen education was to increase the understanding of the youth about their own position in the world. Meanwhile, early initiatives in media education about film analyses and film products were developed in school programs in Australia and Canada. The purpose of this movement was to guide students to interpret the language of film and understand how the film is involved with social and political affairs. Media education in the US was started slower. Until 1978, in relation to the criticism against the increasing television consumption of children, the Office of Education did initiative research on the effects of commercials on children and produced recommendations for educators. The set of recommendations indicated that the school curriculum should teach students to understand advertisements on the television, and increase students' capacities to differentiate between fact, fiction and commercials.

Hoechsmann & Poyntz (2012) concluded that, globally, media education formally became a part of school curricula in many developed countries by the 1980s and 1990s. However, in poor and developing countries where the educational goals still focused on encouraging children to school or teaching basic literacy and numeracy, media education did not appear in mandatory programs, but educators started to be aware of media education policies. Nevertheless, even in a developed country like the US, they still faced various difficulties when implementing the strategies of media education in practice. These challenges could be named, for example, unconnected teaching communities which was caused by the length of physical distances in the wide size of the country; the shortage of state-centered teaching organizations, or the lack of training programs about media education for educators. In response to these challenges, parents, parent groups and non-governmental organizations had taken the leading roles in the development of media education and media literacy in the US. Parents and parent groups mainly focused on addressing the negative impacts of media texts on children in terms of violent behaviors, "crime,

materialism, sexuality, alcohol and drug use". Some non-governmental organizations in the US like The Alliance for a Media Literate America, Media Education Foundation, or the Center for Media Literacy had proposed and developed more helpful and flexible media education programs for communities.

In the twenty-first century, the importance of media education has been recognized considerably by different stakeholders in education, especially policy-makers (Frau-Meigs & Torrent, 2009). However, Hoechsmann & Poyntz (2012) noted that alongside the widespread use of personal computing and the integration between educational technologies and teacher education, the main focus of media education in school is on learning how to use particular software. This focus leads to the situation that the training concerning critical analysis of media texts has been ignored. Hoechsmann & Poyntz (2012) recognized the helpful role of a technical skills education (e.g., software use, camera use or editing video) for students regarding extending opportunities in the job markets. Hence, technical skills training must be a part of media education and the obtained technical skills of learners must be a part of their media literacy. Nevertheless, Hoechsmann & Poyntz (2012) argued that beyond the concern for technical skills, a person in an information society must have the understanding of contemporary media environments, including democracy, community, or how social and political impacts of media texts influence people's everyday lives. They concluded that media literacy should always be "a moral agenda" which encourages and enables the youth to become respectable and responsible citizens, actively engaged participants in a common shared world. Furthermore, Hoechsmann & Poyntz (2012, p. 15) suggested that media literacy is the outcome not only from a formal media education but also from learning in outside school environment. Children start develop their media literacy years before coming to school with the guidance from their parents or siblings.

2.4.2 Issues related to the media use of children

The use of media in family

The wide use of digital media devices inside the family environment made a great impact on family interaction and socialization (Lahikainen & Arminen, 2017). Lahikainen & Arminen (2017) suggested that the influences of digitalization in familes and the roles of media are depended on various factors such as the number of media devices in homes, technical competence of family members, and the parental concern of media use of children. In terms of socialization in homes, media can be embedded in family relationships directly and indirectly. Lahikainen & Arminen (2017) claimed that the television was the most common medium providing shared activities

between parents and children or among family members. Children can learn to socialize and interact with their parents during the watching time of television programs. For instance, they observe the reaction of their parents to television programs, understand their parents, and learn to express their own opinions. In the opposite direction, parents can explain and comment on the program content to interpret the meaning of programs for their children. However, sharing time together in front of the television does not mean that all family members are only focusing on it. Each member can do multitasking things at the same time like surfing the Internet with a mobile phone or doing other household tasks. Additionally, Clark (2011) indicated that the mobility of media devices such as cellphones, laptops, or tablets disperses the sharing activities in family.

The expansion of media devices in homes creates new types communication among family members. Clark (2011) suggested that the new media, digital and internet-connected devices, for example mobile phones, tablets, or computers, not only connect people to the outside world but also provide means of communication for members in the family. The daily family interaction and socialization are no longer limited to the home (Lahikainen & Arminen, 2017). Family members engage in other members' media activities, for example, interacting in social media or sending messages with pictures, music or videos via phones. Therefore, the use of media in this situation might strengthen the relationship among family members especially when they are living far from each other. However, Lahikainen & Arminen (2017) argued that the exposure of online devices at home brings the connection of outside world to the domestic house and interfere with the real-life communication. They pointed out that people often give privilege to online contacts which might interrupt face-to-face conversation with other famlily members.

Screen time

Traditionally, researchers and the mass media have focused on how parents/educators try to reduce the potential negative impacts of screen media on children and young adolescents. The most common method which parents choose to use is restricting time spent on screen media (Nathanson, 1999). The concept of screen time or "time spent on screen media" was described as the quantity of time children spent with digital media (Blum-Ross & Livingstone, 2016). In the mass media, screen time was often reported to associate with the negative effects on children's physical and mental health. Blum-Ross & Livingstone (2016) argued that this long-term emphasis is misleading and out-of-date. Instead of focusing on the amount of media-used time, parents and educators should be concerned about the "contexts" in which their children use "screen media" (where, when, why, with what effects and how digital media are used), the "content" of media that they are watching or using, and "connections" they are connecting or forming relationships through screens. The meaning of the term "screen media" identified in Media policy brief 17 of Blum-Ross

& Livingstone (2016) contains the new popularity of screen-based devices like smartphones or tablets; and the old screen-based media such as computers, game consoles and television.

Blum-Ross & Livingstone (2016) suggested that the increase of screen time corresponds to the growth of investment in technological devices in a family as a means of education for children at home; a tool for keeping social connections among family members, relatives and friends; or simply devices for enjoying daily life. Parenting with digital media is debated in various aspects such as reducing the negative impacts of screen time; providing effectively digital media for the development of children; and the risks and harms of using digital media. Another debate on parental responsibilities for their misuse of digital media was indicated by report of Blum-Ross & Livingstone (2016). They pointed out some wrong behaviors of parents in using digital media, for example, some parents use techincal devices and digital games as a way to keep their children occupied so that they have time to do other things. Also, a number of parents are addicted to digital media and a present poor model of behavior for their children.

Online risks and harms

Besides a variety of negative effects for physical and mental health of children caused by a high level of digital media exposure, such as childhood obesity (Christensen, 2015) or "angry, depressed and unmotivated" attitude (Dunckley, 2015), which have already been confirmed by scientific researches (Chng, Li, Liau, & Khoo, 2015) or popularized by the mass media, children have also faced some online risks directly or indirectly. Children might access inappropriate content, for example, pornographic images, false news, violent or racist texts (content risks), disclose their personal information (conduct risks), form relationships with strangers, or be in a situation of being stalked or harassed online (contact risks) and be exposed to excessive advertising or marketing (commercial risks) (Blum-Ross & Livingstone, 2016, p. 9).

However, those "risks are not the same thing as harms" (Blum-Ross & Livingstone, 2016). The difference between harms and risks is distinguished clearly in Blum-Ross & Livingstone's report. Harms are the consequences that may result from exposure to risks. For instance, watching violent action movies may lead to the increase of children's aggressive behaviors or an excessive exposure to social media might cause low self-esteem in children, but those harms do not happen automatically or apply to all children in all contexts. Many factors in the circumstances may be related and lead to harmful effects on children, or not.

In the context of this study, I focus on the content risks which children might be exposed to while using media, and the perceived harms from those risks. According to the report about Risks and safety on the internet of Livingstone, Haddon, Görzig, & Ólafsson (2011, p. 13), the content risks children might encounter during Internet use are aggressiveness (via violent content), sex (via

pornographic content), values (via racist or hateful content) and commercial (via embedded marketing). The researchers of that report emphasized the risks of seeing pornographic content. They pointed out a range of media where children might be exposed to sexual images. The most common ways are on the Internet, television, films, or videos; printed media like magazines or books are less common but still offline ways where children see pornographic content. Children might see sexual images online when this kind of images pop up accidentally; however, some children reported that they saw pornography on a video hosting site such as Youtube, adult, or X-rated websites, gambling websites, or social networking sites, etc. The parents' view of the risks of sexual content had been investigated in the report of Livingstone, Haddon, Görzig, & Ólafsson (2011, pp. 53-54). The researchers found out that parents are aware of sexual content risks but slightly overestimate the exposure to pornographic content for younger children and girls; they also quite underestimate it for the older children.

Benefits of using digital media for children

The positive effects of digital media are less recognized in the popular media but it is the undeniable fact that children receive enormous benefits from digital media. Blum-Ross & Livingstone (2016) pointed out that with the support and guidance from parents in media engagement, children have more opportunities to access positive content, rich resources of information, and knowledge to foster children's interests (learning and creating); contact with distant family and friends (connecting with others) (Boyd, 2008), join communities of same interests, and get online support (civic action and engagement).

2.5 Parental mediation

2.5.1 Definition of parental mediation

The report of Media Policy Project (Blum-Ross & Livingstone, 2016) emphasizes the main role of parents is not only to restrict and to guard their children's use of media but also to guide and to facilitate their children to access, to understand, to connect and to reproduce through and beyond digital media. This process is considered as parental mediation in educating of media literacy at home. Parental mediation was defined as any approach parents use to monitor, control or explain media content for children (Nikken & Schols, 2015).

Gentile et al. (2014) indicated that "parental monitoring of media has protective effects on a wide variety of academic, social, and physical child outcomes" and prevent negative impacts of both the amount and content of media on children (Nikken & Schols, 2015). The media

supervision of parents involves differently in each stages of children's lives (KAVI, 2015). Parents adjust their mediation practices to the age and to the media activities of their child (Nikken & Schols, 2015). In early childhood, parents controls their children's media use heavily. The role of parents in this period is protector and decision-maker for their children. The intervention of parents is minimal by the time children reach adolescence. Middle childhood is the most important period for parental media supervising because it is a time of development in which children typically increase their independence to make their own decisions.

Nikken & Schols (2015) suggested that the mediation practices of parents vary in the types of approaches and in how these approaches are applied. For example, some parents create specific uses of media at home by limiting the amount of electronic screens in the house to foster interactive and creative activities in the family, by choosing specific electronic devices because of their educational value, or by allowing their children to use media devices at a specific time as a reward for their good behaviors. On the other hand, Nikken & Schols (2015) pointed out that some parents consider media devices as tools of relaxation and entertainment for their children. These parents, for instance, let their children browse their phones at home to play games or watch online movies in their children's free time. Furthermore, technical devices with some apps of games, music or clips are used to keep children busy, so that parents can have spare time for themselves (Blum-Ross & Livingstone, 2016)

The use of mediation practices is diverse regarding the child's gender, age, parenting styles (Livingstone & Helsper, 2008), family values, the social class of family, the media competence of parents, or the economic condition of family (Nikken & Schols, 2015), etc. These factors play a vital role in the engagement of parents in child rearing and the distribution of time and effort to the mediation of their children's media use. In many families, for instance, the duty of child rearing mostly belongs to the mothers, and they have more a closer relationship with the child than the fathers. As a result, the mothers participate more in the practices of mediation. In addition, higher-educated and higher-income families have abilities to buy state-of-the-art electronic devices as tools for their children's education. Furthermore, parents with low skills in technology find it difficult, or even do not know how, to use the technical functions of media devices to control or restrict their children use of media (Livingstone & Helsper, 2008).

2.5.2 Parental mediation styles

The styles of parental mediation have been addressed and discussed in numerous previous studies on parental guidance. Nikken & Schols (2015) summarized three styles of mediation that have

been applied for the traditional screen-based media like television and games: active mediation, restrictive mediation and co-use.

Active mediation is the parental discussion and explanation of media content which can cover some activities like offering opinions and talking about media content; teaching children about the aims of various media (e.g., advertising, games); or providing guidance, advice and explanations of media content for children (Gentile et al, 2014; Nikken & Schols, 2015). *Restrictive mediation* refers to the establishment of rules or limitations on the amount of time of children's use media, what type of media content children can read, watch or play at home without a necessary discussion of the meanings or effects of particular content (Livingstone & Helsper, 2008). *Co-use* (e.g., co-viewing, co-listening, co-reading, co-playing etc) describes the sharing of activities related to media between parents and children; parents purposely use media together with children without commenting on media content or its effects (Padilla-Walker, Coyne, Kroff, & Memmott-Elison, 2018). Clark (2011) addressed active mediation as an important bidirectional communication between parents and their children, restrictive mediation forms another type of communication between parents and children with rules and following consequences if the rules are not followed. Co-use tends to provide more balanced interaction among family members. These three mediation strategies can be applied to all media nowadays with some modifications (Livingstone & Helsper, 2008)

With the advance of technology and the Internet, a number of new screen-based media were invented and became integral parts of everyday life such as smartphones, tablets, computers, or on-demand televisions. Those new media have the ability to connect to the Internet and give users opportunity to access an ocean of information and knowledge on the Internet . This development of new media causes the change of mediation styles in order to control and supervise the media use of children. Three adaptations are supervision, monitoring, and technical restrictions (Nikken & Schols, 2015). *Supervision* or observation means that the parents are present nearby and observe their children's use of electronic media. *Monitoring* is the way to keep track of the online activities of children by checking the Internet browser history or following children on social media networks. The last style is *technical restriction* in which parents use a function of media devices or software to filter, restrict, monitor, or block access to inappropriate content. Livingstone & Helsper (2008) indicated that parents favor active and restrictive mediations over the technical restrictions and monitoring practices.

Nikken & Schols (2015) suggested that parental mediation practices are also varied by the parental views on effects of media content on children. Parents concerned about the risks and harms which their children might be exposed to during media activities, have a tendency towards

using active and restrictive mediation to protect their children. For instance, they apply restrictive rules on media use and discuss critically about media content. In another hand, parents who favor the educational and entertainment opportunities from media tend to share media activities together with their children but actively comment and give their opinions about media content for children.

Concerning the Internet use of children, Livingstone & Helsper (2008), in the result of their research about parental mediation and children's Internet use, presented some adapted approaches in which parents adjust their monitoring practices from existing strategies (e.g., for television) to meet the new challenges posed by the Internet such as active co-use and interaction restriction. The *active co-use* combined the parental guidance about online activities for children (e.g., do not divulge personal information) and restriction on user-system interactivity (e.g., online games, online shoping, voting) with explanation of media content or its effects. *Interaction restriction* means banning the use of user-user interactivity such as email, chat rooms, instant messaging, online games, peer-to-peer networking, and downloading. The main purpose of active co-use and interaction restriction is protecting children from online risks. However, the hypothesis that increasing mediation would reduce the online risks was not confirmed in Livingstone & Helsper (2008) research.

In another research of Livingstone et el (2017), the decisive role of the digital skills of both parents and children in what parental mediation strategies should be used to maximize online opportunities and minimize online risks for children, was revealed. Livingstone et el (2017) concluded that if parents assessed themselves low-competent in technology, they tend to use more restrictive mediation (e.g., using rules and or limiting the children use of media). On the other hand, parents favor active mediation and monitoring (enabling mediation) when they judge themselves adequate or better at digital and parental skills. It means that as parents have more skills, they are also aware of available and worthy opportunities from Internet use, so restricting the Internet use of their children is less appealing. The second conclusion from the research of Livingstone et el (2017) is that if parents assessed the digital competence of their child low, they have a tendency towards using restrictive mediation. Conversely, parents prefer active mediation when they judge their child to be skillful in using digital media. Summarized, if parents feel confident about their own and their children's digital skills, they are also confident to allow their children expose to online opportunities. These parents believed that they and their children can handle online risks when they happens as well. Hence, the consequent harms from online risks are minimized. In contrast, if parents doubt their own and their children's abilities of using digital media and of handling online risks, they tend to be more restrictive in their children's use of new

media. This might reduce online risks but also prevent children from approaching online opportunities.

In another practical study of Internet safety, Shotbolt (2018) proposed a solution to tackle the online risks. This solution includes improving the quality of at-home parenting and building the parental knowledge and confidence. According to the four basic parenting styles defined by Baumrind, Maccoby and Martin (see the section Parenting of this study), the authoritative parenting has the best outcomes. Based on this conclusion, Shotbolt (2018) suggested a new style of child rearing in the digital age: *authoritative digital parenting*. In this "emotional climate" to raise a child, parents should provide a high levels of warmth, high expectations and age-appropriate guidance to children. Also, parents should give children the space to make mistakes and let them learn from these mistakes with a warm and supportive attitude from their parents. However the requirement of authoritative digital parenting will put a considerable pressure on parents. Hence, Shotbolt (2018) suggested to provide information and guidance for parents in order to build parental knowledge and confidence about the risks or the internet safety and the benefits of the internet for children as well.

3 RESEARCH METHODOLOGY

Overview

This research was implemented as a part of my study in the Media Education field. I aim to study how media is involved in education of children outside the school context. The participants in my research are parents of young adolescents (age range from 10 to 15 years old) living in urban areas in Vietnam. Each interviewee participated in an online interview on how they monitor their children's use of media at home.

The aims of this research are to explore the awareness of these particular parents about their children's use of media, of the influence of media content on their children's development and how they monitor their children's use of media based on their degree of awareness.

3.1 Semi-structured interview

I followed the guided interview type (Lichtman, 2006, p. 118) which can be called a semi-structured interview in the qualitative research. Tradition, this interview technique is considered as a productive method for a qualitative researcher in the case of exploring self-reflected data from individual sources (Said, 2017). In the context of this research, the semi-structured interview technique allows me to control the process of collecting practical information from participants; thus, a set of questions is used to for guidance during the interview.

However, the interview can be driven freely by the interviewees' own ideas (Partington, 2011). Therefore, I composed a general set of questions based on the knowledge and the information gained from the theoretical background I have studied for this thesis. The general structure is used the same for all people who are being interviewed, but I sometimes vary the questions as the circumstance demands. In this study, I conducted seven interviews which included one group interview with a couple and six individual ones with a parent.

The setting of the interview is online, mainly because the participants and the interviewer are geographically dispersed. An online interview or e-interview, is a research method conducted using computer-mediated communication (Salmons, 2015), in which the interviewer "can easily

record both the visual and audio interaction of the interview" (Hanna, 2012, p. 241) quickly and accurately. For example, in my study, I recorded videos containing audio and visuals using a small camera behind my back during the interview. In addition to the advantages of online interview, when carrying out an e-interview, the interviewer and participants still remain in their own comfortable personal spaces (Hanna, 2012). For instance, one of my interviewee wore her sleeping clothes and sometimes talked with her daughter during the process of interview. A neutral location such as a home for both of us makes her feel relaxed or like not being interviewed, so the interview was like a discussion between two friends. In my study, the technical tools used for establishing an online conversation were Skype and Facebook video call.

In the beginning of each interview session, participants were informed about the main purpose of interview, the concept of media in this research, the use of their personal information and that the length of each interview would be around 45 minutes. For example, I explained that the concept of media in my context includes books or e-books, mobile apps, games, movies, music, television programs, and websites. This explanation was necessary because most of my participants considered media as the Internet-connected devices. Only with the interviewee's permission, the whole interview session was recorded by a portable camera. The data collection of one interview session was finished when already obtained information was being repeated.

The set of guided questions in the interview divides into three sections. The first part is a warm up and aims to collect general information about the interviewee's demographic data, as well as how often and at what level they use technical devices. Subsequent questions in this section target the data of how parents allow their children use media at home or the knowing of parents about their children's use of media outside home. The second section is the main part in the interview, altogether ten questions, to elicit in-depth answers about their practical awareness of the influence of media content on their children's development. Those questions also aim to investigate how concerned parents are if their children are being exposed to inappropriate media content, how parents monitor the children's use of media, and what solutions they used to guide their children. The last part in the set of interview-guided questions consists of abstract inquiries which intend to reveal how they choose media content as well as their needs of having a useful source or a review system of media content for children in Vietnam.

The language in all interviews mainly is Vietnamese with some English terms and expressions. Vietnamese is the native language of the interviewer (the author of this thesis) and of all interviewees. During the conversation with my informants in the interview, I also tried to rephrase academic terms or written expressions into daily language. For example, instead of using "*active mediation*", I asked about how they *talk about the content of a movie or a book* with their

children. I did not use the term "*restrictive mediation*" in talking but used what *rules of using a computer or a smart phone* they set for their children. This rephrasing helps to reduce and avoid the confusion of interviewees. In a later phrase of this study, I transcribed all relevant quotations in interviews into English.

3.2 The recruitment of participants

The target participants for my study are parents who have children from 10 to 15 years old and live in urban areas in Vietnam. Early adolescence is a unique stage of human life, they experience remarkable developmental change during this period (Caskey & Anfara, 2007). This notable stage of children's development is also the most important period for parental media supervision because children typically increase their independence to make their own decisions. Once the decision of choosing parents of children with age range from 10 to 15 years old as the main informants was made, I recruited candidates based on the requirements in this study. After having obtained information for the contact of potential candidates, I contacted them personally via email or Facebook Messenger and arranged a time and the technical tools of interview if they agreed to participate in my research.

TABLE 8.   List of interviewees in this study

Interviewees	ID	Gender	Age at participation
Participant 1	P#1	Male	43
Participant 2	P#2	Female	41
Participant 3	P#3	Female	44
Participant 4	P#4	Female	37
Participant 5	P#5	Female	41
Participant 6	P#6	Female	36
Participant 7	P#7	Female	39
Participant 8	P#8	Female	39

Interviewees in this study are eight persons (one father and seven mothers) with an age range from 36 to 44 years old. Most of informants are my acquaintances, as only one interviewee was introduced by a friend of me. Having most interviewees be people I have known before this study has pros, cons, and challenges. First of all, the rapport between an interviewer and an informant

was built easily, as a mutual trust existed before the interview (Yuan, 2014). The atmosphere of the interview was comfortable and relaxed, and as a result, we discussed easily and had an in-depth sharing conversation. However, when the two-sided rapport - interviewer and informants, friends or relatives - was intertwined, the challenges of this relationship emerged such as keeping the interview balance between formality and informality with my acquaintances as interviewees or preventing the fabrication of data to satisfy the expectation of interviewer.

For instance, when I just asked one participant who was my classmate from university a warm-up question "*Does your son have his own smart phone to connect to the Internet?*", she answered me quickly. "*I allowed my son to be exposed to technology since he was a small child. He has his own iPad since he was in the third grade in primary school [pause] because I know that the advantages of the Internet are bigger than the disadvantages*" (P#6, F, 36)[2]. Her response revealed that she had already made an assumption about the purpose of my interview to seek a confirmation of the advantages of using technology in education.

Therefore, in order to have the honesty of informants in conversation, I always informed them and explained to them clearly about the purpose of my research and sometimes repeated it in the middle of a session. Besides that, one principle applied for every interview to keep the formality of conversation was that I treated my acquaintances as respected participants during the process of interviewing. They were informed in the beginning of a session that their private information would be secured, only used for my study, and not be sold to a third party. Before the interview ended, I often expressed my gratefulness towards their participation.

The genders were unequally distributed with seven females out of eight participants. This inequality can be explained by the role of women in Vietnamese culture. In traditional customs of Vietnam, the duty of children's upbringing in a family belongs to women, and men are the breadwinner of their families (Lâm Ngọc Như Trúc, 2008). In the list of candidates for interviewing, I had contacted four fathers but only one accepted my request.

In this study, participants were full-time professionals from various specializations such as education, banking, business, information systems, and management. They live mostly in urban areas, with three participants living in Hochiminh city, two persons in Hanoi - two largest cities of Vietnam - and the others living in smaller cities closes to the two biggest cities in the country.

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[2] Participant 6, Female, 36 years old

3.3 Data Analysis

In this research, I used thematic analysis for transcribing and coding all data of interview sessions. Thematic analysis is a research method "for identifying, analysing and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79). Braun & Clark (2006, p.81) also claimed that thematic analysis, opposite to grounded theory or narrative analysis, is not tied to any existing theoretical framework, so this method can work within different theoretical frameworks. Thematic analysis searches across a data set, which is a number of interviews in my study, to identify repeated patterns of meaning or to reveal the phenomenon under investigation (Said, 2017). A theme or a pattern describes meaningful things found in the data with reference to the research questions or indicate some layers of patterned response within the data set (Braun & Clarke, 2006).

Following the thematic analysis step-by-step guide provided by Braun & Clarke (2006), I analyzed my data with a process of six phrases, to search for important patterns and to indentify meaningful themes raising from the data (Bernard & Ryan, 2010). My collected data in this study contains fifteen videos, each video lasts around 25 minutes. I used a software named Atlas.ti version 7 for Windows, a tool designed for qualitative data analysis, to code directly in my video files. This software is a technical tool recommended and supported by the University of Tampere.

These six phrase of thematic analysis are as follows:

Phrase 1: Familiarizing yourself with your data

The interview sessions were conducted and recorded by me, so before the phrase one, I had already had some prior knowledge of the data. However, I still watched and re-watched the clips of interviews to immerse in the data and to make myself familiar with the content of the data. During this phrase, I also started taking notes for further coding in the next phrase. This marking of ideas will help me go back exactly where the information is marked. Taking notes allows indentifying repeated issues, for example, observing the children's use of media, actively discussing media content with children, or easily accessing to the Internet in Vietnam.

Braun & Clarke (2006) noted that "thematic analysis does not require the same level of detail in transcript" like other methods such as discourse or narrative analysis. Further, I use Altas.ti program to code directly in the interview videos, so I do not transcribe all of verbal information in the interviews into written form. I transcribed only the quotations related to notes which were taken during the process of this phrase.

Phrase 2: Generating initial codes

Following the key advice for this phrase (Braun & Clarke, 2006), I tried to label as many meaningful codes as possible, and also noted down some relevant background of data in each code

to prevent losing the context of the codes. Those initial codes are a foundation for identifying potential themes in a later phrase. Generating codes was done by marking relevant sections in the videos. One section can be named by more than one code because its content can fit in different themes. For example, one of my interviewees said:

> *Nowadays, sharing many types of books is happening between children of the same age, the immature cognition is the same, so the level of influence is more dangerous [pause] therefore, nowadays, children are exposed to too much information or content when they are not ready and have not had enough skills to analyze and evaluate information (P#1, M, 43)*

This section can be labeled as three different codes which might be fit into diverse themes . The first one is "*peer sharing media content*" which indicates the awareness of parents about how their children are exposed actively or passively to media content outside the home. The second code is "*the worry of immature sharing*" which reveals their worry about their children passively receiving inappropriate content from their friends. The last one is "*the lack of information analysis skills*" that states the opinion of parents that children nowadays are not equipped enough for critical thinking to evaluate information while they are exposed to heavily in daily lives.

Following Said (2017), data was found relevant to be coded if it is mentioned in several conversations (e.g., observation of children use of media at home); it is a surprising idea from informants to the interviewer (e.g., they do not care about the violence in fictional movies but are more worried about the violence in real life which was filmed and shared openly in many video channels); the informant explicitly emphasized that it is crucial (e.g., cannot absolutely forbid the children from using media because children will be out of their communities); or it is related to the theoretical background of the study (e.g., checking the history of internet browser to monitor the access of the internet of children)

Phrase 3: Searching for themes

This phrase started when I had already identified all codes across the data set. Starting the analysis with the codes, then sorting relevant codes into potential overarching themes, I used a mind-map technique to build "the relationship between codes, between themes and between different levels of themes" (Braun & Clarke, 2006, p. 89). The ideal theme will appear several times across a data set (Said, 2017). At the end of this phrase, I have a collection of potential themes, sub-themes and all codes in relation to the above themes.

An initial thematic map as a result of this phrase is presented below (see figure 1). In this initial map, I identified six potential themes which are presented in an oval shape, with sub-themes being in a rectangular shape. "Awareness of children's use of media" is the basic and root theme

which indicated and related to other main ones such as "the types of media content", "cannot ban the children's use of media", "referenced resource for choosing media content", "communication", "technical control".

FIGURE 1.   The initial thematic map with 6 candidate themes
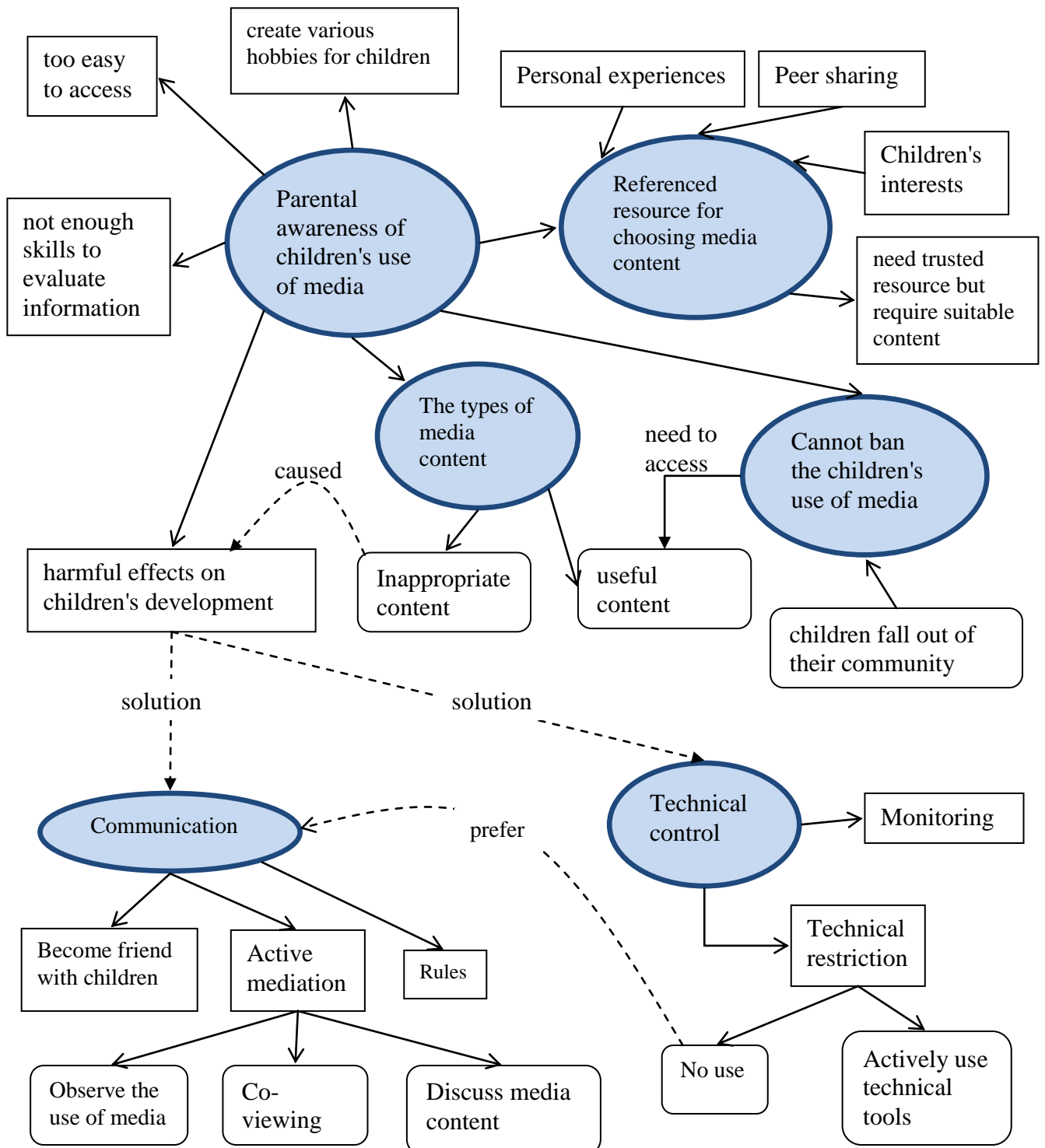
Phrase 4: Reviewing themes

The main purpose of this phrase is refining the collection of potential themes which I got from the previous step. Some candidate themes can be combined together or broken down into sub-themes. For example, some initial themes do not have enough data to support them, such as *types of media content* or *cannot ban the children use of media*. Those two themes can be grouped into a theme named *Awareness of children's use media* to enhance the meaningfulness of this theme. This process is repeated numerous times until I am satisfied with the thematic map.

Phrase 5: Defining and naming themes

With the satisfactory thematic map from phrase 4, themes are continued to be defined and refined by giving names which convey a full essence of the theme and identifies "what aspect of data each theme captures" (Braun & Clarke, 2006, p. 92). The names used in the final analysis need to be clear, concise, and provide the sense of theme. The final thematic map of this study is given below

FIGURE 2. The final thematic map showing final four themes
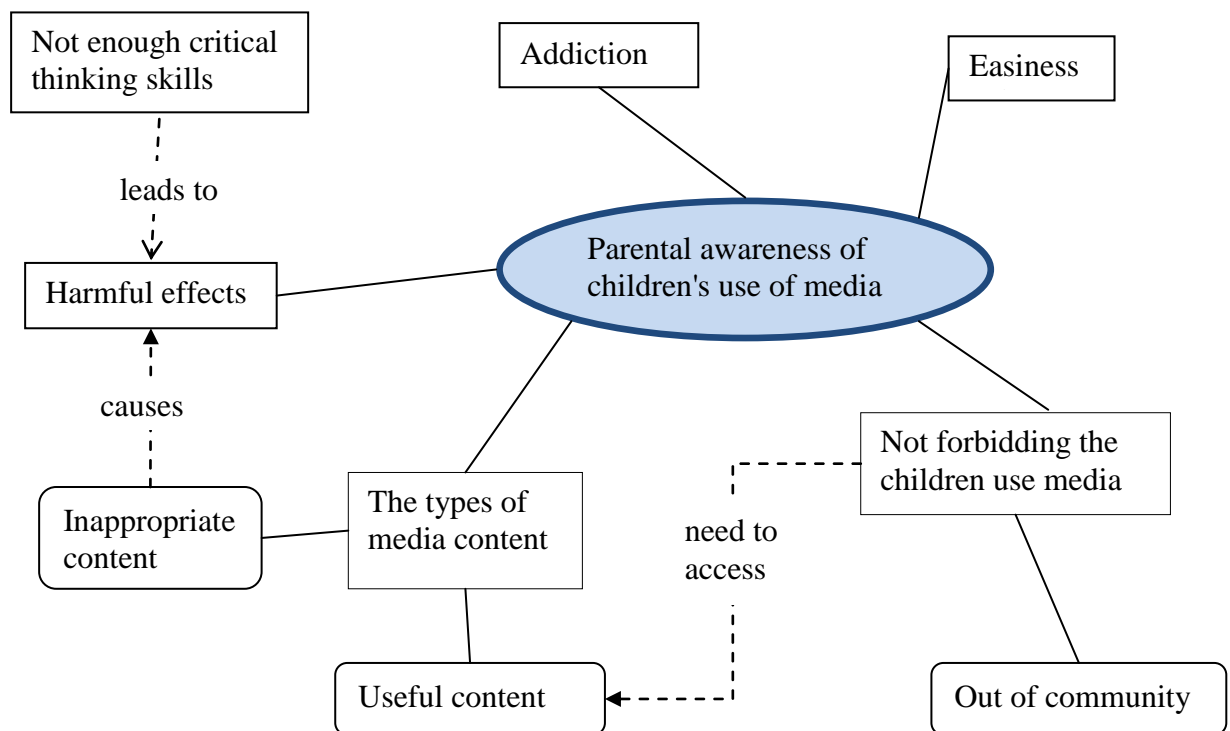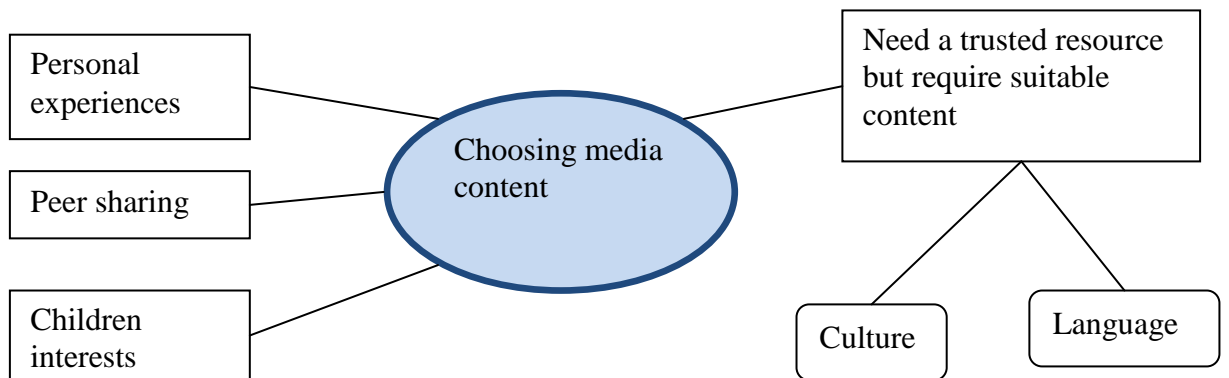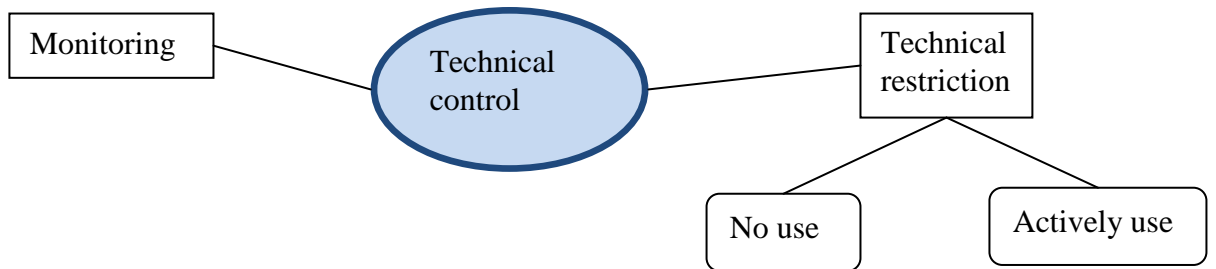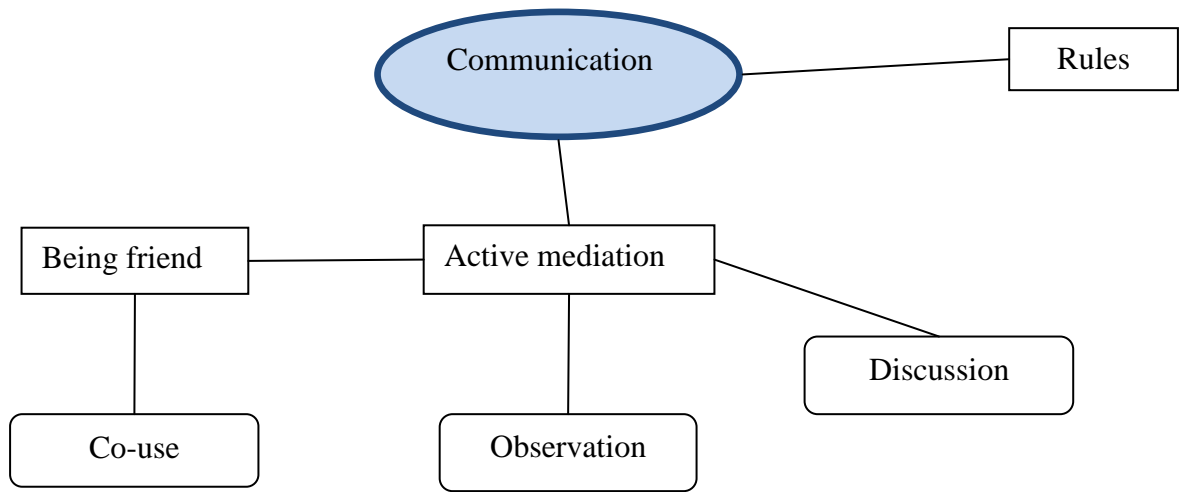
Phrase 6: Producing the report

The purpose of producing a report in thematic analysis method is to convey the story of the data in a coherent, logical, concise, and non-repetitive way (Said, 2017). The report should provide sufficient evidences of the theme which is relevant in the dataset such as quotations from interviews. The result of this phrase will be presented in the next section of this thesis.

4 FINDINGS

Demographic data of participants

The number of interviewees in my study is eight persons including one couple and six mothers with an age range from 36 to 44 years old. Seven interviews were conducted, including one group interview with a couple and six individual ones with a parent. The gender of participants was unequally distributed with seven females out of eight informants. The education level of informants is quite high with six out of eight interviewees having a master's degree, one informant having a bachelor's degree and one having completed high school. Regarding the investment in technical devices, the per capita number of devices in each family is quite high, with at least one device per person, and with more than a half of the families having nearly two devices per person (see table 9).

TABLE 9.   Demographic data and number of digital device per person in each family

Family ID	Total number of people	Total number of children	Ages of children (in years)	Total number of devices	Devices per capita
1	5	3	12 & 7 & 1	9	1.8
2	6	2	15 & 14	10	1.7
3	4	2	20 & 14	7	1.8
4	4	2	13 & 9	6	1.5
5	5	3	15 & 10 & 7	7	1.4
6	4	2	13 & 6	10	2.5
7	4	2	15 & 9	4	1.0

In the seven participating families of the study, there are four main types of digital devices which can access media content: a traditional television and an on-demand television which people can use to access the Internet; a personal computer system (a desktop computer or a laptop); a tablet and a smart phone. A smart phone is the most common technology tool to access the Internet and media content from the Internet. Following the smart phone is a personal computer system, and the distribution of televisions, and tablets, is quite the same (see figure 3)

FIGURE 3. Distribution of digital devices in informants' families
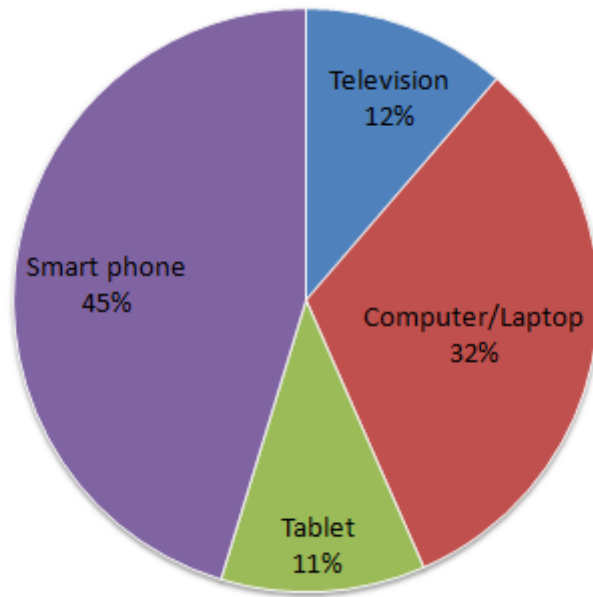
The findings of this study, using a thematic analysis method, consists a number of themes which indicates what degree of target parents are aware of their children's use of media, of the influence of media content on the development of their children, and how these target parents monitor the children use of media at home These findings also reveal the reference resource for media content which parents use to educate children at home. Four main themes were defined, and each has its respective categories as follows.

4.1 Theme 1: Parental awareness of children's of media

Nowadays, children in Vietnam easily access the diversity of information on the Internet. This opinion was stated by all interviewees. In the parents' point of view, the information from media or media content has two sides which are helpful and harmful to the children's education and development, especially when children are not equipped with enough critical thinking skills, and children have a tendency towards using technology applications excessively. However, forbidding the use of media to prevent children from developing on addiction to media use is not a practical solution because current and future era that children are growing up is digital age. Within the broad theme of parental awareness of children's use of media, a number of sub-themes emerged and presented various aspects of parental awareness such as parental knowledge of how easily their children can access media content, the parental perception about children's addiction to the use of media, parental categorization of media content, and not forbidding the children use media.

Parental knowledge about how easily their children can access media content

The media use of children can br split into two contexts: at home and outside home. In each house of the interviewees, an Internet connection and technical devices are widely used and indispensable in daily life. Children can use those technology devices at home with or without the permission of their parents. When asked, most of informants limit the use of technical devices by their children at home; however, they admit that they cannot control the use of media when the children are out of house.

Children can use media outside the home in numerous ways. Three main situations mentioned by parents are at school, at a commercial Internet shop, and peer sharing. Children in secondary school have a subject named "Tin học" (literally translated as Information Technology) in the curriculum, one 45-minute session per academic week, in which they can learn how to use a computer and some basic software such as Microsoft Office, Paint, a programming language, and the Internet (Vietnam Ministry of Education and Training, 2018, pp. 28-42). Officially the amount of time for using a computer at school is little, but, in some international schools, extra technology devices available in the classroom allow students to have more chances to use technology such as tablets in study. However, despite a learning purpose, students might use the computer for other things, especially when the teacher does not manage the security of devices and the Internet connection carefully. An interviewee, also a teacher, revealed an incident in her school:

> *In my reading class, I allow students to find materials and read online, hence, they can use an iPad in class. Last year, there was a group of four male students secretly accessing porn websites in my class many times [pause] I did not know because they opened a lot of tabs in Internet browser and I did not check carefully [pause] This incident was discovered two weeks later [pause] and become the biggest scandal in the school [pause] After that, the IT staff had to block all bad-content websites and Facebook (P#2, F, 41)*

In terms of a commercial Internet shop, it was considered as the easiest and cheapest place to access media content without any censor. "*I think, nowadays, children go to an Internet game shop a lot [pause] there is no one managing the accessed information in there, so definitely children will be exposed to bad content*" P#7 (F, 39) stated firmly about the free surfing of the Internet in commercial Internet points. The price for one hour of accessing the Internet in those places is as cheap as buying a children's light snack. A father of a 12-year-old girl confirmed the cheap price of hiring a computer in an Internet shop: "*With a couple of thousand Vietnam dong, children can go to Internet game shops and access any content on the Internet*" (P#1, M, 43).

Peer sharing is the last mentioned way for children to be exposed to media content outside the home. One interviewee admitted that her teenage daughter, via her group of friends, was

introduced to some fictional books which she had never approved or bought for her daughter. "*When my daughter was in the 7th grade, she started reading cheesy love stories. Even thought we did not support that kind of novels, she bought those books herself and exchanged them among her peers*". (P#5, F, 41)

Parental perception about children's addition to the use of media

That children are addicted to media use is confirmed by all informants. An interviewee expressed her worry about the excessive media-use time of her child: "*My daughter is allowed to access the Internet freely at home. However, we (parents) often remind her to balance it among eating, sleeping, and taking a rest [pause] she can surf the Internet until 10pm, then we force her to go to sleep because if not, she might stay up very late, even one or two am*" (P#3, F, 44). Another complained that her child spent all his free time in playing computer games and refused to join common family activities. "*My son always asks permission to go to his friend's house in the weekend [pause] because in there, he can play games and surf the Internet openly [pause] it is very difficult to ask him to go out with me in the weekend*" (P#4, F, 37).

Some interviewees suggested and had already taken actions in order to prevent their children from being addicted to media use. The solution interviewees mentioned is creating various hobbies and physical activities for their children. "*To prevent children spending too much spare time on using electronic devices, parents should create other physical activities for children [pause] such as swimming.*" (P#1, M, 43) explained an informant. Another interviewee explained how the need of using a smart phone or a computer of her daughter was reduced itself:

> "*There are two things I usually did at home. The first is encouraging and creating a reading habit since my daughter was a small child. Books are everywhere in the house so she can read anytime. The second is asking her to help me with housework, to play with siblings or to do some sporty activities [pause] At first, when being limited in the use of a computer to connect to the internet, she was quite grumpy and annoyed [pause] but I tried to encourage and go with her to a museum, riding a bike, or reading a book [pause] she felt better now.*" (P#5, F, 41)

Parental categorization of media content

Children are exposed to a variety of information when they use media in their daily lives. Almost all interviewees stated that media content provides valuable information for their children's learning. The Internet, for instance, was used to find more detailed information, visual images, or creative ideas for student homework. Email was used as a tool to communicate or submit assignments to teachers. "*Some exercises require my son to connect to the Internet, find information and images to complete it [pause]. After that, he had to submit his homework to the*

teacher via email" (P#4, F, 37) explained an interviewee. In addition, an informant indicates the Internet as a rich resource to foster children's interests and hobbies: "*my children can download songs, and tutorial clips for self-study of music instrument*" (P#2, F, 41). Another mother also supported that opinion by praising to various types of self-study tutorial video clips on the Internet. "*My child actively accesses the Internet to find tutorial clips for playing chess, [pause] goes to a Youtube channel to watch guided video clips about solving Rubik's Cube, conjurer's tricks [pause] those stuff are his personal interests [pause] and now he solves Rubik's Cube better than me*" (P#6, F, 36).

Conversely, all informants acknowledged that there are a number of inappropriate contents which their children actively or passively are exposed to while using media. "*The content of books or clips from the Internet, which contain sexual descriptions, violence, or are related to drugs has harmful effects on children*" (P#3, F, 44) stated clearly an interviewee. To specify more details of what types of information can be considered as inappropriate content for teenagers, a mother, (P#2, F, 41), gave me a list of improper media content that worries her the most. Firstly, like P#3 (F, 44), she mentioned the websites or books having sexual content. Secondly, in her opinion, unofficial websites which spread or report fake news while young adolescents do not know how to find the real news. Lastly, there are some video channels like Youtube and Facebook which contain clips about social scandals, fighting between students or wrong behavior of adults. An interesting thing in terms of inappropriate media content in this study is that parents worry about the awful effects of violence or drug use in real life more than in fictional movies or drama. Horror movies, for example, even become common interests between parents and children. "*We have a favorite activity in Saturday night [pause] me, my 13 years old son and my 6 years old daughter watch horror movies together*"(P#6, F, 36). In addition, even in official television channels, "*teenagers might passively watch a program which is not suitable for their ages because they watch television together with other family members*" (P#5, F, 41).

Another issue of young adolescents that was explicitly mentioned because of its importance is the lack of ability to evaluate information. An interviewee indicated that "*nowadays, children are exposed excessively to information or content when they are not ready and have not had enough skills to analyze and evaluate the information.*" (P#1, M, 43). Teenagers are not equipped with enough critical thinking skills to identify what information is suitable for them or how they can check the reliability of the news. Interviewee P#2 (F, 41) complained: "*my children, 14 and 15 years old, still do not know how to find the official news websites*". The immaturity in cognition of teenagers together with the wide spread of inappropriate content on the Internet and society cause harmful effects on the personality's development of young adolescents. A father stated:

Children in the puberty period have numerous curiosities about genders and behaviors, they are in the process of developing their own personalities. Television and news channels broadcast excessively about the society's scandals, inappropriate images [pause] if not explained explicitly, those kinds of news will have bad influences on children's thinking and manners. This will form bad habits of children which then leads to bad lifestyles (P#1, M, 43).

Not forbidding the children to use media

Although acknowledging the harmful influences of improper media content on children's development, all interviewees stated that they will not forbid their children to use media for several reasons. Firstly, parents cannot control the media use of children outside the home. This reason had already been explained in detail in the first part of this theme. Secondly, the advantages of useful media content bring great benefits for the children's upbringing (read the previous part of this theme). Children have the right and the need to access a diversity of useful information for their formal education and their own interests as well. Last but not least, children will be out of their community if they are banned totally from using media. This reason was emphasized clearly by at least three out of eight participants. A mother explained

Cannot forbid totally the children to use the Internet because, if it happens, it will make the children feel out of date compared to their peers. For example, if I think Son Tung singer sings many nonsense songs and dyes his hair in blue or red colors, then I forbid my son listen to that singer's songs but his friends like those songs. When my son is at school, his friends sing Son Tung's songs and my son does not know, so he will feel isolated among his friends. (P#4, F, 37)

4.2 Theme 2: Communication

Acknowledging the advantages and disadvantages of media use, almost all interviewees stated that they allowed their children to use media at home with some limitations. They tried to reduce the quantity of time children spent on digital media or "screen time" (Blum-Ross & Livingstone, 2016) or observed the media content children were exposed to. Most informants chose to communicate with their children as an effective solution to decrease the harmful effects of inappropriate media content on their children development. Two main ideas raised in this theme include setting rules at home and active mediation.

Setting rules at home

One notable thing mentioned by almost all interviewees is that their children have heavy load of school work. Besides formal study at school, which happens in the morning or in the afternoon or even the whole day, they also have a number of homework tasks to do in the evening. In addition, their children also take part in various extra classes outside school time, such as English,

art, or music. As a result, children do not have much spare time for entertainment. Therefore, letting children use media at home was considered as a relaxing activity.

However, as all informants recognized the danger of an addiction to media use of children, parents also set some rules of using media in order to prevent children from developing an addiction to media use. An interviewee commented on an attempt of reduce screen time "*During the academic semester, my child was allowed to play games one hour per day in Saturday and Sunday*" (P#4, F, 37). Another informant limited clearly the media-used time: "*If my child wants to use Internet-connected devices, she has to borrow a phone from the parents, mostly to connect to Facebook, 10 to 15 minutes per time*" (P#8, F, 39). Another purpose of a restrictive principle in media use at home is to have children balance their screen time with other basic activities. "*We often remind her to balance it among eating, sleeping, and taking a rest [pause] she can surf the Internet until 10pm, then we force her to go to sleep because if not, she might stay up very late, even 1 or 2 am*", P#3 (F, 44) explained. Moreover, setting a specific time of free media use is considered as a reward for children after a day or a week of study. "*In one week, my child has two free evenings to watch movies she likes, normally I will take her to the cinema or download a movie to my computer for her*". P#5 (F, 41) indicated how she encouraged her daughter by rewarding method.

Active mediation

Active mediation includes observing the children's use of media, being a friend and discussing media content with children.

Observing the media use of children connected to the setting of rules for screen time at home. The previous finding about a restrictive principle shows that parents control the media use of children at home quite strictly, and also reveals that parents tried to be around the children when they used media. An interviewee explained how she monitored the screen time of her child: " I *never let my child alone with an electronic device and an Internet connection, if I was home, I allowed her to use the computer [pause] or I took her to my workplace with me and my daughter could connect to the Internet there (under my observation)*" (P#5, F, 41). The main purpose of observation is to know what children do or what content they are exposed to while surfing the Internet without intruding in their own relaxation time and their personal spaces. P#4 (F, 37) commented "*Most of the time when my child connects to the Internet, it is under my observation. I am always around him when he surfs the Internet so I know what content he accessed*".

In contrast, becoming a friend to their own children seems to be an initial step to establish bidirectional communication between parents and children, but not all of my interviewees acknowledged it. Only two out of eight participants mentioned and emphasized that being friends

with children is a way to gain children's trust, hence their children actively shared their thoughts and issues with their parents. P#5 (F, 41) expressed how close the relationship between her and her daughter was: "*Me and my daughter were like two close friends [pause] she told me everything [pause] having some secrets in the class, she asked me to keep a secret then she told me and asked my advice*". An interviewee, (P#1, M, 43), in order to understand his teenage daughter, even tried to take silly selfie pictures with his daughter or learn some particular expressions or "*teen codes*" which currently teenagers use to talk with each other. In addition, accepting or ignoring some mild misbehaviors of children is considered a way to keep children's personal spaces and maintain parent-children relationships. An informant shared:

> *When I followed my daughter's activities in Facebook, I knew she and her friends sometimes spoke bad language or swear words but I had to ignore it because if I corrected her immediately, she would have changed the password and would not share her issues with me anymore. (P#5, F, 41)*

Another way to foster the parent-children relationship is to co-use. Co-use is an activity where parents and children use media together. A participant shared her family hobby time: "*I and my children often watched cartoons together in the weekend or watched the American Ninja Warrior show in television*" (P#4, F, 37). Co-use is considered as a way to bring all family members together, to share activities with each other. "*I introduced the Rubik's Cube game to my son and played with him [pause] sometime, me and my son played a computer video game named Age of Empires together [pause] my family have a free Saturday evening, we can watch movies the whole evening together*" P#6 (F, 36) commented as an interviewee. Therefore, parents can be deeply sympathetic towards their children's interests or hobbies.

Discussing media content with children was mentioned as the most effective method to tackle the concern of parents about children being exposed to inappropriate media content (Livingstone, Ólafsson, Helsper, Lupiáñez-Villanueva, Veltri, & Folkvord, 2017). If the observation of children's use of media gives parents general ideas about what their children do, what content they access to while surfing the Internet, then the discussion with children will provide for parents an in-depth knowledge of what their children think about the media content they are currently exposed to . A participant shared how she discusses the content of a book with her son: "*When my child completed reading a book, I often asked him: Is there anything good in this book? What do you like in the book?[pause] nearly like I ask him to summarize the book he just read*" (P#6, F, 36). In an open direct discussion, parents also can share their own thoughts and opinions. "*We (parents) usually talk with my child about music videos which she is currently watching [pause] latest songs [pause] When my daughter watches a movie, we often discuss the*

movie content so that know her thoughts about that movie, exchange parents' opinions and comment about the characters in the movies", P#1 (M, 43) explained as an interviewee. Therefore, with those mentioned benefits of active discussion, parents can explain or analyze explicitly what is right or wrong of particular improper media content which their children accessed. A mother shared that "*My child likes watching music video clips of the singer Miley Syrus, recently this female singer released many music clips containing rebellious and sexual behaviors [pause] so we had to analyze what is right and wrong about bad content in those clips for our daughter and advice her not to watch them*" (P#8, F, 39). Moreover, parents even can prepare in advance social skills or practical social knowledge for their children, so they can develop and shape their critical thinking in real lives. An informant revealed:

> *I usually discuss social scandals with my daughter or let her know about current affairs in society, for example, [pause] some snack which have harmful effects on children's health but are sold openly in front of the school gate [pause] or the conflicts among students and fighting with each other. [pause] so I update those stuff for my child often, so she knows and avoids them. (P#5, F, 41)*

Lack of communication or active mediation between parents and their children happened with a number of reasons such as parents being too busy for work or both parties not having the same interests. A mother commented on why she just passively listens to her daughters talking about their favorite dramas: "*My daughters like Korean dramas so much [pause] sometime they told me about the storyline of a Korean drama but I just listened, I could not comment or discuss with them because I was not interested in those kinds of drama [pause] I do not have the time to watch it because it was too long*" (P#2, F, 41). Lack of communication can lead to a situation when parents do not really know what their children think or what media content they are exposed to. One participant nearly said no to every question I asked about her 15-year-old son and how she monitors his use of media

> "*I do not discuss media content with my son [pause]we only watch comedy shows together in television [pause]just laughing, nothing to discuss about [pause] He only reads comic books and textbooks from school [pause] He has never asked me about gender or other puberty issues [pause] he can access the Internet freely at home, he is the one who set password for computer*" (P#7, F, 39)

4.3 Theme 3: Technical control

Another way to manage the children's use of media at home is to use technical tools. It is not an easy method to use because it requires information and communication technology (ICT) skills

from the parents. Parents can use equipment or software to monitor their children's activities on the Internet or set a limitation of media-used time for children at home.

Monitoring

Monitoring means observing the online activities of children by technical tools. Some actions that belong to monitoring are checking the Internet browser history or following children on social media networks (Nikken & Schols, 2015) .Using a function of software or physical equipment, parents can follow and monitor their children's use of media without intruding directly into their children's online activities. A common and easy tool is checking history logs of the Internet browser. "*Every day after work, my husband often opens computer, and opens the browser history to check what our child accessed today*" P#3 (F, 44) explained an interviewee. Sharing the password of the children's social network account with parents or being Facebook friends with parents were mentioned by most informants as another common way to monitor children's online activities. This method needs consent from the children and the respect of parent for the children's private space because it clearly invades their children privacy. An interviewee shared her negotiation with her son: "*Currently, my 13-year-old son has his own Facebook but registered by email of mother [pause] and he shared his password with me. In all websites which my son is a member of, he used my email to register, I set the account password for him and we have an agreement with each other that no one changes the password*" (P#6, F, 36). A mother commented on how she deals with the personal space demand from her child. "*My daughter has a Gmail address, a Facebook account and she shares all passwords with me but actually in her age, she does not like being controlled by her mother [pause] therefore, I respect and just follow to observe her activities and do not join directly in her conversation with her friends*" (P#5, F, 41). One mother even installed a camera to observe her son when he was alone at home "*I installed a camera inside the house, so when I was out I could follow or know what my son does in the house, especially in the summer time when he has to stay at home alone*" (P#6, F, 36).

Technical restriction

Technical restriction means using a function of the software in electronic devices to limit the children's ability to use media and their screen time as well (Livingstone & Helsper 2008, Nikken & Schols 2015) . The use of this method heavily relies on the ICT competences of parents. Hence, there are only two out of eight interviewees who supported and used it in their houses. Both of them have degrees in Information Technology (IT) and they are also working in the IT field. A mother shared how she set a limitation of the media-used time and computer programs for her child. "*I used the function 'Parental Control' of Window 7 operating system to create a particular account for my daughter in our family computer. This function allows me choose programs and set*

the amount of time she can use [pause] when the time is up, the computer automatically shuts down" (P#5, F, 41). Another also shared her experience in setting up technical restrictions at home: "*I used a software to block most bad websites based their domain names [pause]. Also, I used a firewall to block unofficial websites, [pause] wifi in the house was set up with an automatic mode allowing to turn on wifi two hours per day, one hour in the morning and one hour in the afternoon*" (P#6, F, 36).

Conversely, other interviewees who do not use any technical restriction at home have their own reasons for not using technology. The main reason is the lack of ICT skills or "*we are blind to technology*" (P#8, F, 39). Sharing the same opinion with (P#8, F, 39), another interviewee shared more details: "*Parents do not have knowledge about technical tools and children are good at IT skills, actually they will learn about technology very fast, so they will hack the tools parents used soon, also parents cannot control the children's access to media outside home, so I prefer to discuss or have conversation with my children to help them understand the issues*" (P#1, M, 43). This interviewee favors the active mediation method because it is more effective and substantial in helping children to improve their own critical thinking skills. Besides, the diversity of family members living in the same house is also a reason to prevent parents from using restrictive technology. "*It was very difficult because we are living with parents-in-law, so I cannot shut down or limit the Internet connection at home*" (P#2, F, 41) explain an informant.

4.4 Theme 4: Choosing media content

Selecting learning materials is an important part of educating and fostering the personality development of children at home. Learning materials or media content at home vary and can be books, movies, tutorial clips, online articles, or games. This theme will reveal how parents choose media content for their children and their need for a trusted review system for media content.

The selection of media content

In terms of choosing media content, there are a number of criteria or sources for parents to consider before selecting any media content for their children. The first one is based on the children's interests. At the state of pre-adolescence, children have the abilities to express clearly their own interests and hobbies. Hence, many interviewees allow their children to choose books or content from the Internet on their own. One interviewee explained "*My daughters have their own favorite types of books, when we come to bookstores, my children will select by themselves, read a few pages. I also give some advice for them to choose*" (P#2, F, 41). Having the same opinion with interviewee (P#2, F, 41), another informant stressed the independent capability of her child to

decide what the teenager wants to read "*My child reads quite a lot so she knows what the famous books are, she is especially interested in foreign books [pause] so she decides what book she would like to read herself*" (P#5, F, 41).

Another criterion, obviously, is the suitability and quality of the media content for children concerning age, gender or other purposes of learning. How the media content is presented to the audiences, for example the phraseology of the book, was also considered as a deciding factor. An informant explained clearly:

> *Before buying any books for my child, I usually take a quick look at the phraseology of the book. For example, the choice of words and expressions should not depend on the literal meaning of foreign words, they should be expressed smoothly in Vietnamese phraseology [pause] I mean no word by word translation [pause] Books should have image demonstrations because children at this age still need pictures to understand [pause] or the way of phraseology should be funny or easy to understand and suitable for the puberty age [pause] for example, when presenting about penis in gender topic, instead of an academic word, author can use the term "little boy" (P#4, F, 37)*

The evaluation of the quality and suitability of media content is mostly based on the parents' own experiences. With their own experiences and knowledge, parents do self-research and select by their own judgments. "*Based on my own personal experiences, I did some research [pause] For example, I investigated the literature for children in Vietnam and from other foreign countries [pause] then investigated a list of classic novels in Vietnam and from other foreign countries [pause]*" P#5 (F, 41) explained. This self-research took a great amount of time and effort from the parents because they had to search, read, and select information from a ton of recommendations, reviews, or ratings in various sources. Parents become curators for their own studies and concerns. For example, some interviewees shared that they often watch some television book programs (e.g., "*One book per day*" (P#6, F, 36), *"Reading book or die"* (P#3, F, 44)) or book awards (e.g., *"Annual good book" award* (P#5, F, 41)) to refer what book they should recommend for their children.

In the case of classification system for movies, some parents feel secure with media regulations in both Vietnam and the international systems. An informant commented on the regulation of released movies: "*Movies which showed in cinema were already censored by the Vietnamese Agency of Cinema to remove unsuitable scenes. Currently, my daughter mostly watches cartoons such as movies from Walt Disney, those movies have already passed many layers of film regulations in other countries*" (P#1, M, 43).

Another common answer for question "how you choose media content for your children" is recommendations from a community of parents. The peer sharing of the same concern is widely preferred, parents can discuss or ask advice from their friends, their colleagues or even from strangers in an online discussion forum. A mother commented on sharing peer to peer in her workplace: "*In my university, there is a group of parents who have children of the same age. We often discuss about good books for children or if their children are at this age, what book they should read. We (parents) usually introduced good books to each other* " (P#4, F, 37) . Another mother reached further to the sharing in online community: "*I often learn experiences from other mothers [pause] for instance, in Webtretho online forum [pause]or if I want to investigate about movies in English, I referred to a famous English teacher's opinions in Hanoi, named Dung, because he often shared recommendations about movies which are funny and suitable for children of my son's age*" (P#6, F, 36).

The need for a trusted review system of media content

In this study, at least four out of eight interviewees expressed their desire to have a trusted and reliable review system of media content. Because no standard and official review system for media content exists in Vietnam, the participants as parents had to build their own collections or knowledge of media learning materials to educate their children at home. As was mentioned in the previous part, this process takes a huge amount of time and effort from parents, and that is the reason why some interviewees admitted that they could not do it properly. Therefore, if a reliable review service of media content is available in Vietnam, it will be a great help because the service will "*reduce the self-investigation time of parents in the forest of media content for children*" (P#6, F, 36)

However interviewees also indicated two main requirements about the review service. The first one is suitable content in terms of culture. It is true that there are some available similar review services in the internet, but all of them are written in foreign languages (e.g., in English, Finnish, or Dutch) and reviews are conducted for books, movies or program in those countries. Hence, as a service for Vietnamese people, its content has to be written in the Vietnamese language and focus on the Vietnamese literature and publications . The second requirement is the quality of reviews. In order to have a good quality review or recommendation, it should be "*conducted by a group of scholars in the field of media content*" P#1 (M, 43) commented.

5 DISCUSSION

5.1 Summarizing the findings

One purpose of this study was to discover how aware parents living in urban areas in Vietnam are of the media use of young adolescents and the perception of these particular parents about the influence of media content on the development of their teenage children. These particular parents acknowledge that their young children tend to use technology devices excessively and easily to access the Internet and media content at home, at school and via peer sharing. This can give their children opportunities to access a great amount of knowledge which is useful for their learning, but also bring some harmful risks to their development. However, these parents indicated that adults should not forbid their children to use media because there are benefits of media for educational purposes, it is easy for children to access media content outside the home and the children need to belong to peer groups.

Another notable finding reveals some strategies which parents use to monitor their teenage children's use of media, such as building a close bidirectional communication between parents and children in order to discuss and explain media content to the children, establishing some rules at home to prevent their children from the excessive use of media; monitoring the online activities of their children by technical tools and setting up some technical restrictions in digital devices at home. In terms of choosing media content for their children, parents of young adolescents suggested some criteria and sources they base on, for example, the interests of their children, the experience of parents, as well as recommendations from colleagues and friends. The need of a trusted review system for media content to help parents in choosing and discussing media content with their children is slightly suggested in the result of this study but it comes along with some requirements for that system regarding the suitability and quality of content and language.

5.2 Answers to research questions

RQ1: Discover to what degree parents of young adolescents living in urban areas in Vietnam are aware of their children's use of media and of the influence of media content on the development of their children

The result of this study reveals an attitude of parents of young adolescents living in urban areas in Vietnam towards the use of new screen media in daily life. They are aware that screen media are indispensable parts of people's live in the digital age and their children are living and growing up in a "media-rich, technologically innovative environment" (Livingstone et al, 2017). The data of internet-connected devices in each families (table 9) accord with the conclusion of Blum-Ross & Livingstone (2016) in high investment of technical devices in a family nowadays. Hence, these particular parents understand that the media-rich climate gives their children technologically innovative opportunities in education and development, and brings various potential content risks to their teenage children. Regarding the parental awareness of technologically innovative opportunities for the development of children, the finding of this study supports previous studies related to the children's use of media such as that personal computer systems in family play a essential and useful role in the education of children (Clark, 2011), that media are tools of relaxation and entertainment for children (Nikken & Schols, 2015), and that screen media can be used as an reward for good behaviors of children (Chiong & Shuler, 2010).

The parental awareness of online content risks seen in the findings of this study partly supports earlier work of Livingstone, Haddon, Görzig, & Ólafsson (2011) about the risks of sexual, violent and hateful/racist content. Almost all informants expressed their worries about the effects of those content risks on the personality development of their children, especially, when these particular parents indicated that young adolescents are not equipped with enough critical thinking skills to assess information and understand what is right or wrong. This assumption about the cognitive ability of young adolescents has been identified in the previous research about characteristics of teenagers by Caskey & Anfara (2007). Furthermore, regarding the online risks of aggressiveness and values (Livingstone et el, 2011), the finding brings more detail than previous work as the informants of this study suggested that they do not worry about fictional violence in films (e.g., allowing their teenage children watch action or horror movies if they want, even when those movies were rated C16) but emphasized the harmful effects of violent or hateful content in real life which were recorded and spread widely via video channels such as YouTube and Facebook. In addition, another content risk mentioned in the finding is encountering false news in media outlets which, has not been identified in previous studies. Besides, Livingstone et el (2011)

pointed out the content risks of commercials but none of the interviewees mentioned it. This might indicate that these parents of young adolescents do not consider commercials appearing in media content as a potential online risks for their children.

However, although being aware of online content risks during the media use of children, the parents in my study emphasized that forbidding children's use of media is not an effective solution. These parents pointed out that banning the use of digital media costs the online opportunities of children. This opinion has been identified and confirmed in research of Livingstone et el (2017). In addition, parents cannot control their children's use of media outside the home. There are still easily accessible methods to use screen media by children such as peer sharing with friends or cheap Internet shops in Vietnam. Another important reason for not forbidding the children use of media is the young adolescents' need of belonging to their peer groups. This consideration of parents is reasonable because Caskey & Anfara (2007) clearly stated about this "strong need to to belong to a group" as a noticable characteristic in the development of social ability skills of teenagers.

In terms of screen time or time spent on screen media, some parents in my study still understand the meaning of screen time as the quantity of time children spent with digital media. Blum-Ross & Livingstone (2016) considered this understanding as an out-of-date and misleading term. However, a larger numbers of parents in my interviews have a wider and deeper understanding of screen time which was also identified in earlier work of Blum-Ross & Livingstone (2016). These parents are concerned about not only the quantity of time their children spent with technical devices but also the context of where and when children use media, and the content of media that children are exposed to.

RQ2: RQ2: Understanding how parents of young adolescents living in urban areas in Vietnam monitor their children's use of media at home

The earlier work on parenting theory (e.g., parental goals and values (Darling & Steinberg, 1993); parenting practices (Darling & Steinberg 1993, Spera 2005), parenting style (Baumrind, 1991)) and the contextual model of parenting style (Darling & Steinberg, 1993), together with previous studies of parenting in Vietnam explained reasonably how these particular parents in my study raise their chilren and the mediation methods they choose or use. According to the demographic data of this study, all families participating in my study have adequate economic conditions to invest in modern technology devices at home, and abilities to afford the study expenses of their children. These parents also have quite a well-educated background. Based on the categories of Vietnamese parenting style of Hồ Sỹ Anh (2014), most participating families

belong to the style which is influenced by Confucianism and democratic modern education,and one family has the characteristics of the none-method style.

The particular parents whose parenting is influenced by Confucianism values and democratic modern education perspectives have similar child rearing methods compared to the authoritarian parenting style of Baumrind. I found the parenting practices and styles of my informants compatible with typical attributes of the authoritarian parenting style. For example, in terms of media use of children at home, these parents of young adolescents in my study established rules of using screen media, which they expected their children to follow, and explained the reasons behind the rules (Spera, 2005). They also actively built a bidirectional communication with their children. The parents-child relationship is more balanced and these parents respect their children's opinions and interests. Furthermore, these parents in my study prefer active mediation to technology restrictions because they consider active mediation to be a more effective and substantial method in guiding children to develop and shape their own critical thinking skills. This parenting practice was explained by a characteristic of the authoritarian parenting style: high demandingness and high responsiveness (Baumrind, 1991). These parents of young adolescents in my study have high maturity demands for their children (e.g., expecting their children to develop critical thinking skills and having practical social knowledge) and support these demands through bidirectional communication, by listening to questions, and by responding to their children with warmth (e.g., discussing, explaining or analyzing explicitly what is right or wrong in the media content which their children accessed). However, there is one parent whose parenting style has the characteristics of the none-method style. Parents in this style often do not pay attention to the education of their children (Nguyễn Hữu Minh, 2012). This explains why this particular informant in my study does not care much about how their children use media and does not use any parental mediation methods to monitor their children's activities related to screen media.

In addition, the parental mediation theory in earlier studies also gives me a clear background on mediation methods in parenting and explains what approaches parents of young adolescents living in urban areas in Vietnam use to monitor their children's use of media at home. In families of almost all participating parents, a common method is *restrictive mediation* (setting the rule to limit the quantity of screen time and what content children access to). *Active mediation* (discussion and explanation of media content with children) is also a preferred method but it requires broad knowledge and efforts from parents, and good bidirectional communication between the parents and the child as well. Another strategy used by these parents of teenagers is *monitoring* the online activities of children by technical tools. This strategy needs consent from the children or a negotiation between the parents and the child. Besides, it requires the parental respect of children's

private spaces and privacies. The last method is *technical restriction* in which parents use a software or a function of media devices to filter or block the children from accessing inappropriate content. It is the less preferred strategy because parents lack ICT skills. In summary, parents of young adolescents living in urban areas in Vietnam favor active and restrictive mediations over the technical restrictions and monitoring practices. This finding supports the conclusion in earlier research of Livingstone & Helsper (2008)

In further research, Livingstone et el (2017) pointed out the decisive role of the digital skills of both parents and children in what parental mediation methods should use. Livingstone et el (2017) stated that if parents are confident about their own and their children's digital skills, they are more open and allow their children to be exposed to online opportunities. Those parents believed that online risks from inappropriate content can be handled with the digital competences of the parents and the children. However, the findings in my research conflict with this conclusion. The parents in my study who admitted their lack of digital skills still do not use highly restrictive mediation and do not support technical restrictions. They believe that active mediation is better and more sustainable solution for helping children to face and tackle online risks.

In terms of parental participation in parenting, the findings of this study support the result in the research of Nikken & Schols (2015, p. 3424) that the mother participates more in mediation with the children than the father. This smaller involvement of the father in childrearing in these particular groups of parents in my study is also explained by the remnant of gender inequality in parenting in Vietnamese culture in which the main role of the mother in a family was taking care of the children. This conclusion was identified in several researches about parenting in Vietnam.

RQ3: Explore whether there is a need for a media content rating/review service from these particular parents or not.

The media-rich environment has a great impact on the parenting goals, practices, and style. Hence, parents in the digital age have faced a number of changing challenges. In addition to the high pressure of increasingly democratic environment in the family and the high parental expectations for the children in future, the parents of young teenagers living in urban areas in Vietnam are struggling with responding to the demands and needs of their children regarding the increasingly complex digital media. They also have a desire to ensuring that their children are well-prepared to meet the changing requirements of education and work. The results of this study discover that a majority of participating parents spent a great amount of time and effort on choosing suitable media content from various sources to foster the development and education of their children. It reveals that there is no official recommendation or review media content service for parents in Vietnam. This fact together with the desire of parents in equipping adequate

knowledge and skills for their children indicate a potential need of parents for a trusted rating or review service for media content. However, requirements of this review service were proposed such as the suitability of content concerning, cultural perspective and the quality of the content reviews.

5.3 Implications

There is no academic research related to the concern of parents about the young adolescents' use of media in Vietnam. Although several articles mentioned some generally related issues in relation to the effects of technology on children's development in mass media, the concern from parental point of view has not been addressed in academic research. Therefore, my study appears to be a first contribution to this research field of media education in Vietnam.

From the result of this study, there are some implications for the parents of young adolescents living in urban areas in Vietnam who wish to monitor effectively their children's use of media at home, to maximize the benefits of using media for the education of their children, and to minimize the risks and harms from the use of media as well. The first implication is that parents should provide an authoritative parenting environment with high levels of responsiveness, high expectation, and age-appropriate guidance to children. This implication is also recommended in a study of Shotbolt (2018). In addition, parents should understand that digital devices are indispensable parts of people's lives and that their children are growing up in a media-rich environment. Therefore, regarding the media use, parents should give children opportunities to make mistakes, so they can learn from these mistakes with warm feedback and supportive explanations from their parents.

Besides, parents should take into consideration the characteristics of young adolescents when choosing or using parental mediation (e.g., active media, restrictive mediation, monitoring or technical restrictions) to monitor their children's use of media. Teenagers, in this stage of development, are in the process of changing hugely from high dependence on their parents into independent self-exploration and seeking their own autonomies as the emotional development. Young adolescents also experience different transitions in bodily alteration, cognitive ability, social interaction with others, and ability of making moral decisions. Hence, the second contribution is that parents should establish a bidirectional communication with their children, listen to their children's questions, respond with warmth, and respect their children's interests and privacies. Also, parents should foster the comprehensive development of their children by keeping the balance between using digital media and other physical activities for their children.

The findings of this research suggest that active mediation is the most effective and sustainable strategy to guide children in process of building and sharpening their own independent and critical thinking. However, active mediation is not an easy parenting method and requires wide knowledge about media content, the acknowledgement of benefits, risks, and consequent harms of using digital media. This method also requires parents to spend a great amount of time and huge effort to collect suitable media content from a variety of sources for the education of their children at home. This has an impact on parental working hours. Therefore, the last implication for this study is that parents should build their own knowledge about media content, awareness, and confidence about the risks, harms, and the benefits of digital media use of children.

5.4 Limitations and future work

Limitations

The methodological approach of this study is qualitative research with semi-structured online interviews. The reason why I chose to do interviews instead of a survey is that I wanted to collect the practical data from the authenticity of the voices of the participants. I have not had experiences as a parent of young adolescent. My knowledge about parenting is limited by theories. Therefore, in-depth interviews gave an opportunity for the target participants to speak in their own voices and provided practical data for my study.

Regarding the recruitment of interviewees, most of my participants are my acquaintances. This selection of informants has advantages and disadvantages. In terms of advantages, the relationship between interviewer and informant was built easily as a mutual trust before the interview. Thus, we can have an in-depth sharing conversation and reveal a great number of informative answers for the study. However, this two-sided rapport also can bring the potential fabrication of data from interviewees to satisfy the expectation of the interviewer. In addition, the informant might want to "look good" (Rosenman, Tennekoon, & Hill, 2011) or guard their image in the interview, so they maybe not honest with their responses or exaggerate their answers.

Furthermore, most of participants belong to my social community, so they might have quite the same background, point of view, or cultural values with me. This issue is definitely one of my limitations in this research, and it might also lead to a bias in the data of this study. Besides, I do not have contacts with target informants living in the countryside and mountain areas. This limitation of accessing to broader informants is reflected in the scope of this study. The original scope of my study was discovering and understanding the research topic in the whole areas of Vietnam. Because of the limitation of participant selection, the scope of living places of informants

is narrowed considerably to urban areas. However, this limitation will open opportunities for further study in the same topic with wider participants and scope.

Future work

The research of parenting in digital age is a promising and interesting field in academic research. Together with Vietnamese cultural perspectives, the result of this study explains a part of the whole picture of parenting in technical age in Vietnam regarding parents of young adolescents living in urban areas. I think further study for this topic will be more beneficial and comprehensive if the area of research is expanded, for example, with parents living in the countryside and mountain areas or with the age range of children from infant to adolescents.

The findings of this study also reveal a need of a trusted review service for media content which is suitable for Vietnamese people. Hence, the study of establishing a review website which provides knowledge and information of media content for parents in Vietnam is the a step of this study. The review service is to help the parents build their own knowledge and confidence about the benefits, risks and harms of using digital media in order to educated their children use of media at home.

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Set of questions for semi-structured interview

Inform interviewee before interview

- The concept of "media": media in my context includes book/e-book, mobile apps, games, movies, music, TV programs and websites

- Interviewee's information, answers and stories in the interview will be secured and just used in this thesis

- Each interview will last from 30 to 45 minutes

Questions:

Warm up (How do children use media? Where - How - Amount - Skills)

1. At first, please tell me a brief information about yourself: what is your occupation? what level of your personal education? and How do you use the internet at home or at work? What level of using computer/technical devices are you?

2. I have a few questions about media devices/electronic items in your home? If you can, please tell me how many internet connected devices (TV/smart phone/tablet, etc) do you have at home?

3. Do you have internet connection/access at home? Is your children easy to access (or allowed to access) the internet at home ?

4. Beside using media at home, are your children able to use media in somewhere else?

5. Do your children have smart phone? If yes, what is the reason why you allow your children having a smart phone?

Questions target "How parents monitor their children's use of media"

6. Have you ever discussed about media content with your children? If you have, please tell me about it? Why do you do it?

7. Have you watched/played/used media together with your children? If you have, please tell me about it? Why do you do it?

8. (Thinking more specifically about your own children) Have they ever told you about inappropriate content they are being exposed to in the media they use?

9. Have you ever used any technical tools (apps, software, require to share password) to monitor your children's use of media? ? If you have, please tell me about it? Why do you do it?

10. Have you ever set up a rule for your children about how to use media devices in your home?. If you have, please tell me about it? Why do you do it? (Rules - restrict mediation)

11. Have you ever used any technical tools (apps, software...) to control your children's use of media? If you have, please tell e about it? Why do you do it? (restrictive - parental controls)

12. In your opinion, what kind of media content are your children being exposed when they are online/ use media?

13. As a mother/father, which media content do you concern the most to monitor/guide/control it when your children use media?

14. (On another subject) Do you know anything about rating systems for media content (book, movies, television program) in Vietnam? If yes, please tell me about what you know?

15. Please tell me If you have EVER used/referred rating systems to help your own choice about media content for your children? If you have, how often you use them or how useful they are in helping to guide your family's choice

Abstract opinions and target to reveal the need of review service

16. In your opinion, to what extend are children in Vietnam being exposed to inappropriate content in entertainment media? (for example: violent content, sexual content, adult language, advertising)
Please tell me your opinion/thinking about the effects of 'being exposed to inappropriate media content' to the development of children? Please explain why do you think that? (Give some examples or suggestions: Violence - violent/aggressive behaviours; Sexual content - children becoming involved in sexual situations before they are ready or making healthier choices about sexual activity ...)

17. Every generation of parents has faced questions about the effect of certain media on their children such as comic book, video games in the past and internet, online games, apps today. Do you think the media that children are exposed to these days is more harmful than media in the past? Please tell me why do you think that? (asking the comparison)

18. Do you think a media rating/review system of media content is necessary for children in Vietnam?