



## Parental Controls, Media Exposure, and Academic Performance of Senior High School Students of MSU - Buug

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### ABSTRACT

In today's fast-paced technology environment, most teenagers are engrossed in digital media. The main objective of this study is to determine how parental controls on students' media exposure influence the academic performance of the students. It involved 138 Grade 11 students that are enrolled in the school year 2021-2022 at Mindanao State University – Buug Campus. This study used a descriptive approach in gathering and analyzing data. Questionnaire-checklist is the main process in generating the necessary data. The hypothesis of this study was tested using chi-square ( $\chi^2$ ) to see if there was a significant relationship between the parental controls and academic performance of Grade 11 students, between parental controls and respondents' profiles, and between the parental controls and the level of student's media exposure. The findings obtained in the study were the following: (1) the relationship between the parental controls and academic performance of Grade 11 students is "not significant"; (2) the relationship between parental controls and respondents' profile is "not significant" and; (3) the relationship between the parental controls and the level of student's media exposure is "not significant". The results of this research suggest that the different parental controls imposed by parents were deemed to not be a factor that influences the students' output their academic performance. This indicates that parental controls imposed by parents as a means of coping with their children's media exposure have no significant relationship with Grade 11 students' academic performance, and do not have an effect or influence on academic performance. This study recommended that parents play a critical role in their children's development and academic learning, and they should utilize this responsibility to guide and promote their children's growth and learning.

**Keywords :** parental controls, student's media exposure, respondents' profile, academic performance, and media

### INTRODUCTION

Identifying sources of leverage in increasing students' academic success requires determining how and to what extent parental participation influences student accomplishment. Parents' role in directing and supervising their children's activities is crucial to their development. Parental participation in a kid's schooling has been linked to a number of favorable outcomes for the youngster. Most teenagers are absorbed in digital media in today's fast-paced technological world. They may also use their closed eyelids to post information and visuals on social networking sites. The link between screen media and child cognition is complex; the quantity of exposure that is suitable is highly dependent on a child's age and readiness to handle it (Alexander, 2008).

More specifically, while computers and the Internet are becoming

increasingly important tools for children and offer numerous benefits, particularly in education, communication, and creativity, computer and Internet use can also cause anxiety as a result of violence in games, excessive computer use, easy access to pornography and other controversial content, invasion of privacy, and media addiction, to the point where it can significantly affect a child's academic performance. Children are impacted by media, and they learn through watching, copying, and adopting habits, according to the American Academy of Pediatrics (2001).

Furthermore, media impacts such as television, radio, music, computers, films, videos, and the Internet are increasingly acknowledged as a vital part of children's and youth's social ecology, with these aspects becoming more visible and volatile in recent decades. For



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research into the level and effects of media influences, measurements of the quantity and character of exposure to various interrelated media sources, an analysis of the content of the media output, and an investigation of the sociological perspective and relationships associated with the media experience are all required (Alexander, 2008).

Moreover, studies of the impact of children's media exposure, particularly screen media, on their physical and psychological development, socialization, and academic achievement must take into account the mediating role of parents and the family environment in which the children spend the majority of their time. Alexander (2008) separates theoretical and empirical research into three schools of thought with varied histories and views on the interplay between media and the family in a survey of mass communication studies.

Likewise, as the usage of electronic devices grows, researchers continue to investigate the impact of screen time on various aspects of our life, including physical health, emotional well-being, and productivity. Researchers are also looking at the influence on academic achievement in children and teenagers.

In the complex three-way interplay between children, parents, and the media, each of these elements may be thought of as a behavior modulator. Interactions between family members generate behavioral patterns that become habits in their everyday lives. The contemporary media, as mediators of family ties and distributors of media-observed behavioral patterns, play a key mediating role in this family process, especially because it influences their children's academic accomplishment. To guarantee that their children's academic results stay orderly and good, parents intervene between the media and their children by setting instructions and also by unknowingly influencing their children's media habits. The researchers want to fill up the gaps in this study by assessing (a) parental techniques for restricting children's media exposure as viewed by the children, and (b) academic achievement of Grade 11 students at Mindanao State University – Buug Campus. As a result, the goal of this research is to see how parental limitations on children's media exposure affect academic performance among Grade 11 students at Mindanao State University – Buug Campus.

Similarly, because parental discipline differs on a case-by-case basis, there are no fundamental or generic ways or remedies to the dilemma of how parents should protect their children from potentially damaging repercussions of media exposure. In its media policy statement, the American Academy of Pediatrics (2016) underlined the importance of parental engagement, advising parents to regulate their children's media usage and seek ways to utilize that use with their children to address family values. Also, how a student uses and manages their screen time to do schoolwork and other school-related tasks differs depending on their attitude, in order to prevent any

complications with their school performance.

As a result, this research will be undertaken to demonstrate how various parental controls, student media exposure, and the academic performance of Grade 11 students at Mindanao State University - Buug Campus be lookout for a possibility to form relationships with each other.

## METHODOLOGY

This study used the descriptive-quantitative method to determine and compare the relationship between parental controls on children's media exposure and its relation to their academic performance of Grade 11 Senior High School students of Mindanao State University - Buug Campus. It used a quantitative approach to data collection and analysis to determine the relationship between parents' effectiveness in regulating their children's media exposure in the modern world and the various parental controls they provide, as well as the overall effect on academic performance, for the first semester of the academic year 2021-2022. More so, this study was conducted at Mindanao State University-Buug Campus, a famous educational institution on the Zamboanga Peninsula noted for its excellent professors, students, and academics.

The respondents of the study were the selected 138 Grade 11 students of Mindanao State University - Buug Campus who were officially enrolled in the academic year 2021-2022. Stratified random sampling was used to obtain data from respondents in each section. The researchers also utilized G-power data analysis tools to determine the sample size among the whole population of Grade 11 Senior High School students at Mindanao State University - Buug Campus that would reflect the whole population. From it, the sample size taken from the 162 Grade 11 pupils (population size) is 138 using G-power data analysis software.

In addition, the researchers utilized a survey questionnaire to collect the necessary data from respondents to determine and compare the relationship between parental controls, media exposure, and its relation to the academic performance of Grade 11 Senior High School students. The survey questionnaire was adapted and modified from Helsper E.J. and Livingstone S. (2008) survey questionnaire on their study that focused on parental mediation and children's media use. The questionnaire was validated and approved by the panel members.

In an overall aspect, the information gathered was tallied and examined statistically. In determining the significant relationship between the parent's parental controls to the level of children's media exposure, and the relationship between the academic performance and parental controls imposed by the parents on their Grade 11 children who studied at Mindanao State University – Buug Cam-



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pus, the hypothesis of this study will be subjected to statistical test using the Chi-square ( $\chi^2$ ) test.

## RESULTS AND DISCUSSIONS

This study was conducted to determine the parental controls and its relationship between the profiles of the respondents, students' media exposure, and the academic performance of the students. Such that, the results of respondents' evaluations of the research variables are tabulated and then discussed and interpreted textually in light of the study's concerns.

### A. Relationship of Parental Controls and Profile

TABLE 5.1  
Chi-square Computed value of the Relationship between Parental Controls and Age of the Father

Parental Control	n	df	$\chi^2$ critical 5%	$\chi^2$ computed value	Remarks
According to the Age of their Father	138	30	43.773	<b>21.047</b>	No Significant Relation

Table 5.1 shows that the computed chi-square ( $\chi^2$ ) value for the relationship between age of the respondents' father and the level of parental control as perceived by the students. It further shows that the computed chi-square value is 21.047, lower than the chi-square critical value of 43.733 at 5% level of significance with 30 degrees of freedom. This gives sufficient statistical evidence that the researchers failed to reject the null hypothesis. Therefore, there is no significant relation between the level of parental controls as perceived by the students and the age of their father.

The result of the study opposes to the study of Mollborn, S. (n.d.), entitle "How Teenage Fathers Matter for Children: Evidence from the ECLS-B" that shows a little evidence that teenage fathers' involvement with or attitudes towards parenting differed much from those adult fathers, despite their strikingly different patterns of residence.

TABLE 5.2  
Chi-square Computed value of the Relationship between Parental Controls and Age of the Mother

Parental Control	n	df	$\chi^2$ critical	$\chi^2$ computed	Remarks
According to the Age of their Mother	138	24	36.415	18.641	No Significant Relation

Parental Control	n	df	5% value	value	Remarks
According to the Age of their Mother	138	24	36.415	18.641	No Significant Relation

Table 5.2 shows that the computed chi-square ( $\chi^2$ ) value for the relationship between the age of the respondents' mother and the level of parental control as perceived by the students. It further shows that the computed chi-square value is 18.641, lower than the chi-square critical value of 36.415 at 5% level of significance with 24 degrees of freedom. This gives sufficient statistical evidence that the researchers failed to reject the null hypothesis. Therefore, there is no significant relation between the level of parental controls as perceived by the students and the age of their mother.

This supports the study by Kim, T.H.M., Connolly, J.A., Rotondi, M. *et al.* (2018), entitle "Characteristics of positive-interaction parenting style among primiparous teenage, optimal age, and advanced age mothers in Canada," which outlined that teen, optimal age, and advanced age mothers all indicated equal levels of positive interaction parenting style and that there is no relation between them. However, the results of the study negate to the study of Amy Lewin, Stephanie J. Mitchell, & Cynthia Ronzio (2013), entitle "Developmental Differences in Parenting Behavior: Comparing Adolescents, Emerging Adults, and Adult Mothers," which outlined that on the subject of parental conduct, there were statistically significant differences between the three groups of mothers on the majority of measures.

TABLE 5.3  
Chi-square Computed value of the Relationship between Parental Controls and No. of Siblings

Parental Control and No. of Siblings	n	df	$\chi^2$ critical 5%	$\chi^2$ computed value	Remarks
According to the No. of Siblings	138	27	40.113	28.887	No Significant Relation

Table 5.3 shows that the computed chi-square ( $\chi^2$ ) value for the relationship between parental controls and number of siblings of the grade 11 senior high school students. It further shows that the computed chi-square value is 28.887, lower than the chi-square critical value of 40.113 at 5% level of significance with 27 degrees of freedom. This gives sufficient statistical evidence that the researchers failed to reject the null hypothesis. Therefore, there is no significant relation between parental controls and number of siblings of the respondents.



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The results contradicted the study of Kitamura, T. et al, (2020), “Relationship of Order and Number of Siblings to Perceived Parental Attitudes in Childhood,” which upholds that despite the growing recognition of a relationship between perceived parental behavior and the beginning of psychopathology in adulthood, research on the drivers of parenting behavior views is scarce. Their findings proved that respondents who had older sisters thought their parents were less caring, whereas those who had more males, especially younger brothers, thought their parents were less overprotective.

TABLE 5.4

Chi-sqaure Computed value of the Relationship between Paretal Controls and Age of the Respondents

Parental Control and Age of the Respondents	n	df	x <sup>2</sup>	x <sup>2</sup>	Remarks
			critical 5%	computed value	
	138	12	21.026	10.90	No Significant Relation

Table 5.4 shows that the computed chi-square ( $x^2$ ) value for the relationship between age and the level of parental controls imposed by the parents of Grade 11 students. It further shows that the computed chi-square value is 10.90, lower than the chi-square critical value of 21.026 at 5% level of significance with 12 degrees of freedom. This gives sufficient statistical evidence that the researchers failed to reject the null hypothesis. Therefore, there is no significant relation between parental control and the age of the respondents.

The findings of the relationship of the age of the student and the level of parental mediation on media exposure is inclined with the study by Sonia Livingstone and Ellen J. Helsper (2008) entitled “Parental mediation and children’s Internet use”, which revealed that the student’s age was the only factor that impacted parental mediation (according to the parents), and the clearest predictor of parental mediation on the level of the child is the child’s age. On contrary, in line with the previous study by Nikken, P., & Schols, M. (2015), “How and Why Parents Guide the Media Use of Young Children”, depending on favorable and negative views toward media, the child’s media skills and media activities, however, had stronger relationships with parental mediation styles, whereas age is irrelevant.

TABLE 5.5

Chi-sqaure Computed value of the Relationship between Paretal Controls and Sex of the Respondents

Parental	n	df	x <sup>2</sup>	x <sup>2</sup>	Remarks
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Control and Sex of the Respondents	n	df	critical 5%	computed value	Remarks
	138	3	7.815	2.816	No Significant Relation

Table 5.5 shows that the computed chi-square ( $x^2$ ) value for the relationship between parental controls and sex of the grade 11 senior high school students. It further shows that the computed chi-square value is 2.816, lower than the chi-square critical value of 7.815 at 5% level of significance with 3 degrees of freedom. This gives sufficient statistical evidence that the researchers failed to reject the null hypothesis. Therefore, there is no significant relation between parental controls and sex of the respondents.

The result does not coincide with the investigation made by Kikihara, F. (2010), entitled “The Relationship of Parental Control to Youth Adjustment: Do Youths’ Feelings About Their Parents Play a Role?” because as what the study insinuates, the way juveniles view parental control might have ramifications for how control impacts their adjustment. It hypothesizes in this study that experiences of being over-controlled by parents and feelings of attachment to parents are intermediate mechanisms relating parental control and youth adjustment’s sex. Thus, it concludes that it is critical to evaluate youngsters’ perceptions of control, and we recommend that future study delve more into this topic.

TABLE 5.6

Chi-sqaure Computed value of the Relationship between Paretal Controls and Type/s of Digital Media Used

Parental Control and Type/s of Digital Media Used	n	df	x <sup>2</sup>	x <sup>2</sup>	Remarks
			critical 5%	computed value	
	138	12	21.026	10.11	No Significant Relation

Table 5.6 presents the computed chi-square ( $x^2$ ) value for the relationship between the types of digital media used by respondents and the parental controls imposed by the parents of grade 11 senior high school students. It also shows that the computed chi-square value is 10.11, which is less than the 21.026 chi-square critical value at the 5% level of significance with 12 degrees of freedom. This provides significant statistical proof that the null hypothesis was not rejected by the researchers. As a result, there is no relationship between the level of parental controls and the types of digital media used by the respondents.

These findings negate to the study of Sonia Livingstone and Ellen



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J. Helsper (2008), “Parental mediation and children’s Internet use” where it had the comparison to television (and even video games), making Internet use as shared activity is challenging (because of screen size, sitting position, reliance on the mouse, and common location in a small or private room). With that it is found that the level of parental controls differs on type of digital media used by their children. On the other hand, the study entitled Duration of Adolescent Technology Use and Closeness with Parents by Khan, S.H. (2011) discovered no significant link between overall time spent on technology (cell phone, video games, and computer) per day and parental proximity.

## B. Relationship between Parental Controls and Students’ Media Exposure

TABLE 6

Chi-square Computed value of the Relationship between Parental Controls and Students’ Media Exposure

Parental Control and Media Exposure	n	df	x <sup>2</sup>	x <sup>2</sup>	Remarks
			critical 5%	computed value	
	138	9	16.919	3.52	No Significant Relation

Table 6 shows the computed chi-square (x<sup>2</sup>) value for the relationship between the levels of children’s media exposure and parental controls. It further shows that the computed chi-square value is 3.52, lower than the chi-square critical value of 16.919 at a 5% level of significance with 9 degrees of freedom. This gives sufficient statistical evidence that the researchers failed to reject the null hypothesis. Therefore, there is no significant relationship between the levels of student’s media exposure and the parental controls imposed by their parents.

The results of the study negate the study of Gentile DA, Reimer RA, et al. (2014) entitled "Protective Effects of Parental Monitoring of Children's Media Use: A Prospective Study," in which the structural equation modelling revealed that parental monitoring of children's media influences children's sleep, school performance, and prosocial and aggressive behaviors, and that these effects are mediated by total screen time and exposure to media violence. The research shown that parental participation in children's media habits is neither easy nor straightforward, and that it may impact a broad variety of academic, physical, and social health consequences.

## C. Relationship between Parental Controls and the Academic Performance

TABLE 7

Chi-square Computed value of the Relationship between Parental Controls and the Academic Performance

Parental Control and Academic Performance	n	df	x <sup>2</sup>	x <sup>2</sup>	Remarks
			critical 5%	computed value	
	138	12	21.026	16.94	No Significant Relation

Table 7 shows the computed chi-square (x<sup>2</sup>) value for the relationship between the parental controls and the academic performance of the students. It further shows that the computed chi-square value is 16.94, lower than the chi-square critical value of 21.026 at a 5% level of significance with 12 degrees of freedom. This gives sufficient statistical evidence that the researchers failed to reject the null hypothesis. Therefore, there is no significant relationship between parental control and the academic performance of the students.

The results of the study contradict the study of Nancy Hill and Diana Tyson (200), entitled “Parental Involvement in Middle School: A Meta-Analytic Assessment” in which the findings of a meta-analysis revealed significant relationship between parental participation and academic achievement in middle school. Academic socialization such as parents' expectations for their children's academic accomplishment, shown to have greatest influence on achievement throughout middle school.

## CONCLUSION

Based on the findings of the study, the researchers concluded the following:

- (1) There is no significant relationship between the level of parental controls and the respondents’ profile;
- (2) there is no significant relationship between the parent’s parental controls to the level of children’s media exposure; and
- (3) there is no significant relationship between the academic performance and parental controls imposed by the parents towards their children in 11th grade whom studies at Mindanao State University – Buug Campus.

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