E-ISSN: 1116 - 2619 P-ISSN: 3026-
MPRI-JHLAR | INTERNATIONAL JOURNAL OF HUMANITIES, LITERATURE AND ART RESEARCH
VOL. 07 NO. 6 – JANUARY, 2025

EFFECTS OF PROBLEMATIC SOCIAL MEDIA USE (PSMU) ON PARENTING IN NIGERIA

EUGENE EJIMOFOR USIFOH,

Catholic Institute of West Africa (CIWA) Port Harcourt, Nigeria.

Corresponding Author: tologo4xt@gmail.com

DOI: https://doi.org/10.70382/mejhlar.v7i6.023

Keywords: Social media, parenting, problematic use of social media, digital literacy, family dynamics, online safety

Abstract

This study examines the challenges posed by Problematic Social Media Use (PSMU) on parenting in Nigeria, while recognizing social media's positive potential as a platform for knowledge sharing, education, and improved family communication. Drawing from Bronfenbrenner's Ecological Systems Theory, the research investigates how excessive and compulsive social media use disrupts traditional parenting practices, neglects responsibilities, and exposes children to online risks. The methodology employs a combination of systematic and narrative approaches, integrating structured literature review and qualitative accounts to explore the socio-cultural and moral dimensions of PSMU within the Nigerian context. The findings reveal that there are dangers to compulsive involvement in social media platforms, it can also enrich parenting by providing access to valuable resources and maintaining family connections, particularly in situations of physical separation. Two key recommendations emerge from this analysis: first, parents should set clear boundaries for social media usage and prioritize offline family interactions to strengthen bonds and minimize risks. Second,

EDITOR-IN-CHIEF
Prof. S. T. Addo [GHANA]

policymakers should implement digital literacy programs and promote awareness campaigns to encourage responsible social media use and ensure children's online safety. The study advocates for a balanced approach to social media use that maximizes its benefits while mitigating its drawbacks to foster healthier parenting practices in a digital age.

Introduction

Social media has become an integral part of daily life, influencing how people communicate, learn, and manage responsibilities. In Nigeria, social media usage is rapidly growing, with millions of people engaging on platforms like Facebook, WhatsApp, and Instagram daily. Parents are increasingly balancing their roles while spending significant time on these platforms. While social media offers opportunities for connection and information, it can also create challenges that impact family dynamics and parenting.

Problematic Social Media Use (PSMU) refers to the excessive and compulsive use of social platforms, often at the expense of other important responsibilities. For parents, this can lead to negative outcomes such as neglecting children's emotional needs and failing to monitor their online activities. In Nigeria, where active parental involvement is highly valued, social media's influence raises concerns about how it affects traditional parenting practices. Additionally, socio-economic factors shape how parents manage their time and priorities in relation to social media use.

This paper examines how PSMU impacts parents and parenting in Nigeria, its negative effects without undermining the positive nature of social media. Excessive social media use can lead to emotional disconnection, reduced quality time with children, and conflicts between parents and children. Conversely, social media provides valuable resources, support, and opportunities for learning that can assist parents in their roles. Understanding these dual aspects is essential for Nigerian parents to effectively manage their social media usage.

This research utilizes a combination of systematic and narrative methods to examine the effects of Problematic Social Media Use (PSMU) on parenting in Nigeria through a moral perspective. The systematic approach involves a structured review of relevant literature, ensuring an evidence-based understanding of PSMU's prevalence, symptoms, and impact. The narrative method complements this by incorporating qualitative accounts that capture the socio-cultural and emotional dimensions of the issue, particularly within the Nigerian context. The moral perspective frames the analysis, emphasizing the ethical implications of parental neglect and societal responsibility to promote balanced digital practices.

The nature of Social Media and Parenting

Social media, as conceptualized by Adke et al. (2024), refers to web-based platforms and applications that facilitate the creation, sharing, and interaction with content in real-time. These platforms, such as Facebook, Instagram, WhatsApp, and Twitter, enable users to communicate and share experiences globally. Kaplan and Haenlein (2010) describe social media as a fusion of web-based technologies and user-generated content, fostering dynamic, interactive communication that transcends geographical and cultural boundaries. Martínez-López et al. (2016) further highlight its role in promoting participatory interactions, emphasizing how social media bridges information gaps and democratizes access to knowledge. Collectively, these definitions highlight social media's transformative potential in connecting people and fostering collaborative engagement across various domains, including parenting.

Parenting, on the other hand, is broadly defined as raising and nurturing children to become independent, responsible, and well-adjusted individuals (Baumrind, 1966). Darling and Steinberg (1993) emphasize the dual focus of parenting on providing emotional support and setting behavioral guidelines that align with societal expectations. Maccoby and Martin (1994) classify parenting into dimensions of responsiveness and demandingness, suggesting

effective parenting requires balancing nurturance and discipline. Bornstein (2012) further underscores the cultural and contextual nature of parenting, stressing the need to adapt practices to socio-economic, environmental, and technological factors. These definitions collectively demonstrate the complex and dynamic responsibilities of parenting, particularly in a rapidly evolving, technology-driven world.

The intersection of social media and parenting is evident in how digital platforms enhance the flow of information and connect parents to a wealth of resources. Chou and Edge (2012) note that social media fosters a culture of shared experiences, enabling parents to access peer support and advice on child-rearing challenges. Madge and O'Connor (2006) highlight the role of online parenting communities as safe spaces for exchanging ideas and insights, particularly for those navigating unique cultural or socio-economic contexts. For instance, Nigerian parents can access culturally relevant parenting tips or share strategies for addressing challenges such as urbanization and migration. Social media's participatory nature ensures that parenting advice is not only accessible but also adaptable to the diverse realities of modern families, empowering parents with practical insights for informed decision-making.

In addition to facilitating knowledge-sharing, social media strengthens familial connections and provides emotional support. Osei-Essah (2024) observes that messaging apps and social platforms enable real-time interaction, ensuring parents remain connected to their children and extended family members, even across distances. This feature is particularly significant in contexts like Nigeria, where work-related migration often leads to family separation. Boyd and Ellison (2007) argue that social media bridges physical distances, fostering a sense of belonging and emotional intimacy within families. By allowing parents to monitor their children's well-being and maintain consistent communication, social media helps build stronger family bonds and ensures accountability in nurturing relationships.

From the foregoing, social media supports education and skill development for both parents and children. Wartella et al. (2016) emphasize the opportunities digital platforms offer for parents to enhance their parenting skills through webinars, tutorials, and online courses. Buckingham (2008) highlights that children can benefit from monitored access to educational content on platforms like YouTube and Pinterest, fostering creativity, literacy, and critical thinking. These shared learning opportunities promote a culture of lifelong learning within families, equipping them to adapt to the evolving demands of society. When used intentionally, social media becomes an indispensable tool for enriching parenting experiences, bridging gaps in knowledge, and addressing the dynamic needs of children in the modern age.

Balancing Opportunities and Challenges

Despite the undeniable benefits of social media in parenting, its effective use requires intentionality and moderation to avoid challenges such as Problematic Social Media Use (PSMU). When used responsibly, social media becomes a valuable resource that bridges gaps in parenting knowledge and fosters meaningful family interactions. It empowers parents with tools to address the diverse needs of their children while maintaining healthy boundaries. By leveraging its features for education, communication, and knowledge-sharing, parents can enhance their parenting experience and create nurturing environments for their children. Thus, the integration of social media into parenting underscores its potential to enrich family life when aligned with thoughtful practices and cultural sensitivities.

Overview of Problematic Social Media Use (PSMU)

Problematic Social Media Use (PSMU) refers to the excessive and compulsive use of social media platforms, which negatively impacts an individual's daily life, responsibilities, and relationships (Vidal, and Sussman, 2024). It involves spending an inordinate amount of time online, leading to the neglect of offline obligations and personal interactions. PSMU can affect mental health,

emotional well-being, and the ability to engage effectively in real-world activities. Symptoms of PSMU include constant checking of notifications, anxiety about missing updates, and reduced face-to-face communication. Users with PSMU often experience difficulty-setting boundaries for social media use, leading to emotional dependence on these platforms. Additionally, individuals may display a lack of interest in activities outside of their virtual engagements, such as work, family, and personal hobbies. These behaviors can interfere with productivity and interpersonal relationships (Mikołajczyk, 2021).

Social media usage in Nigeria has surged in recent years, with millions of users actively engaging on platforms such as Facebook, Twitter, and Instagram. In 2024, the number of social media users in Nigeria exceeded 50 million, with a majority consisting of young adults and parents. Nigerian parents are increasingly incorporating social media into their parenting practices, often sharing updates, parenting advice, and connecting with other families online (Okela, et al. 2024).

As Nigerian society continues to embrace digital communication, the potential for PSMU becomes more apparent. The cultural emphasis on community and family support is influenced by the need to maintain an online presence. This dual demand—balancing traditional parenting responsibilities and managing social media interactions—can lead to conflicting priorities, with parents struggling to find a healthy balance between virtual and real-world engagements. Traditional parenting often involves direct involvement with children through physical activities, emotional support, and face-to-face supervision, whereas social media introduces a virtual layer that complicates this interaction. Nigerian parents are caught between maintaining family traditions and adapting to new technological trends, which can sometimes create confusion regarding their roles and responsibilities.

Furthermore, socio-economic factors such as limited access to resources for offline parenting support contribute to the rise of PSMU. In lower-income households, where digital access is often a primary form of connection and

information sharing, social media may become an essential tool for parenting (Zhao, et al 2023). For many parents, social media platforms serve as a means to bridge gaps in education, healthcare, and social services, particularly in regions where infrastructure and public services are limited. However, this dependency can lead to neglect of other important aspects of parenting, including emotional support and direct supervision. Parents may find themselves consumed by the need to monitor and interact with their children online, thereby neglecting real-life supervision and guidance.

This over-reliance on digital tools can have serious consequences. For example, children in lower-income households may spend significant amounts of time on social media, exposing them to inappropriate content, cyberbullying, and the risk of online predators. These risks are heightened when parents are unable to provide adequate supervision due to their own excessive social media use. The emotional and psychological impact on children is profound, as they may feel isolated or emotionally neglected, which can affect their overall development.

On the other hand, parents from affluent backgrounds face different challenges when it comes to PSMU. In wealthier households, there may be a greater emphasis on curating an idealized online persona through parenting blogs, influencers, and parenting groups. This can foster a sense of competition among parents, where success is measured by the number of followers or likes they receive, leading to unrealistic parenting expectations. Consequently, parents may prioritize their social media image over the well-being of their children, leading to superficial interactions rather than authentic connections.

Understanding these characteristics and the increasing relevance of PSMU in Nigeria highlights the need for parents to adopt balanced digital practices. While social media offers valuable opportunities for education, networking, and emotional support, its overuse can have detrimental effects on family dynamics. Parents must recognize the importance of establishing boundaries and promoting offline activities to create a healthier environment for their

children. This includes engaging in activities such as family dinners, community events, and educational outings, which foster deeper relationships and ensure comprehensive support.

Policy intervention is also crucial in managing PSMU. Policymakers should promote digital literacy programs that educate both parents and children on responsible social media use. These programs should emphasize the importance of setting boundaries, identifying credible information, and understanding the potential risks of online interactions. Furthermore, encouraging content moderation and raising awareness through targeted campaigns can help mitigate the negative impacts of social media on parenting (Throuvala, et al., 2021).

Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory was propounded by Urie Bronfenbrenner in 1979. The theory posits that human development is shaped by the interaction of various environmental systems, which include the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Each system represents a level of influence that interacts with the individual, directly or indirectly, to shape behavior and development. The microsystem includes immediate relationships and environments, such as family and peers. The mesosystem explores interactions between these immediate settings, while the exosystem encompasses broader social influences, such as parental workplaces. The macrosystem examines cultural and societal norms, and the chronosystem accounts for the role of time, such as changes over a person's life or historical events (Bronfenbrenner, 1979).

The basic tenets of the theory emphasize that development does not occur in isolation but through the dynamic interaction between individuals and their environments. Each system in the framework interacts with others, highlighting the interconnectedness of individual behaviors and broader societal structures. For instance, the theory underscores how the macrosystem, including societal values and technological advancements,

influences the microsystem, such as parental behavior within the family. This interconnected approach allows researchers to examine not only the immediate effects of behaviors like PSMU but also how cultural norms and technological trends contribute to its prevalence and impact (Bronfenbrenner and Morris, 2006).

The theory is particularly suitable for this study because it provides a structured framework for analyzing the effects of PSMU on parenting within the Nigerian context. By examining how the microsystem (parent-child interactions) is affected by macrosystem factors like cultural values and the rapid rise of social media, the theory offers insights into the multifaceted nature of PSMU. Additionally, the chronosystem enables exploration of how generational changes and increasing digital penetration in Nigeria shape parenting practices. This holistic perspective ensures that the study captures both immediate and long-term implications of PSMU on Nigerian parents (Ajayi, 2020).

The Moral-Theological Perspective

Taking a leave from Bronfenbrenner's Ecological Systems Theory, social media has an influential character. This raises the moral question concerning the correctness of its content and use to the extent in which it affects the human person, family and society. Therefore, social media which is a wonderful technological innovation flowing from God's gift of human intelligence opens the individual to all kinds of information and connections that can influence the person. As it stands, sensible content in and use of the social media offers significant good to humanity under God. Conversely, misuse of social media injures vital human, family and societal values which is not in line with God's plan for human salvation (Second Vatican Council, 2001). The burden is on the individual, as in this case, the parents to be fairly knowledgeable and ordered in the use of social media. In the light of the above, the discussion on the impact of PSMU on parents/parenting, finds its basis.

Negative Effects of PSMU on Parenting

Problematic Social Media Use (PSMU) refers to the excessive and compulsive use of social media platforms, leading to adverse consequences for individuals and their relationships. In the context of parenting, PSMU poses significant challenges by interfering with essential parental responsibilities, family dynamics, and child development. This piece explores how PSMU contributes to the neglect of parental duties, increases exposure to online risks for children, and strains parent-child relationships.

In Nigeria, traditional parenting styles are deeply rooted in communal and extended family structures, where multiple generations often share responsibilities for raising children. However, the rise of social media has created a clash between these traditional practices and modern digital habits. While older generations emphasize direct, hands-on parenting, younger parents increasingly rely on social media for advice and guidance. This shift can lead to inconsistencies in parenting approaches, where digital information may not always align with cultural values or norms (Lamidi and Juta, 2024). In urban areas, where social media is more prevalent, the digitalization of parenting practices creates a unique dynamic. Parents may struggle to balance the demands of traditional caregiving with the convenience of online resources, often resulting in a hybrid approach that incorporates both. However, the over-reliance on social media can dilute the cultural essence of parental roles, where real-world interactions are essential for holistic child development.

Excessive social media use can lead to the neglect of critical parenting responsibilities. Parents absorbed in their virtual engagements often fail to supervise their children's activities adequately. This lack of attention may result in children being left to navigate their daily routines and online interactions without proper guidance. For instance, parents may overlook monitoring their children's schoolwork, peer interactions, and personal development, which are fundamental to nurturing a child's growth and well-

being (Hsu, and Chen, 2023). When parents prioritize their social media activities over attending school events, assisting with homework, or engaging in meaningful conversations, children may feel ignored or undervalued.

Additionally, PSMU can diminish parents' ability to respond effectively to their children's needs. A distracted parent may miss subtle signs of emotional distress, such as mood changes or withdrawal, that require timely intervention. This neglect can have long-term consequences on a child's self-esteem, as children often interpret a lack of attention as a lack of love or interest.

A significant consequence of PSMU is the reduction in the quality of family interactions. Social media overuse disrupts the time parents and children spend together, which is vital for fostering emotional connections and trust. For example, family dinners, traditionally considered opportunities for bonding, are increasingly interrupted by the constant presence of smartphones and other devices. Parents engrossed in scrolling through social media miss out on engaging in meaningful conversations with their children, limiting the opportunities to share experiences, values, and emotional support (Islam, 2024).

This erosion of family time weakens the parent-child bond, making it harder for parents to connect with their children on a deeper level. Children who feel emotionally distanced from their parents may become withdrawn or seek attention elsewhere, potentially leading to undesirable influences from peers or online communities. Research consistently shows that children who spend quality time with their parents exhibit better emotional stability and social behavior. The absence of this interaction due to PSMU undermines the foundation of healthy family relationships.

Children with unsupervised internet access due to PSMU are at a heightened risk of exposure to inappropriate content and cyberbullying. Parents who are preoccupied with their social media activities often fail to monitor what their children are doing online. This lack of supervision can lead to children encountering violent, sexual, or misleading content that is unsuitable for their

age group. The impact of such exposure can be severe, affecting children's mental health and shaping their perceptions of the world (Cataldo et al., 2021).

For example, children may develop aggressive behavior patterns from exposure to violent content or unrealistic expectations about relationships from inappropriate media portrayals. Additionally, cyberbullying is a growing concern, as children without adequate parental guidance may struggle to navigate online conflicts or seek help when faced with harassment. When parents are distracted by their devices, they may miss opportunities to teach their children safe internet practices or recognize signs of distress related to online interactions.

One of the most damaging effects of PSMU is emotional neglect. When parents devote excessive attention to their online activities, they often fail to meet their children's emotional needs. Children thrive on affirmation, empathy, and active listening, all of which require undivided parental attention. Parents consumed by their devices may inadvertently communicate to their children that their virtual lives are more important than their children's thoughts and feelings (Radesky and Kistin, 2024).

This neglect can lead to a range of emotional and behavioral problems. Children who feel abandoned or insignificant may develop anxiety, depression, or aggression as they struggle to process their emotions without adequate support. These children may also seek validation from external sources, such as peers or social media, which can expose them to additional risks. For instance, a child searching for attention online may become a target for exploitation by predators or harmful groups.

Moreover, emotional neglect can disrupt a child's development of trust and security, essential components of a healthy parent-child relationship. Children may internalize their parents' lack of engagement as a reflection of their own inadequacy, leading to long-term self-esteem issues. PSMU often leads to disputes over technology use, creating tension within the parent-child relationship. Children may feel resentful when their parents spend excessive

time on social media, perceiving it as unfair or hypocritical when the same parents impose restrictions on their own screen time. These disagreements can escalate into power struggles, particularly in households where clear rules about technology use are absent (Onyezere, Oforleta, and Onyezere, 2024).

For example, a child may react defensively when told to limit their gaming or social media time if they observe their parents constantly engrossed in their devices. This dynamic can create a cycle of conflict, with both parties struggling to establish boundaries and mutual understanding. As communication breaks down, the parent-child relationship becomes strained, and the home environment may become a source of stress rather than support. The lack of consistency in enforcing digital usage rules can also undermine parents' authority. When children perceive their parents as inconsistent or inattentive, they are less likely to respect rules or seek guidance, further complicating family dynamics.

Another critical impact of PSMU is its interference with effective communication between parents and children. Social media distractions prevent parents from fully engaging in conversations with their children, reducing the quality of interactions. A distracted parent may miss cues about their child's needs or fail to respond appropriately to questions or concerns. This lack of focused communication can erode trust and make children reluctant to share their thoughts and feelings (Ogunbela and Adebayo, 2024). For instance, a child struggling with bullying at school may hesitate to confide in a parent who appears preoccupied with their phone. Similarly, children facing academic challenges may avoid seeking help if they perceive their parents as disinterested or unavailable. Over time, this breakdown in communication can create emotional distance and misunderstandings, weakening the parent-child bond.

In addition, parents who model excessive social media use inadvertently teach their children to prioritize virtual interactions over real-life relationships. This behavior can lead to a generational cycle of poor communication skills,

with children adopting similar habits and struggling to engage in meaningful relationships.

The negative effects of PSMU on parenting are profound, encompassing neglect of responsibilities, increased exposure to online risks, and strained parent-child relationships. While social media offers valuable opportunities for connection and information sharing, its overuse undermines the foundation of healthy parenting.

Positive Effects of Social Media on Parenting

Social media offers valuable resources for parents seeking advice and support. Online communities and forums provide a platform for parents to share experiences, ask questions, and receive guidance from other parents and experts. These spaces offer insights into child-rearing practices, from managing behavioral issues to navigating educational challenges. Additionally, social media exposes parents to a wide range of educational content that can help improve their parenting skills, such as articles, videos, and expert advice tailored to their specific needs (Hill et al., 2024).

Social media enables parents to stay connected with their children and family members, even when physical distance exists. Platforms like WhatsApp and Facebook make it easier to maintain regular communication, allowing parents to monitor their children's well-being and activities. This improves overall family cohesion by fostering a more accessible and immediate mode of interaction, which is especially beneficial for parents with busy schedules or living far from their children (Abel, Machin, and Brownlow, 2021).

Income disparities in Nigeria significantly influence PSMU patterns among parents. In lower-income households, social media often becomes a primary source of support due to limited access to traditional parenting resources. Parents in these settings may spend more time online seeking guidance and networking with other parents, as offline resources are not as readily available. However, this can lead to excessive screen time and exposure to

potentially harmful content if not properly moderated (Lamidi and Juta, 2024).

Additionally, parents from affluent backgrounds may face different challenges, where the pressure to maintain a curated online presence may lead to PSMU. These parents may invest in parenting influencers and educational content to enhance their perceived social status, which can distort the true intent of parenting support. This cultural shift toward performance-based parenting can affect the authenticity of parent-child relationships, as digital interactions may prioritize appearances over genuine emotional connection (Radesky and Kistin, 2024).

Recommendations

It is recommended that parents can take proactive steps to manage Problematic Social Media Use (PSMU) by setting clear boundaries for social media usage. Establishing limits on screen time ensures that children receive adequate attention and quality time is spent together as a family. By balancing online activities with offline interactions, parents can foster stronger relationships with their children and create meaningful experiences that contribute to their overall development. Parents must recognize the importance of setting boundaries for their social media use and prioritizing offline interactions with their children. Policymakers, educators, and communities also have a role to play in addressing PSMU. By promoting digital literacy, creating awareness about the risks of excessive social media use, and providing resources for responsible parenting, society can support families in navigating the challenges of the digital age. Balancing social media engagement with attentive, nurturing parenting is crucial for fostering healthy family dynamics and ensuring the well-being of future generations.

Additionally, prioritizing offline family activities is crucial for maintaining healthy parent-child relationships. Activities such as family dinners, outdoor excursions, and shared hobbies provide opportunities for parents to connect with their children beyond digital screens. These experiences help nurture

emotional bonds and teach important life skills, fostering a more balanced approach to parenting in the digital age.

Policymakers play a vital role in addressing the challenges of PSMU by promoting digital literacy programs. These programs should focus on educating parents and children about responsible social media use, the dangers of excessive screen time, and strategies for maintaining healthy online interactions. By implementing workshops and educational resources, policymakers can equip families with the tools needed to manage social media effectively.

Encouraging content moderation and awareness campaigns is another crucial step. Policymakers can work with social media platforms to establish stricter content guidelines and ensure that harmful or inappropriate content is filtered out. Awareness campaigns focused on safe online practices can help parents and children recognize risks and learn how to protect themselves from cyberbullying, misinformation, and exploitation.

Furthermore, collaborative efforts between government agencies, educational institutions, and technology companies are essential to creating a comprehensive approach to managing PSMU. By fostering partnerships, policies can be tailored to meet the specific needs of Nigerian families, ensuring that both parents and children benefit from a safer and more responsible digital environment.

Addressing PSMU requires a combined effort from parents and policymakers. While parents should actively manage social media usage through setting boundaries and promoting offline family activities, policymakers must develop supportive frameworks to guide families toward healthier digital practices. Through education, regulation, and community engagement, a balanced approach to social media use can be achieved.

Conclusion

In summary, Problematic Social Media Use (PSMU) has significant implications for parenting in Nigeria, influencing both positive and negative

outcomes. Excessive social media use can lead to neglect of parental responsibilities, increased risks for children, and strained parent-child relationships. However, it also offers valuable resources and communication tools that can enhance parenting when used responsibly. By understanding these dynamics, parents can better manage their digital presence and create a balanced approach to parenting in the digital age.

It is essential for parents to set clear boundaries for social media usage and prioritize offline family activities to ensure a healthy balance between the virtual and real worlds. Furthermore, policymakers should promote digital literacy and content moderation to support families in navigating the challenges of social media use. Together, these efforts can help foster safer and more responsible digital environments for children.

Parents must take proactive steps to manage social media use effectively, ensuring that it enhances rather than hinders their parenting roles. By cultivating mindful habits and fostering deeper offline connections, parents can create nurturing and supportive environments for their children's growth and development.

In the future, as digital technology continues to evolve, parenting will require a thoughtful approach to integrating traditional values with modern practices. The challenge lies in striking a balance between staying connected through social media and preserving the core essence of family bonding and emotional well-being. As parents navigate this shifting landscape, their ability to adapt while maintaining strong relationships will shape the next generation's digital journey.

References

Abel, S., Machin, T., and Brownlow, C. (2021). Social media, rituals, and long-distance family relationship maintenance: A mixed-methods systematic review. *New Media and Society*, *23*(3), 632-654.

Adke, V., Bakhshi, P., Askari, M., Adke, V., Bakhshi, P., and Askari, M. (2024). Social media management tools for customer service: A Review. *Journal of Marketing and Social Research*, *1*, 1-10.

Ajayi, E. A. (2023). Mobile learning for family life education as a mechanism for national development: perspectives from Ondo State women. *Journal of Continuing and Development Education*, *3*, 1.

Baumrind, D. (1966). Effects of authoritative parental control on child behavior. *Child development*, 887-907.

Bornstein, M. H. (2019). Parenting infants. In *Handbook of parenting* (pp. 3-55). Routledge.

Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of computer-mediated Communication*, *13*(1), 210-230.

Bronfenbrenner, U. (1979). Contexts of child rearing: Problems and prospects. *American psychologist*, *34*(10), 844.

Bronfenbrenner, U., and Morris, P. (2006) The bioecological model of human development. In W. Damon and R. M. Lerner (Series Eds.) and R. M. Lerner (Vol. Ed.) Handbook of child psychology: Vol. 1. Theoretical models of human development (6th ed. Pp.793-828) New York: John Wiley

Cataldo, I., Lepri, B., Neoh, M. J. Y., and Esposito, G. (2021). Social media usage and development of psychiatric disorders in childhood and adolescence: a review. *Frontiers in Psychiatry*, *11*, 508595.

Chou, H. T. G., & Edge, N. (2012). "They are happier and having better lives than I am": the impact of using Facebook on perceptions of others' lives. *Cyberpsychology, behavior, and social networking*, *15*(2), 117-121.

Hill, C., Bergstrom, A., Dalelio, C., Boyles, D., and Barnhill, S. (2024). Parent-to-parent Advising: Conveying Advice Characteristics in an Online Group for Parents of Adolescents and Emerging Adults. *Western Journal of Communication*, 1-20.

Hsu, P. C., and Chen, R. S. (2023). Analyzing the mechanisms by which digital platforms influence family-school partnerships among parents of young children. *Sustainability*, *15*(24), 16708.

Islam, M. R. (2024). Unplugging the threat: how internet addiction among adolescents undermines learning behavior. *SN Social Sciences*, *4*(9), 161.

Lamidi, K. O., and Juta, L. B. (2024). Family styles, indigenous knowledge, and public governance in Africa. *Journal of Nation-building and Policy Studies*, *8*(1), 5-27.

Maccoby, E. E. (1994). The role of parents in the socialization of children: An historical overview.

Madge, C., & O'connor, H. (2006). Parenting gone wired: empowerment of new mothers on the internet?. *Social & Cultural Geography*, *7*(2), 199-220.

Martínez-López, F. J., Anaya-Sánchez, R., Aguilar-Illescas, R., & Molinillo, S. (2016). Online brand communities. *Gewerbestrasse, Switzerland: Springer International Publishing*.

Mikołajczyk, K. (2021). Sustainable development of an individual as a result of mutual enrichment of professional and personal life. *Sustainability*, *13*(2), 697.

Ogunbela, G. K., and Adebayo, S. A. (2024). Civil data and development administration: Initiating Council Administration Narratives in Nigeria. *Cross-Cultural Communication*, *20*(2), 23-33.

Okela, A. H., Ziani, A., Nser, K., and Alfoghi, A. N. (2024). Towards equitable participation: understanding gaps in parental social media literacy across Nigeria and Egypt. In *Business Development via AI and Digitalization: Volume 2* (pp. 887-898). Cham: Springer Nature Switzerland.

Onyezere, C. V., Oforleta, C. M., and Onyezere, C. E. (2024). Artificial intelligence and sustainable developmenting Nigeria, West Africa (2015-2024). *International Journal of Public Administration and Development Studies*, *1*(1), 1-16.

Osei-Essah, J. (2024). Exploring trust between parent influencers and parent audiences on social media (Doctoral dissertation, Mount Saint Vincent University).

Radesky, J., and Kistin, C. (Eds.). (2024). *Encounters with children e-book: pediatric behavior and development*. Elsevier Health Sciences.

Second Vatican Council (2001). *Inter Mirifica* "Decree on the Means of Social Communication." *Vatican Council II: The Conciliar and Post Conciliar Documents.* Austin Flannery (Ed.). The Ambassador, 283-292 (no 1-2).

Throuvala, M. A., Griffiths, M. D., Rennoldson, M., and Kuss, D. J. (2021). Policy recommendations for preventing problematic internet use in schools: a qualitative study of parental perspectives. *International journal of environmental research and public health*, *18*(9).

Vidal, C., and Sussman, C. (2024). Problematic social media use or social media addiction in pediatric populations. *Pediatric Clinics*.

Wartella, E., Beaudoin-Ryan, L., Blackwell, C. K., Cingel, D. P., Hurwitz, L. B., & Lauricella, A. R. (2016). What kind of adults will our children become? The impact of growing up in a media-saturated world. *Journal of Children and Media*, *10*(1), 13-20.

Zhao, P., Bazarova, N. N., and Valle, N. (2023). Digital parenting divides: the role of parental capital and digital parenting readiness in parental digital mediation. *Journal of Computer-Mediated Communication*, *28*(5).