

Abstract

This thesis analyses the influence of parents and children's characteristics on the usage of active and restrictive mediation strategies. Relations have been verified by using regression analysis of data from the EU Kids Online IV survey from 2018. Emphasis was put especially on factors related to digital inequalities, namely socioeconomic status and the level of digital skills of the parents. These factors impact how individuals use digital media and their general behaviour towards them. Therefore, it is important to observe these factors in relation to digital parenting because parents can influence not only access to digital media and the way they are used but also the risks and opportunities to which a child is exposed on the internet. Active mediation should educate children about the usage of digital media and, through that, maximise the opportunities that come with the internet. However, restrictive mediation uses prohibition and rules to protect children from risks but does not lead to the acquisition of new digital media-related skills. Analysis shows that higher socioeconomic status, digital skills, and the age of a child impact the usage of active mediation strategies. However, no relationship was proven between the restrictive mediation and neither socioeconomic status nor digital skills. The use of restrictive mediation was impacted only by the age of the child and the parent's fear that the child would be exposed to inappropriate content online.

Key words: digital parenting, parenting, status, socioeconomic status, internet, children