

a role in their engagement of enabling mediation. Specifically, children whose parents said that they assisted them to interact with digital media tend to be more skilled in manipulating the devices and have a wider knowledge of the various functions these devices offer.

Conclusions

The research offers promising results that indicate digital media competence to be a predictor of desirable mediation strategies such as technical and enabling mediation. This underscores the importance of increasing parental digital media literacy. Future research could consider examining how community-based programs, or governmental policies that support parental media literacy, can improve and increase the use of enabling and technical mediation strategies.

As demonstrated by both the quantitative and qualitative data, parental mediation is a dynamic process between parents and children within the context of digital media use. It has to be studied by taking into account the child's universal development and wellbeing on top of parental and familial factors. Future research should consider taking child-related and contextual factors into account to better understand how Slovak parents mediate their children's digital media use.

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