



The impact of cultural and socioeconomic factors on parental monitoring, parental social media use, and children's perceptions of social media

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Abstract

The impact of cultural and socioeconomic factors on parental monitoring, parental social media use, and children's perceptions of social media is a rapidly evolving and important area of research. This mini-review aims to synthesize and summarize the existing literature on this topic, with a focus on the novelty of the findings. The rapid pace of technological change and the increasing role of social media in children's lives has created new challenges and opportunities for parents and educators, and understanding the impact of cultural and socioeconomic factors on these relationships is critical for promoting safe and positive social media use among children. This review highlights the importance of considering cultural and socioeconomic diversity in the development of effective parenting and educational strategies, and underscores the far-reaching implications of social media use for children's well-being, including their mental health, social development, and academic success. The multidisciplinary perspective provided by this mini-review underscores the importance of continued research in this area

Keywords: Parental monitoring, social media use, Children's perceptions, Cultural & Socioeconomic factors, Digital world

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Introduction

In the digital age, children's online experiences are shaped by a multitude of factors, including parental monitoring and social media use. The internet and social media have opened up a new world of opportunities for children, but they also pose new risks and challenges (Eleuteri, Saladino & Verrastro 2017). To help children navigate this complex landscape, it is essential that parents are proactive in monitoring their online activities and shaping their perceptions of social media. However, the task of balancing parental monitoring and parental social media use is not simple, and it is further complicated by cultural and socioeconomic factors (Sarwatay, Raman & Ramasubramanian 2021). Cultural values and norms, as well as income and education levels, can all have a significant impact on how parents approach this task. For example, cultural attitudes towards social media can influence whether parents are permissive or restrictive in their monitoring practices, and whether they believe that social media has more benefits or risks for their children (Wiese & Akareem 2020). The impact of cultural and socioeconomic factors on the relationships between parental monitoring, parental social media use, and children's perceptions of social media is an important and rapidly evolving area of research (Tariq, Muñoz Sáez & Khan 2022). With the increasing prevalence and influence of social media in children's lives, it is critical to understand the ways in which cultural and socioeconomic factors shape these relationships and their impact on children's well-being (Engel de Abreu et al. 2021; Haffejee et al. 2023).

The purpose of this mini-review is to synthesize and summarize the existing literature on this topic, with a focus on the novelty of the findings. Social media has created new challenges and opportunities for parents and educators, as they navigate its use and influence in children's lives. It is important to consider cultural and socioeconomic diversity in the development of effective parenting and educational strategies that promote safe and positive social media use among children.

Research has shown that the relationship between parental monitoring, parental social media use, and children's perceptions of social media is complex and bidirectional (Vidal et al. 2020). Cultural and socioeconomic factors play a significant role in shaping these relationships, and can have far-reaching implications for children's well-being, including their mental health, social development, and academic success (Wente et al. 2022). For example, research has shown that cultural norms and values can shape parental attitudes and behaviors towards social media use (Holden et al. 2022), and can impact the level of parental monitoring (Ethier et al. 2016) and involvement in their children's online activities (Aljasir & Alsebaei 2022). Socioeconomic factors, such as income and education level, can also play a role in shaping these relationships, as they are often associated with access to technology and the availability of resources for parental monitoring (Laraia et al. 2017; Easterbrook et al. 2023).

This mini-review provides a multidisciplinary perspective on the impact of cultural and socioeconomic factors on the relationships between parental monitoring, parental social media use, and children's perceptions of social media. It highlights the importance of continued research in this area, as the field continues to evolve

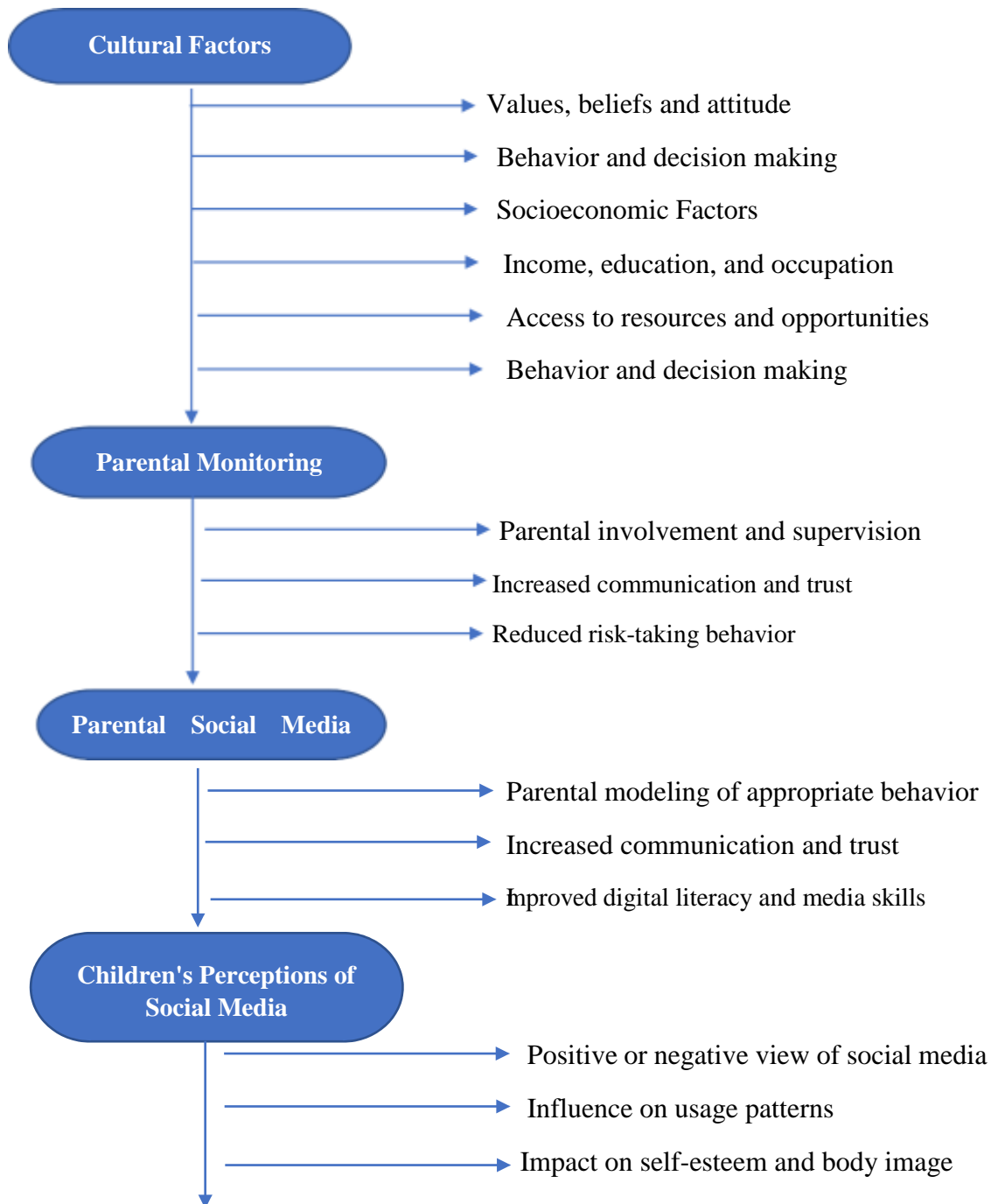
and new technologies and trends emerge. The results suggests that the the impact of cultural and socioeconomic factors on the relationships between parental monitoring, parental social media use, and children's perceptions of social media is an important and rapidly evolving area of research that has far-reaching implications for children's well-being. Understanding these relationships and the role of cultural and socioeconomic factors is critical for promoting safe and positive social media use among children and developing effective parenting and educational strategies. Therefore, the study highlights the need for a contemporary approach to digital parenting that balances parental control with responsible social media use by parents, in order to create positive experiences and foster a healthy digital culture for future generations.

The scientist and researcher may get help by reading this article due to following reasons; With the rapid pace of technological change and the increasing role of social media in children's lives, it is important to stay up-to-date on the latest research and thinking in this field. To understand the impact of cultural and socioeconomic factors: The article will provide insights into the ways in which cultural and socioeconomic factors shape the relationships between parental monitoring, parental social media use, and children's perceptions of social media. This understanding can be valuable for parents, educators, and policymakers who want to ensure that children are using social media in a safe and positive way. To inform decision-making: The information and insights provided in the article can be used to inform decisions about parenting, education, and social policy. For example, the information can be used to inform the development of programs and policies that aim to promote safe and positive social media use among children. To advance research: The review article will synthesize the current state of research on these topics and identify areas where further research is needed. This information can be valuable for researchers who want to contribute to the field by conducting new studies or building on existing research.

To distinguish the content of this review article from other mini-reviews on the same or related topics, it may be helpful to make reference to specific studies or mini-reviews that have been published recently. For example:

1. Study design: This review article may use a different study design, such as a meta-analysis or a systematic review, compared to other mini-reviews that have used a narrative or thematic review approach.
2. Time period: This review article may cover a different time period or include more recent studies compared to other mini-reviews, providing a more up-to-date perspective on the topic.
3. Cultural focus: This review article may have a greater focus on the impact of cultural factors compared to other mini-reviews, which may have a greater focus on socioeconomic factors.
4. Findings: This review article may have different findings or emphasize different aspects of the topic compared to other mini-reviews. For example, it may highlight the importance of parental monitoring for children's well-being, or it may highlight the role of parental social media use in shaping children's perceptions of social media.

By making reference to these specific differences, the content of this review article can be distinguished from other mini-reviews on the same or related topics that have been published recently.



This flowchart demonstrates how both cultural and socioeconomic factors can influence an individual's values, beliefs, and attitudes, which in turn can impact their behavior and decision making. It shows how parental monitoring can lead to increased parental involvement and supervision, which in turn can promote

increased communication and trust between parents and children. This can result in a reduction in risk-taking behavior and a positive impact on the child's development. This flowchart shows how parental social media use can serve as a model for appropriate behavior, promoting increased communication and trust between parents and children. Additionally, it can help to improve children's digital literacy and media skills. This flowchart demonstrates how children's perceptions of social media can impact their behavior, with a positive view leading to more usage and a negative view resulting in less usage. Additionally, these perceptions can have a significant impact on children's self-esteem and body image.

2. Cultural Factors

Cultural factors refer to the values, beliefs, norms, customs, and traditions that shape the attitudes and behaviors of individuals within a particular society. These cultural factors play a significant role in shaping the approach that parents take towards monitoring their children's online experiences and social media use (Megeirhi et al. 2020). For example, cultural attitudes towards social media can influence whether parents believe that social media has more benefits or risks for their children, and whether they adopt a permissive or restrictive monitoring style (Sari, Suziana & Games 2020).

Moreover, cultural values can also shape the way in which parents use social media themselves (fig.1). Some cultures may place a higher value on privacy and individualism, leading parents to be more cautious in their social media use and monitoring practices (Hammer, Scheiter & Stürmer 2021). Other cultures may place a higher value on community and connectedness, leading parents to be more engaged in their children's social media use and more open to using social media themselves (Stoeckl et al. 2021).

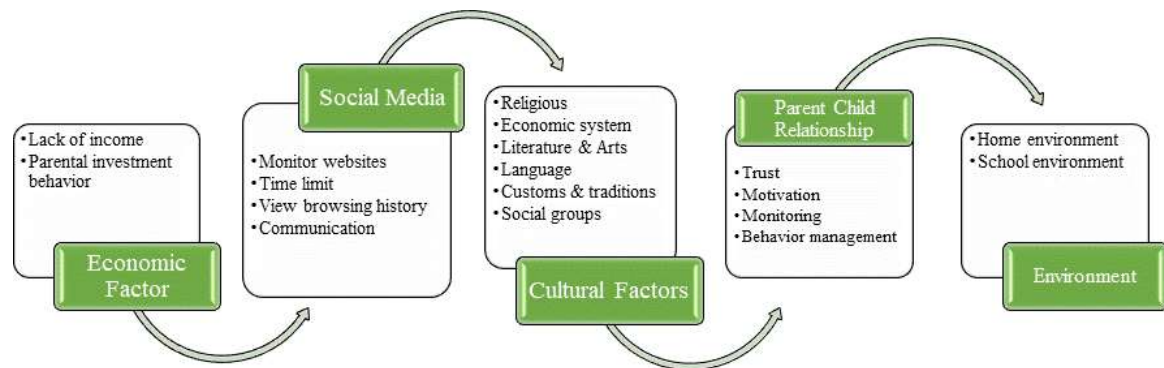


Fig.1

By understanding the impact of cultural factors on parental monitoring and social media use, we can gain new insights into the complex task of promoting positive online experiences and healthy digital habits for children

A. Cultural attitudes towards social media

Cultural attitudes towards social media play a crucial role in shaping the way individuals, including parents, approach social media and the monitoring of their children's online experiences. These cultural attitudes are shaped by a variety of factors, including norms, customs, traditions, and beliefs that are specific to a particular society or community. Understanding the impact of cultural attitudes

towards social media is essential for promoting positive online experiences and healthy digital habits for children (Alencar 2018; Hanaysha 2022).

Cultures differ in the values they place on privacy and individualism, community and connectedness, and the use of technology (see table 1) (Trepte et al. 2017). These differences can lead to different attitudes towards social media and can influence the way in which individuals, particularly parents, approach the monitoring of their children's online experiences. For example, cultures that place a high value on privacy and individualism may be more cautious in their social media use and monitoring practices. Parents in these cultures may be more restrictive in their monitoring of their children's social media activities and may believe that social media has more risks than benefits (Wang & Metzger 2021).

On the other hand, cultures that place a high value on community and connectedness may be more engaged in their children's social media use and may be more open to using social media themselves. In these cultures, parents may be more permissive in their monitoring of their children's online experiences and may believe that social media has more benefits than risks (Bozzola et al. 2022; Okazaki & Taylor 2013).

Cultural attitudes towards social media can also impact the way in which parents communicate with their children about social media and digital safety (Istenič et al. 2023). In some cultures, there may be a strong tradition of open communication and dialogue between parents and children, leading to more open discussions about social media and digital safety. In other cultures, there may be a greater emphasis on maintaining privacy and respecting boundaries, leading to less open discussions about these issues (Procentese, Gatti & Di Napoli 2019; Symons et al. 2017).

In addition to these cultural differences, socioeconomic factors such as income and education level can also impact the way in which parents approach social media and the monitoring of their children's online experiences. For example, parents with higher income and education levels may be more likely to have access to technology and the skills necessary to effectively monitor their children's online activities. They may also have more resources to invest in parental monitoring software and other tools to help protect their children online (Chen et al. 2018; Correa 2014).

In conclusion, the "Overview of Cultural Attitudes towards Social Media" is an essential component of any study that aims to explore the impact of cultural and socioeconomic factors on parental monitoring and social media use. By providing a broad understanding of how cultural attitudes towards social media affect parenting practices, this heading provides a foundation for further analysis and exploration of the topic. It highlights the importance of considering cultural and socioeconomic factors when promoting positive online experiences and healthy digital habits for children.

A. Impact of cultural values and norms on parental monitoring practices

The impact of cultural values and norms on parental monitoring practices is a crucial aspect of shaping children's online experiences (Urbaeva, Booth & Wei 2017). Culture can play a significant role in shaping how parents approach the task of monitoring their children's social media use and online activities (Shin & Lwin 2022; LaRocque, Kleiman & Darling 2011). Cultural values and norms can impact the level

of parental involvement, the type of monitoring tools used, and the overall goals of monitoring.

For example, some cultures may place a higher value on privacy and individualism, leading parents to be more cautious in their monitoring practices. In these cultures, parents may be less likely to use monitoring tools and may be more hands-off in their approach, allowing their children to have more independence in their online activities (He et al. 2021). On the other hand, some cultures may place a higher value on community and connectedness, leading parents to be more engaged in their children's social media use and more proactive in their monitoring practices. In these cultures, parents may be more likely to use monitoring tools and may take a more hands-on approach, with the goal of staying informed about their children's online activities and protecting them from potential risks (Lin, Vijayalakshmi & Laczniak 2019).

Cultural attitudes towards social media can also influence whether parents believe that social media has more benefits or risks for their children (Sari, Suziana & Games 2020). For instance, cultures that view social media as having more risks may be more restrictive in their monitoring practices, while cultures that view social media as having more benefits may be more permissive (Shin & Lwin 2022; Urbaeva, Booth & Wei 2017). This can impact the type of monitoring tools used, the level of parental involvement, and the overall goals of monitoring.

Furthermore, cultural values can shape the way in which parents use social media themselves. For example, parents from cultures that place a higher value on privacy may be less likely to use social media, or may use it differently, compared to parents from cultures that place a higher value on connectedness (see table 1) (Hammer, Scheiter & Stürmer 2021). This can impact how parents view the role of social media in their children's lives, and the type of monitoring practices they adopt.

It is important to note that cultural values and norms are not static and can change over time (Varnum & Grossmann 2017). As technology continues to evolve and social media becomes increasingly prevalent, cultural attitudes towards social media may shift, leading to changes in monitoring practices (Dwivedi et al. 2021).

The impact of cultural values and norms on parental monitoring practices is a complex and dynamic issue that requires ongoing attention and analysis. By examining how cultural values and norms shape parental monitoring practices, we can gain a deeper understanding of the complex task of promoting positive online experiences and healthy digital habits for children. By taking into account cultural attitudes towards social media, we can inform best practices for parents and families and help children navigate the digital world in a safe and positive manner.

C. Differences in parental monitoring practices across cultures

This part "Differences in Parental Monitoring Practices Across Cultures" refers to an examination of the variation in parenting practices related to monitoring children's online experiences and social media use across different cultural groups. The objective of this heading is to highlight the ways in which cultural values, norms, and beliefs impact the approach that parents take towards monitoring their children's online activities.

Culture can have a profound effect on parenting practices and the way in which parents approach social media and the monitoring of their children's online experiences (Blum-Ross & Livingstone 2017). For example, in some cultures, social media is viewed as a tool for connecting with others and building community, leading parents to be more engaged in their children's online activities and less restrictive in their monitoring practices (Lin, Vijayalakshmi & Laczniak 2019). On the other hand, in cultures that place a higher value on privacy and individualism, parents may be more cautious in their children's online experiences and adopt a more restrictive monitoring style (Hammer, Scheiter & Stürmer 2021)..

The differences in parental monitoring practices across cultures can be attributed to a variety of cultural beliefs and values, including attitudes towards privacy, individuality, community, and the role of technology in society (Chen-Bouck & Patterson 2017). For instance, cultures that place a high value on privacy may view social media as a threat to personal privacy and may be more restrictive in their monitoring practices (Yim 2022). In contrast, cultures that place a high value on community may view social media as a tool for building connections and may be more permissive in their monitoring practices (Stoeckl et al. 2021).

In addition to cultural beliefs and values, the differences in parental monitoring practices across cultures can also be influenced by other factors, such as income, education, and access to technology (Neoh et al. 2021). For example, families with higher income and education levels may have access to more advanced technology and may be more comfortable with using social media, leading to a more permissive monitoring style (Rothenberg et al. 2020). On the other hand, families with lower income and education levels may be less familiar with technology and may be more restrictive in their monitoring practices (Chen et al. 2018).

It is important to understand the differences in parental monitoring practices across cultures in order to promote positive online experiences and healthy digital habits for children. By recognizing the ways in which cultural values and norms, as well as income and education levels, shape parental monitoring practices, we can gain a deeper understanding of the complex task of balancing parental monitoring and parental social media use. This understanding can inform best practices for parents and families and can help to promote positive online experiences and healthy digital habits for children across cultures.

D. The role of cultural attitudes in shaping children's perceptions of social media

"The role of cultural attitudes in shaping children's perceptions of social media" refers to the influence that cultural beliefs and values have on the ways in which children view and engage with social media (Hayes et al. 2022). In today's digital age, social media has become a ubiquitous part of children's lives, and it is therefore crucial to understand how cultural attitudes shape children's experiences with these platforms (Ghouse, Chaudhary & Durrah 2022; Wang & Metzger 2021). In this section of our review article aims to shed light on the impact that cultural norms, customs, traditions, and beliefs have on children's perceptions of social media, and to provide insights into the ways in which these cultural attitudes influence children's online experiences. Incorporating the principles of digital ethics into the discourse on parental oversight of children's engagement on social networks

assumes a pivotal role. Digital ethics, constituting a framework of guidelines governing virtuous conduct in the digital milieu, stand as a paramount consideration. It is therefore imperative that the proposed schema encompass a dedicated segment elucidating the underlying concept of digital ethics, elucidating the established benchmarks, and expounding upon the pedagogical mechanisms for their instillation. This inclusion is poised to underscore the criticality of nurturing a secure cyber domain while equipping young individuals with the knowledge and discernment requisite for responsible cyber comportment (Marwick & Boyd 2014). The envisaged methodologies, encompassing interactive workshops and open dialogues, underscore the proclivity for engendering judicious online decision-making among the younger cohort.

Culture plays a significant role in shaping attitudes and beliefs about social media, and these attitudes can have a profound impact on children's perceptions of social media (Dutton & Reisdorf 2019). For example, some cultures may place a high value on privacy and individualism, leading parents to be more restrictive in their monitoring practices and to warn children about the dangers of sharing personal information online (Biernesser et al. 2020). In contrast, other cultures may place a high value on community and connectedness, leading parents to be more permissive in their monitoring practices and to encourage children to use social media as a way to connect with others (Bozzola et al. 2022; Okazaki & Taylor 2013).

These cultural attitudes can also shape children's perceptions of the benefits and risks of social media. For example, children from cultures that place a high value on privacy and individualism may view social media as a potential threat to their personal information, whereas children from cultures that place a high value on community and connectedness may view social media as a way to connect with friends and family (Li 2022). In addition, cultural attitudes towards technology and the use of social media can also impact children's perceptions of these platforms (Radwan 2022). For example, some cultures may view technology as a positive tool for learning and growth, whereas others may view it as a threat to traditional values and ways of life. Children from these cultures may therefore view social media in different ways, with those from more technologically accepting cultures viewing social media as a valuable resource for learning and self-expression, and those from less technologically accepting cultures viewing it as a negative influence on their lives (Hoof & Boell 2019). It is important to note that these cultural attitudes and beliefs are not static, but rather are constantly evolving as technology and social media continue to develop (Dutton & Reisdorf 2019). As such, it is essential to continue to monitor and understand the impact of cultural attitudes on children's perceptions of social media, and to develop strategies that promote positive online experiences and healthy digital habits for children (Biernesser et al. 2020).

The role of cultural attitudes in shaping children's perceptions of social media is complex and multi-faceted, and it is essential to understand the impact of these attitudes in order to promote positive online experiences for children. This article heading provides a valuable starting point for further exploration and analysis of this important issue, and highlights the need for ongoing research and discussion about the ways in which cultural attitudes shape children's online experiences.

III. Socioeconomic Factors

A. The impact of socioeconomic status on parental monitoring and social media use

The impact of socioeconomic status (SES) on parental monitoring and social media use is an important area of study as SES can greatly influence the resources, knowledge, and attitudes available to individuals when it comes to the use of technology and the internet (Chen et al. 2018). In particular, SES can play a role in shaping the level of engagement and involvement that parents have in monitoring their children's online experiences and social media use (Tan et al. 2022).

Parents with higher SES levels tend to have greater access to technology and the internet, and therefore may be more knowledgeable about the potential risks and benefits of social media use for children. This can lead to more proactive monitoring and more intentional shaping of children's online experiences (Mollborn et al. 2022; Azubuiké, Adegboye & Quadri 2021). Additionally, parents with higher SES levels may have more resources available to invest in monitoring tools and devices, such as parental control software, that can help them to monitor their children's online activities more effectively (Kruk et al. 2018). On the other hand, parents with lower SES levels may have fewer resources available for monitoring their children's online activities, and may have less knowledge about the potential risks and benefits of social media use for children. This can lead to a more permissive approach to monitoring and a greater reliance on children's own judgment when it comes to their online activities (Mathiesen 2013). Additionally, parents with lower SES levels may also face other stressors, such as financial instability or limited access to technology, that can make monitoring and shaping their children's online experiences more challenging (Tan et al. 2022). Legislation designed to bolster parental control over their children's engagement with social networks serves a multifaceted purpose. Its objectives encompass safeguarding children's online security, upholding their privacy rights, and promoting responsible digital conduct. This entails mandating platforms to institute robust safety measures, ensuring explicit parental consent for data collection, and furnishing parents with tools to oversee their children's online interactions. Educational initiatives are also integral, imparting awareness of online risks to children. The legislation further establishes potential penalties for non-compliance by platforms. Striking a delicate equilibrium between technological advancement and the welfare of children is a central tenet of this legislative effort, necessitating collaborative international endeavors to effectively address pervasive digital challenges (Seo 2021).

It is important to note that the impact of SES on parental monitoring and social media use is complex and can vary across different cultural and geographical contexts (Hu & Wang 2022). Some cultures may place a higher value on individualism and self-reliance, leading to more permissive monitoring practices among parents regardless of SES levels (Helm et al. 2020). In other cultures, a strong community ethos may lead to more collective monitoring practices, regardless of SES levels.

B. The relationship between income, education, and parental monitoring practices

"The relationship between income, education, and parental monitoring practices" refers to the study of how factors such as income and education level impact the way in which parents monitor their children's online experiences and social media use. These socioeconomic factors can have a significant influence on parenting practices, including how parents approach social media, how they monitor their children's online activities, and what they believe are the benefits and risks associated with social media use (Nikken & Oprea 2018; Wallace 2022).

Income and education level can impact parental monitoring practices in a number of ways (Erola, Jalonen & Lehti 2016). For example, higher income and education levels may lead to increased access to technology and resources that can help parents better monitor their children's online experiences. Higher income families may also have more access to information and resources about the potential risks and benefits of social media, which can influence their monitoring practices. In addition, parents with higher levels of education may have a better understanding of the complex digital landscape and may be more equipped to navigate it effectively (Major, Francis & Tsapali 2021).

On the other hand, lower income and education levels may limit access to technology and resources, making it more challenging for parents to monitor their children's online activities. Parents with lower levels of education may also have limited access to information and resources about the potential risks and benefits of social media, which can impact their monitoring practices. In addition, lower income families may face additional challenges, such as financial insecurity and time constraints, which can make it difficult to prioritize monitoring their children's online experiences (Kim & Padilla 2020; Blackwell et al. 2013).

It is important to note that the relationship between income, education, and parental monitoring practices is complex and can vary widely across cultures and societies (Malczyk & Lawson 2017). For example, in some cultures, parents with lower income and education levels may place a higher value on community and connectedness, leading them to be more engaged in their children's social media use and less concerned about the potential risks (Chen et al. 2018). On the other hand, parents with higher income and education levels may place a higher value on privacy and individualism, leading them to be more cautious in their children's social media use and more proactive in monitoring their online activities (Plesko et al. 2021).

The relationship between income, education, and parental monitoring practices is a complex and multifaceted issue that requires further examination and analysis. By understanding the impact of these socioeconomic factors, we can gain new insights into the complex task of promoting positive online experiences and healthy digital habits for children, and inform best practices for parents and families.

Differences in parental monitoring practices across socioeconomic groups

The "Differences in Parental Monitoring Practices Across Socioeconomic Groups" refers to a study that examines how the different income and educational levels of individuals can impact the ways in which they monitor their children's use of social media (Ferguson et al. 2020). Socioeconomic status is a key factor that can influence the resources and opportunities available to families, which in turn can impact their

parenting practices and approaches towards monitoring their children's online experiences (Liu, Peng & Luo 2020; Yuan et al. 2021).

For example, families with higher levels of income and education may have greater access to resources such as technology and internet access, as well as greater knowledge and understanding of social media and its potential risks and benefits (Hartinger-Saunders, Jones & Rittner 2019). This can lead these families to adopt a more proactive and informed approach towards monitoring their children's online experiences, such as using parental control software or engaging in open and honest communication with their children (Major, Francis & Tsapali 2021).

In contrast, families with lower levels of income and education may face greater financial and informational barriers that limit their ability to effectively monitor their children's social media use (Magnuson & Shager 2010). These families may be less likely to have access to the latest technology and resources, or may lack the knowledge and understanding needed to effectively address the risks and challenges posed by social media (Katz, Moran & Gonzalez 2018). As a result, these families may adopt a more permissive or passive approach towards monitoring their children's online experiences.

It is important to note that the relationship between income, education, and parental monitoring practices is complex and can vary across different cultural, historical, and national contexts. However, by understanding these differences and their potential impact on children's online experiences, we can develop strategies and policies that help families across all socioeconomic groups to promote healthy and positive online experiences for their children.

D. The impact of socioeconomic status on children's perceptions of social media

"The Impact of Socioeconomic Status on Children's Perceptions of Social Media" refers to the study of how various factors such as income, education, and occupation affect children's perspectives and attitudes towards social media. Socioeconomic status is a complex and multi-faceted concept that encompasses a wide range of factors including income, education, and occupation, which can impact an individual's experiences, attitudes, and beliefs. When it comes to children's perceptions of social media, socioeconomic status plays a crucial role in shaping their experiences and attitudes towards the online world (Papadakis, Zaranis & Kalogiannakis 2019).

For example, children from low-income families may have limited access to technology and the internet, which can impact their experiences on social media (Kim & Padilla 2020). They may be more likely to view social media as a source of entertainment and less likely to use it for educational purposes, as compared to children from higher-income families who have access to a wider range of technology and resources (Dzogbenuku, Doe & Amoako 2022; Ojomo & Sodeinde 2021).

In addition, children from families with lower levels of education may be less likely to understand the potential risks associated with social media, such as cyberbullying, privacy violations, and the spread of false information. On the other hand, children from families with higher levels of education are more likely to have a better

understanding of the potential risks and benefits of social media (Jennings et al. 2021; Fang et al. 2020).

Moreover, the impact of socioeconomic status on children's perceptions of social media can also be shaped by the parenting practices of their families (Hayes et al. 2022; Hoff & Laursen 2019). For example, parents with higher levels of education and income may be more likely to monitor their children's online activities and provide guidance and support to help their children navigate the online world in a safe and healthy manner (Huang et al. 2018).

The impact of socioeconomic status on children's perceptions of social media is complex and multi-faceted, encompassing a range of factors such as income, education, and parenting practices. By understanding the relationship between socioeconomic status and children's perceptions of social media, we can gain new insights into the challenges faced by families and the ways in which they can be supported in promoting positive online experiences and healthy digital habits for their children.

IV. Balancing Parental Monitoring and Parental Social Media Use

"Balancing Parental Monitoring and Parental Social Media Use" refers to the complex task of striking a balance between ensuring children's safety and well-being while also allowing them to experience the benefits of social media (Faltýnková et al. 2020). In today's digital age, social media has become an integral part of daily life, and children are increasingly using these platforms to connect with friends, share information, and explore new interests. At the same time, social media use also raises concerns about online safety, privacy, and the impact on children's mental and emotional health (Ghouse, Chaudhary & Durrah 2022; Wang & Metzger 2021).

For parents, this can create a challenging balancing act between the need to monitor their children's online experiences and the desire to allow them to use social media in a healthy and productive way (Ferri, Grifoni & Guzzo 2020). On the one hand, parental monitoring is seen as an important tool for ensuring children's safety, preventing online harassment, and mitigating the risks of exposure to harmful content (Patterson, Ryckman & Guerra 2022). On the other hand, excessive monitoring can stifle children's creativity, limit their opportunities for exploration, and prevent them from developing the skills they need to navigate the digital world effectively (Davis 2013).

Table 1

Authors	Design/population	Intervention	Assessments	Outcomes
Son & Doan 2023	A sample of children was collected, including 31 European American (mean age 9.61 years; 54.8% male), 38 Korean American (mean age 9.16 years; 55.3% male), and 77 South Korean (mean age 9.74	To bring together representatives from different cultural communities to engage in open and respectful dialogue, with the goal of promoting cross-cultural understanding and reducing any potential biases or	They studied emotion control values (ECVs) for emotion control overall, not just parents' views on it. This could show parents' personal beliefs, but not what they think is important for their children's	Cultural background significantly affects mothers' perception and regulation of emotions, influencing their children's emotional development. It's crucial for professionals to

	years; 51.9% male).	misunderstandings related to emotional expression.	development.	consider these cultural differences to support healthy, positive emotional growth for families and children.
Roos et al. 2022	In this study, 864 preschool-aged children (ages 3 to 6) participated.	Parental socioeconomic status has been found to be associated with irregularity of energy intake in children. Interventions aimed at improving access to nutritious food and promoting healthy eating habits in low-income families may help address this issue.	Investigate the correlation between parental socioeconomic status and the variability of children's daily energy intake.	The results showed no correlation between parental socioeconomic status and the variability of children's daily energy intake.
Settels 2022	This study explores the relationship between education, parental education, and parental occupational prestige on self-reported health using the 2016 and 2018 waves of the United States General Social Survey (N = 2995). Logistic regression analyses were conducted to reveal the multiplicative effects of these resources on health.	would refer to any program, policy, or action aimed at improving the health outcomes of individuals through the consideration of their education, parental socioeconomic status, and age.	Two additional control variables were included in the analysis to examine the significance of the interactive effects after accounting for respondents' actual socioeconomic conditions.	The interactive effects between education, parental socioeconomic status, and age on health remain statistically significant even after controlling for the respondent's total family income and occupational prestige, indicating that there may be underlying mechanisms beyond realized socioeconomic circumstances
Geržičáková, Dedkova & Mýlek 2023	The study sample consisted of 2946 parent-child pairs, with 67.5% of the parents being	parental mediation, meaning parenting strategies aimed at regulating	parents' objective knowledge, derived from comparing	The findings emphasize the crucial role of a supportive family environment and

	mothers and the adolescent children being between 11 and 16 years old, and 50.2% of the children being male. The sample was representative of households with children in the Czech Republic.	children's use of digital technology, as well as other parenting factors.	children's reports and parents' reports, and perceived knowledge, which reflects parents' subjective perceptions.	highlight the disparities between parents perceived and objective knowledge.
Dong et al. 2022	Based on data from the 2018 Chinese Household Income Project (CHIP) family income survey, which was conducted in 1988, 1995, 2002, 2007, 2013, and 2018.	Effective prevention of offspring obesity can be achieved through parental promotion of healthy habits, such as a nutritious diet, regular exercise, positive behavior, consistent living routines, and the incorporation of healthy values.	To far, there have been six survey cycles (1988, 1995, 2002, 2007, 2013, and 2018). In 2018, the CHIP included the demographics, health, education, employment, and income data of 160 thousand people from 31 provinces.	Education and parenting strategies based on parents' own health knowledge and actions will be used to help children develop healthy attitudes and routines from an early age and reduce their chances of becoming overweight and related health problems.
Tamayo Martinez et al. 2022	A population-based, multiethnic cohort of Dutch children (63 percent of whom were of Dutch descent) was tracked from birth to age 13 (3,547 children; 52.3% females).	We hypothesize that certain components of routines may be addressed by educational institutions, such as through supervised homework routines at school, via school and community initiatives.	This research assesses the relationship between parenting methods, nonverbal child intelligence, and parental education and child academic attainment.	Through two distinct mechanisms—higher child intelligence and parenting techniques—higher parental education was linked to improved school performance.
Yeganeh 2023	The authors perform a cross-national examination of the influence of cultural values on national innovativeness, utilizing data from Hofstede's,	Connection between cultural values and inventiveness, taking into account all of Hofstede's, Schwartz's, as well as racial, religious, and linguistic diversity and	The basic hypothesis of this research was that individuals who hold emancipatory cultural ideals are more likely to be creative thinkers.	This study's results suggest that any cultural value that promotes human liberation also promotes creativity. In contrast, creativity is

	Schwartz's, and Inglehart's cultural frameworks.	utilizing different metrics to assess creative output at the national level.		stunted by any societal ethic that restricts individual liberty.
Barry et al. 2022	In all, 1120 collegiate athletes (338 men, 777 females, 5 non-binary) from 9 different schools were surveyed for this research.	Relationship between social media use and wellbeing-related characteristics.	The amount of time spent on screens overall was not related to one's self-reported level of wellbeing. However, regular use of social media was linked to a worsening in overall wellbeing, including decreased self-esteem, increased FOMO, stress, anxiety, and despair.	Possible applications of protective behavioral strategies (PBS) to mitigate the unfavorable effects of social media use among university students are explored.
Nabi & Wolfers 2022	400 parents of children aged 5 to 12 were recruited through the Amazon MTurk platform, with 68% of the participants being mothers and 31% being fathers.	The relationship between the media diet and media use of children and parents with child emotional intelligence (EI) levels.	how the media consumption of children and the media habits of their parents impact child emotional intelligence (EI) levels to identify any notable patterns.	children whose parents frequently used their mobile devices in their presence had lower EI, and that parents who engaged in emotional mediation around their child's media use reported higher EI levels in their children
Bozzola et al. 2022	The Italian Pediatric Society Scientific Communication Group conducted this scoping review to provide a comprehensive overview of the complex research area.	The potential dangers posed by social media usage among children and adolescents have become a growing concern, as it can lead to negative outcomes, particularly among those who are more vulnerable.	Assessing potential hazards and implementing preventive strategies.	Study highlights top risks from social media use: depression, diet, psych problems. Pediatricians must be aware and take preventive measures for children
Minh, Quang & Ha 2022	"555 Vietnamese parents participated, with an average age of	the impact of children's behavior problems on parents'	children's behavior problems had no direct effect on	Implications for developing interventions in family settings to

	36.64 (SD = 4.90) selected through online survey."	psychological well-being and the role of parental psychological control and parental burnout as mediators.	PW, but PCS and PB played a serial mediating role in the relationship between children's behavior problems and PW.	improve PW and reduce PCS and PB for more effective parenting.
Paek, Lee & Choi 2022	The data analyzed was collected nationally between October 6 and November 13, 2020.	The impact of parental monitoring on cyberbullying victimization among children during the COVID-19 era, when most people worked from home and school instructions shifted to online learning.	Whether parental supervision prevented victimization during the time when many people were working from home and school instruction moved to online learning.	The survey results showed a close link between respondents' online activities and victimization, and parental oversight partially reduced non-violent victimization.
Fardouly et al. 2022	Adolescents (52% male, avg. age 12.19, SD 0.52) and a parent (96% mothers, avg. age 45.26, SD 4.28) participated in annual surveys (T1: N=498, T2: N=477, T3: N=440).	The reciprocal and evolving relationship between parental control of social media use and the perceived time spent on social media by both parents and adolescents over a two-year period.	Investigating elements related to parental engagement rather than restriction may result in more effective reduction of adolescent social media use.	The conclusion of this study is that a longitudinal and bidirectional examination of parental factors and time spent on social media is important in understanding its impact during early adolescence.
Sørensen et al. 2022	This study analyzed data collected from a population-based survey of 6820 Danish parent-child pairs. The survey, sent between May 2019 and November 2020, assessed screen media habits and attitudes.	The intervention in this topic could involve educating parents on the impact of their screen media habits and attitudes on their children's recreational screen use, and providing them with strategies to manage their own screen use while setting limits for their children's screen time.	The relationship between parents' screen use, smartphone addiction, and attitudes towards screen media and children's recreational screen use was explored.	The study found a strong correlation between parents' screen media habits and attitudes and their children's recreational screen use.

Cino et al. 2022	Analysis of a survey of 9,731 youth aged 11-17 from 10 European countries using a revised methodology.	influence of the family environment as a moderator in the relationship between enabling parental mediation and online activities."	This study examines how various online activities for children and young people, including informational, social, and entertainment activities, are related to different perceived digital skills and individual and social characteristics	Findings aid policy-makers, educators and parents in promoting digital skills, predicting online engagement, and adopting an enabling approach for children's diverse online activities.
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Balancing parental monitoring and parental social media use requires a nuanced approach that takes into account the unique needs and interests of each child. For example, younger children may require more strict monitoring and parental supervision, while older children may be better equipped to handle the challenges of social media and may benefit from more independence (Faltýnková et al. 2020).

In addition, balancing parental monitoring and parental social media use also requires an understanding of the role that parents themselves play in shaping children's attitudes towards social media (Hayes et al. 2022). For example, parents who are active users of social media themselves are more likely to promote positive attitudes towards these platforms and to encourage healthy social media use among their children (Sarwatay, Raman & Ramasubramanian 2021). Conversely, parents who have negative attitudes towards social media may be more likely to restrict their children's use and to adopt a more restrictive monitoring style (Raggatt et al. 2018). School curricula often include lessons on the prudent utilization of social media, underscoring awareness and responsible online behavior. These themes find their place within subjects like digital literacy and computer science. Educational institutions play a pivotal role in assisting parents through the provision of guidance in navigating the digital landscape, instructing students about online privacy, preventing cyberbullying, and cultivating digital etiquette (Asif & Yang 2021). These conversations collectively foster a comprehensive approach to ensuring children's safety in the realm of social networks. Nevertheless, the specific integration and extent of these subjects may fluctuate based on varying educational systems and curriculum directives in different regions. The collaborative involvement of schools and parents, coupled with the utilization of diverse resources, is imperative in equipping children with the knowledge and skills for secure engagement on social platforms (PRASETIYO et al. 2023).

Ultimately, balancing parental monitoring and parental social media use requires an ongoing dialogue between parents and children, a willingness to adjust monitoring practices based on changes in technology and social media platforms, and an

understanding of the dynamic nature of the digital world and the evolving needs of children. By approaching this task with open-mindedness, flexibility, and an awareness of the benefits and risks of social media, parents can help their children to develop positive digital habits and to thrive in a rapidly-evolving digital landscape.

A. The importance of striking a balance between monitoring and freedom

"The importance of striking a balance between monitoring and freedom" is a topic that highlights the need for parents to find a delicate balance between keeping their children safe online and allowing them to have the freedom to explore and express themselves. This heading suggests that both monitoring and freedom are important components of healthy digital habits for children, and that it is important for parents to find a way to balance these two competing demands.

In today's digital world, social media and the internet have become an integral part of children's lives (Wyckhuys et al. 2018). As a result, it is essential for parents to have an understanding of the digital world and the potential risks associated with it. However, it is equally important for parents to provide their children with the space to learn and grow in this digital environment, and to encourage their independence and creativity (Linkov et al. 2018). This requires a delicate balance between monitoring and freedom, as too much monitoring can restrict children's ability to learn and express themselves, while too little monitoring can expose them to online dangers such as cyberbullying, online predators, and inappropriate content (Biernesser et al. 2020).

One of the key challenges for parents is to determine the right amount of monitoring and freedom that is appropriate for their children at different ages and stages of development. For example, younger children may require more monitoring and guidance, while older children may be more capable of making safe and responsible decisions online (van Heerden et al. 2017).

In striking this balance, parents can consider using tools such as parental controls, online safety agreements, and open and honest communication with their children to monitor their online activities and to keep them safe while also respecting their privacy and freedom. Additionally, parents can also educate themselves about digital media and its impact on children and incorporate this knowledge into their parenting practices (Yahiaoui 2015; Reid Chassiakos et al. 2016).

In a nutshell, striking a balance between monitoring and freedom is essential for promoting healthy digital habits and positive online experiences for children. It requires a thoughtful and proactive approach that takes into account children's age and development, and that balances the need for safety with the need for freedom and exploration. By finding this balance, parents can help their children to thrive in the digital world and to develop the skills and knowledge needed to navigate it safely and responsibly.

B. Best practices for promoting positive online experiences for children

"Best practices for promoting positive online experiences for children" refers to a set of guidelines and strategies aimed at ensuring that children have safe and healthy experiences while using the internet and social media. It is important for parents, educators, and technology companies to work together to create an online

environment that is supportive, educational, and free from harm (Richards, Caldwell & Go 2015; Dayal & Tiko 2020).

To promote positive online experiences for children, there are several best practices that can be followed:

1. Establish clear rules and boundaries for internet and social media use: This includes setting age-appropriate limits for technology use, monitoring content and activities, and setting expectations for responsible behavior.
2. Educate children about digital citizenship and online safety: Children should learn about online privacy, online predators, cyberbullying, and the dangers of sharing personal information online.
3. Encourage open communication: Encourage children to communicate with parents, educators, or trusted adults about their online experiences and any concerns they may have.
4. Emphasize positive online activities: Encourage children to engage in positive online activities that promote their growth and well-being, such as educational games, social networks, and online communities that focus on hobbies and interests.
5. Limit screen time: Excessive screen time can have a negative impact on children's physical and mental health. It is important to set limits on the amount of time children spend on screens each day, and to encourage physical activity, face-to-face interactions, and other forms of non-screen-based entertainment.
6. Model healthy behavior: Parents and caregivers should model healthy technology use by limiting their own screen time, avoiding multitasking with screens while spending time with children, and engaging in positive and productive online activities.
7. Seek professional help if necessary: If a child is struggling with negative online experiences, it is important to seek the help of a trusted professional, such as a therapist or counselor, to ensure that the child receives the support and guidance they need.

By following these best practices, it is possible to create a safe and positive online environment for children, and to ensure that they have access to the educational and social benefits that technology and the internet can provide.

C. The impact of parental monitoring and social media use on children's well-being

"The impact of parental monitoring and social media use on children's well-being" is a crucial topic that examines the relationship between the actions of parents and the well-being of their children in the online world. Parental monitoring refers to the extent to which parents' control, regulate, and monitor their children's online activities, including their social media use (Hu & Wang 2022). On the other hand, social media use refers to the extent to which children engage with online platforms and the type of content they interact with (Werling, Walitza & Drechsler 2021).

This heading aims to shed light on the ways in which parental monitoring and social media use can impact the well-being of children. This includes both positive and negative effects, such as improved communication, increased self-esteem, and exposure to cyberbullying, respectively. The impact of parental monitoring and social

media use on children's well-being can vary depending on various factors, such as age, personality, and cultural background.

It is important to understand the impact of parental monitoring and social media use on children's well-being as it helps parents and caregivers to make informed decisions about how to best support their children's online experiences (Chen et al. 2020). For example, promoting positive online experiences for children can include finding ways to balance monitoring with freedom and promoting healthy digital habits (Ketcheson & Pitchford 2021).

In a nutshell, "The impact of parental monitoring and social media use on children's well-being" highlights the importance of examining the ways in which parenting practices impact children's experiences online and the need for parents to make informed decisions that support their children's well-being in the digital world.

V. Conclusion

In conclusion, the topic of the impact of parental monitoring and social media use on children's well-being is of great significance in today's digital age. As technology continues to play a more prominent role in our daily lives, it is important for parents and caregivers to be informed about the potential effects on children's well-being. Parental monitoring refers to the extent to which parents' control, regulate, and monitor their children's online activities, including their social media use, while social media use refers to the extent to which children engage with online platforms and the type of content they interact with. Both of these factors can have positive and negative effects on children's well-being, and the impact can vary depending on various factors such as age, personality, and cultural background.

The importance of understanding the impact of parental monitoring and social media use on children's well-being lies in its ability to help parents and caregivers make informed decisions about how best to support their children's online experiences. Promoting positive online experiences for children requires finding a balance between monitoring and freedom and promoting healthy digital habits. In conclusion, the impact of parental monitoring and social media use on children's well-being is a complex and multifaceted issue that requires careful consideration. By being informed and making informed decisions, parents and caregivers can help to ensure that children have safe, positive, and enriching experiences online.

Future Perspective

The impact of cultural and socioeconomic factors on parental monitoring, parental social media use, and children's perceptions of social media will continue to be an important area of study in the future. As technology and social media continue to evolve and play a significant role in our daily lives, it is crucial to understand how these factors impact the experiences of children online.

Future studies could explore the relationship between these factors in more depth and examine the impact of cultural and socioeconomic status on children's well-being, online behaviors, and experiences. They could also focus on developing strategies and best practices to promote positive online experiences for children and to mitigate the negative effects of social media.

Additionally, future research could look at the intersection of cultural and socioeconomic factors and their impact on different populations, including

marginalized and underrepresented groups. This will help to ensure that the perspectives and experiences of all children are considered and that the findings of these studies can be used to support the well-being of all children in the digital world.

The impact of cultural and socioeconomic factors on parental monitoring, parental social media use, and children's perceptions of social media is a crucial topic that requires ongoing exploration and examination. By gaining a deeper understanding of these factors, we can support children's well-being and positive experiences in the digital world.

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