



Parental Digital Mediation and Adolescent Behavioural Health Environments in High-Income Households

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Abstract

Adolescence is increasingly shaped by digitally mediated environments that influence behavioural regulation, emotional processing, and identity formation. While socioeconomic disadvantage has traditionally been linked to behavioural vulnerability, emerging evidence suggests that adolescents in high-income households also face unique digital and psychosocial risks. The present research communication talks about the contextual protective factors, such as parental digital mediation behaviours, that characterise the behavioural health settings of adolescents within the family-related affluent settings. They used a quantitative cross-sectional descriptive-correlational design. The information was gathered from 350 parents of adolescents from high-income families using a structured questionnaire. Some of the statistical tests that were run included: descriptive statistics, chi-square tests, Pearson correlation, Cochran's Q test and multiple regression analysis. Results suggest that there is a positive correlation between parent-child communication and adoption of technology supervision strategies ($r = .133$, $p = .013$). Monitoring practices and parental modelling of responsible digital behaviour have a strong relationship ($r = .141$, $p = .008$). The regression analysis showed that, as a group, the digital mediation practices were predictors of behavioural health environments that explained a small, but statistically significant percentage of variance ($R^2 = .042$, $p = .002$). Compared to the relatively popular communication practice, more formalised digital strategies and formal technical control were less prevalent. The results bring the digital mediation research into the rich context, and disprove the perception of financial well-being as the natural buffer against behavioural vulnerability in adolescents. The paper places a stress on the worth of multifaceted,

family-based forms of secondary prevention, which encompasses integration of professional and informal forms of relational lineage activity and systematic informational guidance with the impact of computers.

Keywords

Parental Digital Mediation, Adolescent Behavioural Health, Digital Parenting| High-Income Households, Preventive Mental Health, Family Systems, Digital Supervision

1. Introduction

Adolescence is a critical neurobiological and emotional sensitivity period, identity development and increasing autonomy. In digital ecosystems, which are currently part of the modern way of life, this step is entrenched, and it influences the way in which social interaction, expression of emotions and behavioural control occur. Although digital engagement has some positive aspects, including access to information and social connectivity, it also brings on risks, like impulsivity, emotional dysregulation, and exposure to unregulated online experiences (Blakemore and Choudhury, 2006; Steinberg, 2017).

The traditional research on the behavioural health of adolescents has been based on the concept that socioeconomic disadvantage and vulnerability have been equated to poverty and lack of resources. However, a recent study has demonstrated that a null hypothesis of risk does not exist when there is wealth. The issues faced by the teens in the high-income families can be classified in the following categories: academic pressure, performance-oriented parenting, and more digital autonomy (Luthar, 2013). Early exposure to personal devices and the unlimited access to the internet can put individuals into a multi-faceted digital environment in the absence of proper guidance.

Regardless of these dynamics, very little literature has been able to investigate parental digital mediation in the scenario of high-income families. Parenting is rather central as it determines the online experiences as it communicates, supervises, regulates and models behaviour. But very little has been done to discover how these practices can be utilised as protection measures in affluent backgrounds.

Research Problem and Purpose: The existing body of literature is disposed to generalisation across the socioeconomic divide and is not provided with the same level of insight into the peculiarities of the digital and psychosocial environment of high-income households. This

leaves a knowledge gap of how parental mediation of digital influences behavioural health in such conditions amongst adolescents.

The proposed research, therefore, tackles the role played by the digital mediation of parental practices in determining the behavioural health ecologies among the teenagers in high-income families, theorising the conceptualisation of digital parenting as a multidimensional ecological process.

2. Review of Literature

2.1 Adolescence, Digital Environments, and Behavioural Health

The adolescent characteristics are a higher level of emotional sensitivity, identity formation and the acquisition of the ability to self-regulate. Neurodevelopmental studies show that the socioemotional systems develop younger than the systems of executive control, which makes them more vulnerable and susceptible to risk-taking and environmental influences (Blakemore and Choudhury, 2006; Steinberg, 2017). Therefore, the behavioural health at this age is not just a factor of individuality, but also the contextual factors, such as family and online. The growth of digital technologies has changed the social ecologies of adolescence to have online platforms as the main source of identity formation, peer approval, and social comparison. Despite the fact that the digital interaction may result in a more effective learning experience and connection, it is also associated with such risks as cyberbullying, excessive screen time, and emotional dysregulation (Odgers and Jensen, 2020; Orben and Przybylski, 2019). But the results of the recent studies are not uniform, which implies the effects of online interaction are not always beneficial or detrimental but are mediated by the factors of family environment and parental guidance. This is to say that the influence of exposure to digital in itself is not as potent as to anticipate the outcome of behavioural change, and the emphasis is rather on mediating contexts.

2.2 Environmental Smaller and Bigger Ecological Influences and Family Environment

The microsystems of erudition of the Ecological Systems Theory centre on the family concept (Bronfenbrenner, 1994). The empirical research has established that the benefits of enabling family settings are characterised by a feeling of warmth, formalised boundaries and continuous supervision, all of which are associated with the enhancement of behavioural outcomes (Calkins and Keane, 2009). But also, research shows that the parental effect is not equal as well. Unbalanced monitoring or emotionlessness, high pressure, could be some of the potential

factors causing behavioural vulnerability. With digitally mediated spaces, parents are not only able to offer traditional supervision but also facilitation of online experiences, making sense of digital norms, and setting limits on behaviours. Nevertheless, there are still numerous studies that consider family influence as a general one, without properly investigating it as an influence on shaping digital behaviour in particular.

2.3 Parental Digital Mediation

Parental mediation of digital practices is the activity that parents engage in to control and guide digital activities of their adolescents, such as active mediation (discussion), restrictive mediation (rules), technical mediation (monitoring tools) and co-use (shared engagement) (Livingstone et al., 2018). Active mediation has been suggested as one means of exposing oneself to more risks and could lead to resistance unless facilitated through communication. The structural controls that are the most effective are technical controls, which should be used together with relational engagement. Going further, the aspect of modelling the parents will aid in the enforcement of the norms of behaviour based on observational learning. Nevertheless, most previous research is likely to stick to one methodology and to ignore the interactive or combined outcomes. New literature highlights that digital mediation inherently possesses a multidimensional nature with the complementary processes of communication, supervision and modelling.

2.4 Households, High Incomes, and New Vulnerabilities

The traditional behavioural health research has been mostly conducted about the poor people, not only in their socioeconomic situation, but also implicitly assumes that being poor equates to being disadvantaged. On the other hand, studies of affluent adolescents indicate that affluent environments have a number of types of stressors, including academic stress, competitiveness, and demands (Luthar and Becker, 2002; Luthar, 2013). In addition, high-income family teenagers are often exposed to early and unrestricted access to digital technologies, making them more susceptible to being exposed to complex and uncontrolled online spaces. The access may enhance the opportunities, yet may also enhance the behavioural risks due to a lack of structured parental mediation. Nevertheless, the high-income households are hardly ever the target of research that currently exists, and most often they generalise their findings to the entire spectrum of socioeconomic strata. This restricts the information on the context-specific patterns of behaviour and may obscure the new vulnerabilities of the well-to-do populations.

2.5 Research Gap and Theoretical Contribution

Three gaps are identified in the review. Firstly, even the high-income households are disproportionately underrepresented in the literature of adolescent behavioural health, which is disproportionately oriented towards disadvantage-based frameworks of risk. Second, the majority of the digital mediation studies are based on self-reports of adolescent participants, which cannot give a clear picture of parental strategies and intentions. Third, the theory of ecological systems and digital models of mediation and the prism of resilience to one line of analysis cannot be applied. As a way of filling this gap, the current research paper will explore the field of parental digital mediation on high-income families in a multidimensional approach, which will include the following dimensions: communication, supervision, structured regulation and role modelling. The study helps to expand the research on the topic of behavioural health beyond the descriptions of deficit and towards a contextualised concept of the development of teenagers in digitally-intensive spaces.

3. Conceptual Framework and Hypotheses

3.1 Theoretical Foundation

The present study entails a combination of three complementary frameworks in the perspective of describing the relationship that exists between parental digital practice and adolescent behavioural health settings. They include the Ecological Systems Theory, Digital Mediation Framework and Resilience Theory. The conceptualisation of Ecological Systems Theory of adolescent development is that it is embedded within interacting systems of the environment, with the most important being the family (Bronfenbrenner, 1994). Proximal mechanisms that influence the engagement of adolescents with digital environments in digitally mediated contexts are the parental behaviours of communication, supervision and modelling. Digital Mediation Framework describes the parental policies, which regulate the digital use of teenagers, including active mediation (communication), restrictive mediation (rules), technical mediation (monitoring tools) and behavioural modelling (Livingstone et al., 2018). The strategies based on the preceding studies can only be effectively employed in integrating and not separately. The Resilience Theory is also a description of how these practices work as protective mechanisms that may be used to assist adolescents in negotiating complex digital environments. However, rather than merely focusing on the importance of risk minimisation, resilience-based approaches can be used to highlight the significance of positive family

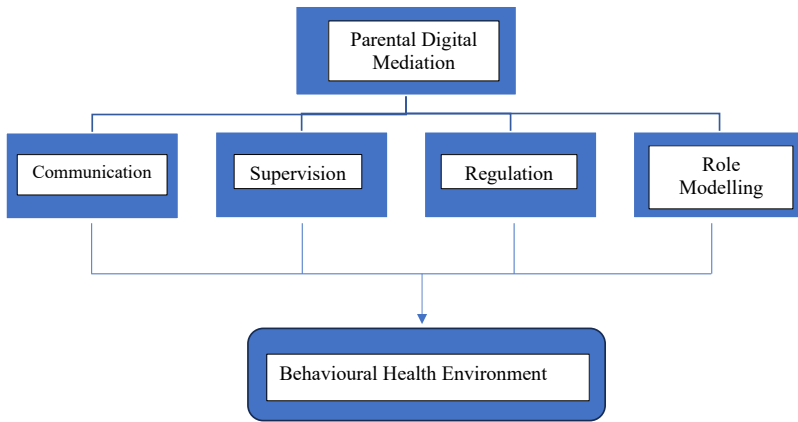
processes in fostering adaptive outcomes in behaviour (Rutter, 2006). The combination of these frameworks indicates that parental mediation of digital devices is a multidimensional ecological system, which contributes to the structured behavioural ecologies, especially in high-income contexts, which are characterised by a high level of digital autonomy.

3.2 Conceptual Model

Following the theoretical framework, the mediation of parents in the digital world is theorised on top of four dimensions:

- Parent–child communication
- Digital supervision practices
- Structured digital regulation
- Parental role modelling

The hope is that these dimensions will work as well as interact to affect the behavioural health environments of adolescents. Communication provides the interpretive direction, supervision provides boundaries of behaviour, regulation provides consistency, and modelling provides normative behaviour. It should be mentioned that the model adheres to the systems approach, i.e. the individual strategies might not work as well as those strategies created in the course of the integration.



3.3 Hypotheses Development

To simplify it and reduce its length, the hypotheses are formulated simply:

H1: Parent–child communication regarding digital activities is positively associated with adolescents’ behavioural health environments.

H2: Parental practices of digital supervision have a positive relationship with the behavioural health environment of adolescents.

H3: Digital behaviour due to parental modelling is positively associated with the behavioural health environmental factors among the adolescents.

H4: The overall influence of parental practices of digital mediation is a predictor of the behavioural health environment of adolescents in high-income families.

The framework recognises parental digital mediation as being more of a multidimensional construct, with communication, supervision, regulation and modelling being the main dimensions of the construct. These dimensions are ecological defensive mechanisms that order the behavioural situations of adolescents in digitally intensive situations. The model adds to

the current research and offers an empirical analysis framework by incorporating ecological, digital mediation and resilience perspectives.

4. Methodology

4.1 Research Design

It will be a quantitative cross-sectional descriptive-correlational study that will determine the relationship between parental online mediation and the behavioural health environment of adolescents in households with high income. The correlational approach is appropriate because the study is anchored on the natural phenomenon of parental behaviours without experimental control. The cross-sectional design will be able to measure the trends of mediation within a particular socio-economic context at a given point in time, which will ensure the ecological validity. Nevertheless, it does not allow making causal inferences.

4.2 Participants and Sampling

The sample consisted of a sample of 350 parents of teenagers (aged 12-18 years) who belong to high-income households, and who were sampled in urban schools that represent high-income populations. High-income status was measured by institutional measures (school fee structures) and self-reports of socioeconomic background. In order to focus on this poorly studied subgroup, the purposive sampling method was used. This limits the generalisability, but is appropriate for context-specific research. There were no missing data, and responses were complete.

4.3 Instrumentation and Variables

The structured questionnaire was used to collect the data using 10 closed-ended items that measured the key dimensions of parental digital mediation:

- Digital Safety for Parents- Awareness and Commitment Form.
- Communication Supervision (monitoring tools, gadgets on which they are deployed)
- Formal control (screen-time policies, digital policies)

Behavioural modelling, Likert-type scales and dichotomous formats were used to measure the answers. The instrument was created as a formative index where the items correspond to different aspects of behaviour, but not necessarily all to one latent construct.

Accordingly, the independent variables are the dimensions of parental digital mediation, the dependent variable Behavioural Health Environment Score, and the product of the amounts of the indicators of mediation. The design and quality of online parenting spaces are referred to using this index, and not the direct psychological effects.

4.4 Reliability and Justification of Measurement

The value of the alpha of the Cronbach (0.280) shows low internal consistency. This, however, should be expected due to the formative nature of the construct, where items are expected to measure various aspects of behaviour, and needs do not have to be highly intercorrelated. Formative measurement models conceptualise indicators as contributory elements as opposed to the reflections of a single latent variable. In this regard, then, internal consistency measures like the alpha of Cronbach are not the main measure of validity in this instance. Additional support of the multidimensional structure is: • Low inter-item correlations • Significant variability across items (Cochran's $Q = 2531.53$, $p < .001$). These findings justify the research of digital mediation at the scale of a single dimension of behaviour as well as an indicator of behaviour in the aggregate.

4.5 Data Analysis

Analysis of data was done in IBM SPSS (Version 27) using the following steps:

- ***Descriptive statistics:*** Frequencies, means, and percentages.
- ***Chi-square tests:*** Relationship between categorical variables.
- ***Correlation analysis:*** Pearson correlation was considered the exploratory study where the variables were considered continuous indicators in accordance with the normal behavioural research methods.
- ***Multiple regression:*** To determine the general predictive value of the mediation dimensions to behavioural health environments. The level of statistical significance was set at $p < 0.05$.

4.6 Ethical Considerations

The ethical principles that were followed in this research were the regular ones. The involvement was voluntary, and informed consent was taken; none of the personally

identifiable data was collected. All the data were anonymised and could only be used in an academic context and in accordance with the principles of ethics applied by APA (2020).

5. RESULTS

Statistics										
	1. How often do you talk to your child about their online activities (websites, games, apps)?	2. Do you encourage your child to openly share uncomfortable online experiences?	3. Are your child's digital devices placed in a shared family area for supervision?	4. Have you taught your child about using strong and confidential passwords?	5. Do you use parental controls, privacy settings, or monitoring tools on your child's devices?	6. Does your child understand not to share personal information (address, school name, phone number, photos)?	7. Do you have a family digital use plan (time limits, approved apps/websites)?	8. Do you balance your child's screen time with offline activities (sports, reading, hobbies)?	9. Do you model responsible digital behaviour for your child (e.g., no oversharing, mindful usage)?	10. Are you aware of the latest apps, games, and platforms your child uses?
N	Valid 350	350	350	350	350	350	350	350	350	350
	Missing 0	0	0	0	0	0	0	0	0	0
Mean	3.45	.84	.89	.60	.76	.91	.68	.96	.87	1.07
Median	4.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Mode	4	1	1	1	1	1	1	1	1	1
Std. Deviation	.695	.370	.312	.490	.426	.293	.468	.189	.338	.435
Minimum	1	0	0	0	0	0	0	0	0	0
Maximum	4	1	1	1	1	1	1	1	1	2
Sum	1209	293	312	211	267	317	237	337	304	376

Table 1: Descriptive Statistics of Parental Digital Mediation Practices

Results: Descriptive statistics were calculated for all variables using data from **350 respondents**, with no missing values. Higher mean values were observed for: Parent–child communication ($M = 3.45$), Encouragement of emotional disclosure ($M = 0.84$), Device placement in shared spaces ($M = 0.89$), Privacy awareness ($M = 0.91$), Screen-time balance ($M = 0.96$), Parental modelling ($M = 0.87$). Lower mean values were observed for: Password security practices ($M = 0.60$), Structured family digital use plans ($M = 0.68$), Use of parental control tools, and Awareness of digital platforms showed moderate levels ($M = 1.07$).

Table 2: Crosstabulation and Chi-Square Analysis of Parent–Child Communication and Use of Parental Controls

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
1. How often do you talk to your child about their online activities (websites, games, apps)? * 5. Do you use parental controls, privacy settings, or monitoring tools on your child's devices?	350	100.0%	0	0.0%	350	100.0%

1. How often do you talk to your child about their online activities (websites, games, apps)? * 5. Do you use parental controls, privacy settings, or monitoring tools on your child's devices?

Crosstabulation

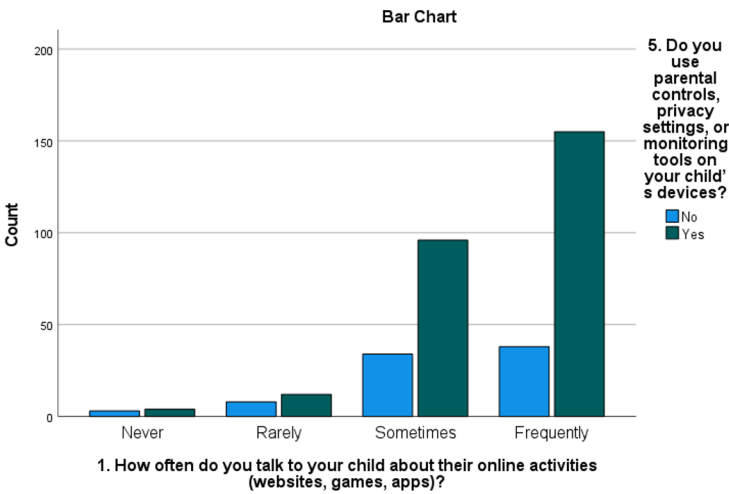
		Count		
		5. Do you use parental controls, privacy settings, or monitoring tools on your child's devices?		
		No	Yes	Total
1. How often do you talk to your child about their online	Never	3	4	7
	Rarely	8	12	20
	Sometimes	34	96	130

activities (websites, games, apps)?	Frequently	38	155	193
Total		83	267	350

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.506 ^a	3	.089
Likelihood Ratio	6.062	3	.109
Linear-by-Linear Association	6.135	1	.013
N of Valid Cases	350		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.66.

Figure 2: Bar Chart Showing the Relationship Between Frequency of Parent–Child Communication on Online Activities and Use of Parental Controls



Results: Crosstabulation analysis examined the relationship between communication frequency and use of parental control tools. Parents reporting frequent communication were more likely to use parental controls (**155 out of 193 cases**). Lower usage was observed among parents with infrequent communication. The Pearson Chi-square test was not statistically significant ($\chi^2 = 6.506$, $df = 3$, $p = .089$). However, the Linear-by-Linear Association test indicated a significant positive trend. ($\chi^2 = 6.135$, $df = 1$, $p = .013$).

Table 3: Pearson Correlation Matrix of Parental Digital Mediation Practices

Correlations				
		1. How often do you talk to your child about their online activities (websites, games, apps)?	5. Do you use parental controls, privacy settings, or monitoring tools on your child's devices?	9. Do you model responsible digital behaviour for your child (e.g., no oversharing, mindful usage)?
1. How often do you talk to your child about their online activities (websites, games, apps)?	Pearson Correlation	1	.133*	.011
	Sig. (2-tailed)		.013	.839
	N	350	350	350
5. Do you use parental controls, privacy settings, or monitoring tools on your child's devices?	Pearson Correlation	.133*	1	.141**
	Sig. (2-tailed)	.013		.008
	N	350	350	350
9. Do you model responsible digital behaviour for your child (e.g., no oversharing, mindful usage)?	Pearson Correlation	.011	.141**	1
	Sig. (2-tailed)	.839	.008	
	N	350	350	350

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Results: Pearson correlation analysis was conducted to examine relationships among key variables. Significant positive correlations were found between: Communication and parental

control use ($r = .133, p = .013$), Parental control use and modelling ($r = .141, p = .008$). No significant relationship was found between: Communication and modelling ($r = .011, p = .839$)

Table 4: Reliability, Inter-Item Correlations, and Cochran's Q Test

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.041	-.076	.175	.250	-2.300	.005	10

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1. How often do you talk to your child about their online activities (websites, games, apps)?	7.58	1.762	.076	.050	.295
2. Do you encourage your child to openly share uncomfortable online experiences?	10.20	2.126	.114	.054	.254
3. Are your child's digital devices placed in a shared family area for supervision?	10.15	2.251	.040	.062	.282
4. Have you taught your child about using strong and confidential passwords?	10.43	2.011	.096	.029	.262
5. Do you use parental controls, privacy settings, or monitoring tools on your child's devices?	10.27	1.982	.185	.072	.216
6. Does your child understand not to share personal information (address, school name, phone number, photos)?	10.13	2.195	.121	.081	.255

7. Do you have a family digital use plan (time limits, approved apps/websites)?	10.36	1.927	.184	.083	.212
8. Do you balance your child's screen time with offline activities (sports, reading, hobbies)?	10.07	2.321	.049	.067	.278
9. Do you model responsible digital behaviour for your child (e.g., no oversharing, mindful usage)?	10.17	2.163	.108	.050	.257
10. Are you aware of the latest apps, games, and platforms your child uses?	9.96	2.128	.054	.037	.282

ANOVA with Cochran's Test

		Sum of Squares	df	Mean Square	Cochran's Q	Sig
Between People		83.252	349	.239		
Within People	Between Items	2206.932	9	245.215	2531.530	.000
	Residual	539.168	3141	.172		
	Total	2746.100	3150	.872		
Total		2829.352	3499	.809		

Grand Mean = 1.10

Results: The mean inter-item correlation was **0.041**, ranging from **-0.076 to 0.175**. Corrected item-total correlations ranged from **0.040 to 0.185**, and Cronbach's alpha was $\alpha = 0.280$. Cochran's Q test indicated significant variability across items ($Q = 2531.53$, $p < .001$). Multiple linear regression analysis was conducted to assess the predictive effect of parental digital mediation practices on behavioural health environments. The overall model was statistically significant ($F(3, 346) = 5.12$, $p = .002$), with $R^2 = .042$ and Adjusted $R^2 = .034$. Standardised beta coefficients indicated: Communication: $\beta \approx .118$, $p < .05$, Supervision: $\beta \approx .126$, $p < .01$, Role modelling: positive but not statistically significant. Multicollinearity diagnostics indicated no significant issues among predictors.

6. Hypothesis Testing Summary

Hypotheses were tested using chi-square analysis, Pearson correlation, and multiple linear regression.

H1: Parent–child communication is positively associated with adolescents’ behavioural health environments.

Partially Supported.

Communication was significantly associated with parental control use ($r = .133$, $p = .013$). It showed a significant positive effect in the regression model ($\beta > 0$, $p < .05$). However, no significant relationship was found between communication and parental modelling ($r = .011$, $p = .839$), indicating selective associations across mediation dimensions.

H2: Parental digital supervision practices are positively associated with adolescents’ behavioural health environments.

Supported.

Supervisory practices, particularly the use of parental control tools, were significantly associated with behavioural health indicators. A positive relationship was observed between parental control use and modelling ($r = .141$, $p = .008$), and supervision showed a significant predictive effect in the regression model ($p < .01$).

H3: Parental modelling of responsible digital behaviour is positively associated with adolescents’ behavioural health environments.

Partially Supported.

Parental modelling was positively associated with supervisory practices ($r = .141$, $p = .008$), indicating behavioural consistency. However, its independent effect in the regression model was not statistically significant, suggesting a complementary rather than direct predictive role.

H4: Parental digital mediation practices collectively predict adolescents’ behavioural health environments.

Supported.

The regression model was statistically significant ($F(3, 346) = 5.12, p = .002$), explaining 4.2% of variance ($R^2 = .042$). This indicates that, collectively, digital mediation practices contribute to structured behavioural environments, although the effect size is modest.

Overall, the findings support a multidimensional conceptualisation of parental digital mediation, where communication and supervision act as primary predictors, while modelling plays a reinforcing role. These results highlight the interconnected nature of mediation practices in shaping adolescent behavioural environments.

7. Discussion

This research explored practices of parental digital mediation in high-income households and how these practices are linked with the behavioural health environments of adolescents. The results show that digital parenting in wealthy families is mostly typified by relationship engagement, specifically, communication and supervision, and a somewhat less-reliant dependence on formal technical restraints.

7.1 Communication as a Simple Mechanism

The parent-child communication was one of the most important processes, which can be applied to the online experience of teenagers according to the Ecological Systems Theory. The fact that communication and supervisory practices have a positive relationship implies that communication is not a simple process whereby information flows in both directions, but rather, communication is a system of perception whereby online communication is processed by the adolescents in both directions. Communication seems to be assuming a stabilising role, whether or not behavioural responses and emotional regulation are steered along in more affluent settings where teenagers are more likely to have a greater degree of digital freedom. Such findings are consistent with those of the previous researchers who propose the importance of active mediation in contributing to the adaptation of digital interactions that are adaptive.

7.2 Importance of Supervising and Structural Control

It was also determined that supervisory practices were a good predictor of behavioural health environment and a predictor of the strength of structural regulation in the regulation of digital exposure. The size of the effect was not very large, but it is possible to achieve such results in ecological research where effects of behaviour are calculated by an interactive combination of

interacting factors. However, the fact that the importance of formalised digital strategies (e.g. parental control tools and systematic digital plans) is not as widely adopted would point to the existence of an awareness/adoption gap. It implies that there is a necessity to introduce some digital literacy interventions to strengthen technical mediation without putting the relational engagement under threat.

7.3 Extra role of Behavioural Modelling

The modelling of parents was positively correlated with the supervisory practices, but the correlation as predicted of behavioural health outcomes was not significantly high. This means that modelling is a reinforcing mechanism, and this can be used to help create uniformity of parental expectations and behaviour, compared to being a predictor itself. Applying the social learning perspective, in digital norms, a teenager internalises the norms by observing them. However, where there is no communication and modelling of supervision, then the modelling of behavioural environments may not be adequate. The fact that digital mediation is multidimensional is supported by this observation.

7.4 Multi-dimensionality of Digital Mediation

The results validate the conceptualisation of digital mediation as a multidimensional construct, where the differentiation of the processes of communication, supervision, and modelling is a differentiated but interrelated process. The low inter-item correlations and high variance of practices between parental mediation practices are other signs that all mediation practices between parents are equally practised. The fact that the explained variance ($R^2 = .042$) is quite low also makes sense in terms of ecological perspectives and the fact that the outcome behavioural results in adolescent behaviour are explained by several contextual factors such as peer environments, school contexts and individual characteristics. Therefore, the small effect size should be interpreted in a bigger systemic context as opposed to being a limitation.

7.5 Re-thinking the Vulnerability, a High-income Environment

Results invalidate the hypothesis that economic success due to a default buffer protects teenagers against the risk of behaviour. Although their high-income teens have access to resources and technology, they are at risk since they have the digital independence and pressure to perform. These findings have implications: although relational mediation as a practice is popular, no structured digital governance has yet been developed. This disproportionality

highlights the need for preventive measures that can address the relational and technical aspects of digital parenting in the wealthy environment.

7.6 Theoretical Contribution

There are three ways in which this study can be used in the literature. Not only that, but first and foremost, it will put into a single unified model of digital parenting the Ecological Systems Theory, Digital Mediation Framework, and Resilience Theory. Second, it further explores the understudied high-income households, one of the key gaps in the behavioural health research. Third, it theorises the concept of digital mediation by parents as a protective ecology process, which is a re- conceptualisation of the risk-based to context-based conceptualisation of adolescent behaviour. On the whole, the research results suggest that an intermediate type of interaction, supervision, and modelling, is the most successful one in the context of digital parenting of high-income families. Economic resources as such are not instrumental in supporting behavioural well-being, but, instead, it is structured and purposive parental involvement that is instrumental in creating adaptive digital spaces.

8. Implications

Of relevance, particularly in a digitally saturated and high-income environment, are the family practices, learning and preventative behavioural health models. The research notes that parental digital mediation is not one specific ecological behavioural control strategy, but a multi-dimensional ecological process.

8.1 Implications of Parent and Family Systems

Based on its findings, it needs to be reinforced that parent-centred digital literacy is specifically in the technical mediation practices. Although the parents seemed to be well involved, the fact that the structured tools (e.g., parental controls, cybersecurity practices) were adopted at a lower rate than the awareness, in turn, indicates that there is a gap between the awareness of the importance of the issue and its actual management. Interventions must thus concentrate on: The digital skills (privacy settings, monitoring tools) that are already practised in real-life should be improved, Age setting of boundaries and Balanced mediation and supervision, and related relational trust integration were fostered.

8.2 Mediation of Relational and Structural

Among the key implications is that there is the need to integrate the communication and supervision. These findings tell us that these dimensions can be considered as complementary and not competing strategies. To come up with an effective digital parenting, it needs to be supplemented with: Relational mediation: free communication, emotional support and Structural mediation: explicit rules, surveillance and cyber-borders. It is a holistic approach which is consistent with the ecological and resiliency approach and is based on the notion that the behavioural health is maximised when there are concomitant supportive relations and structured regulation.

8.3 Parental Modelling

The study gives the impression of the predictability of behaviour in parenting online. By modelling, the norms can be strengthened through observing, especially where it is in line with the communication and supervision. Interventions must thus encourage: Screen parental responsibility, Understanding of internet privacy and internet behaviour, Coherence, parental guidance and behaviour and Importance to High-Income Settings. The results disprove the notion of assuming that economic prosperity is a certain guarantee of the well-being of adolescents. Young people who have high income are in danger especially due to lack of supervision and achievement pressure and lack of supervision. The prevention models would have been situation-specific and would have taken into consideration the fact that even the well-to-do families would have to be provided with structured digital parenting assistance.

8.4 Educational and Institutional Implications

To assist the parents with digital parenting, the schools can be instrumental in assisting the parents by: Digital safety programs, education on the part of parents, Promotion of digital citizenship in classes, and Encouraging parent–school collaboration. This may be a supplement in the process of keeping the constant standards of behaviour at home and at school.

8.5 Research Implications

The study aids in conceptualising the concept of digital mediation as a multi-dimensional concept. Future research should: Use longitudinal designs, include adolescent perspectives, discuss the context of the scenario that includes culture and peer pressure and compare socioeconomic groups. In general, the wide adoption of the same amount of communication, supervision, and modelling ought to be used to implement effective digital parenting in high-

income families. The complementary mechanisms need to be enhanced with prevention measures in order to achieve more desirable behavioural outcomes in teenagers.

9. Conclusion

The paper researched the parental behaviour of digital mediation in high-income families and their contribution to influencing the behavioural health environment of the adolescent. Since it is founded on the basis of the Ecological Systems Theory, Digital Mediation Framework, as well as the Resilience Theory, the results indicate that the digital parenting process is multidimensional with communication, supervision, structured regulation and behavioural modelling.

The results indicate that parent-child communication is one of the most important elements of digital mediation since it is a relational and regulatory process. The more parents converse with their children over and over again about the activities of the Internet, the more they are likely to become supervisory parents, i.e. communication and supervision are complements to each other.

The other aspect of the supervisory practices contributes to the systematic order of the digital space of adolescents, although the use of formal technological constraints is at par. Neither is it a statement that one of the extremes restriction or extreme autonomy is an effective digital parenting, but an in-between approach of relating and guiding.

It was discovered that role modelling by the parents helped in remaining consistent in behaviours that made the difference between what the parents anticipated and did in their daily digital behaviours. Nevertheless, its effect seems to be complementary as opposed to an independently predictive effect, and the interdependent nature of mediation strategies is highlighted.

Interestingly, the research article disapproves of the notion that the predisposition of adolescents to risky behaviour is conditioned by economic prosperity. The teenagers, whose families are high-income, are not deprived of their own difficulties connected with the independence of the digital generation, the pressure on teenagers at school, and social comparison. Reestablishing the meaning of the purposive and systematic role of parents in digitally intensive environments can be used to generate these consequences.

Theoretically, the study makes a contribution to the conceptualisation of parental digital mediation as an ecological, protective system, as opposed to a single behavioural strategy. The fact that the ecological models in accordance with which the developmental outcomes are defined are the products of interaction between acting factors, explains the small but significant effect sizes observed.

Practically, it is the fact that to provide effective delivery of digital parenting, one must engage in informed, consistent and balanced engagement and not necessarily by relying on the economic resources. The empowerment of parental digital literacy, the combination of relational and technical mediation and consistency of behaviour are all applicable in the attainment of a healthier adolescent outcome.

The better and more integrated the practices of parental mediation are, the better and more integrated will be the quality and integration of the behavioural health of adolescents. One of the most important protective factors in rendering adaptive and resilient developmental courses is online interaction among relatives.

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