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THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY (PhD)

November 2022

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Abstract

Although technology and its applications have become part of the daily lives of most children in Saudi Arabia (CITC, 2019), there is still a shortage in the Saudi literature of studies of Saudi children's use of these applications. This thesis focuses on Saudi children's use of YouTube from 3-6 years of age in terms of the experiences which children get from YouTube, in addition to the types of parental mediation which families use with their children. Even though the results of the study on the U&G approach (Katz, 1959) show that the approach has flaws, this thesis also looks at how the social and cultural context affects these practices. Bronfenbrenner's (1979) ecological systems theory was important for understanding the roles which families and communities play in influencing children's YouTube use.

This thesis makes numerous original contributions to empirical, theoretical and methodological knowledge. First, the Saudi families involved in the study pointed out the many benefits that they believe their children get from YouTube, such as helping their movement, learning self-care and polite behaviour. Second, with regard to family mediation, it was found that the families sometimes stated types of mediation which they used with their children while using YouTube which differed from those which they actually used. Third, the cultural and social context impacts children's use of YouTube, in addition to the mediation methods that families use with their children. Saudi families living in the UK considered that applying the same types of mediation with their children upon returning to SA was a challenge because of the influence of the extended family. Fourth, the methodology of the current study offers solutions to overcome the difficulties of studying Saudi children in a private environment, such as a home, due to cultural considerations of the nature of the society, which means a greater enrichment of the Saudi literature to study children's behaviour inside the home. Finally, families' recognition of the benefits of children's use of YouTube is considered a new direction for the Saudi literature to think about technology positively, rather than benefiting children through family support for them to get the maximum benefit from technology and its applications.

Acknowledgements

I must first thank the Saudi Ministry of Education for the financial support provided to complete this thesis. I also thank Umm Al-Qura University in Makkah for their constant support.

I would like to offer my sincere gratitude and appreciation to my supervisors, Dr Fiona Scott and Dr Kirsty Liddiard, as well as to Professor Jackie Marsh, for their unwavering support and helpful assistance during the course of this research endeavour. Because of their support and cooperation, this project is now in its concluding stage.

I would also like to thank my small family, Ahmed and Sahal, my children and my travelling companions. I thank them for all the hardships they have endured during these years. I thank them for every moment of happiness they gave me and for every beautiful word they encouraged me with, I thank them for their repetition of saying "Mama, you are capable of that, and you will overcome any difficulties." Thank you, and I love you.

I also thank my parents for their constant prayers and endless encouragement to support me to be strong. I thank my brothers Naima, Saud and Mohammed. Thank you from the bottom of my heart. I also thank my friends in Saudi Arabia and the United Kingdom for all the good times and the energy of happiness they gave me to be happy and to be able to continue my PhD journey.

I would also like to thank my thesis for the beautiful journey which I took to complete it despite all the difficulties; the doctor's journey taught me a lot, and I discovered myself more; I know how strong I am; and that all dreams will become reality if we believe in them and work hard on them. So thank you, my new son. Thanks for my thesis.

Table of Contents

List of Tables

List of Figures

List of Abbreviations

U&G approach	Use and Gratification approach
CITC	Communication and Information Technology Commission
SA	Saudi Arabia
UK	United Kingdom

Chapter 1 Introduction

1.1 Introduction

Technology has become a part of children's live across the world (Mufti, 2022; Neumann & Herodotou, 2020; Smahel et al., 2020; Marsh et al., 2019; Alzara, 2019; Abdel Wahab, 2015). Children nowadays are surrounded by technology and smart devices of all kinds (Bahaziq & Turkistani, 2015). Most families have one or more devices at home, including mobile phones, tablets and computers (Al-Bibsi et al., 2020; Hussein, 2018; Farid & Rajab, 2015). Families have different opinions about the role of technology in their children's lives. Some support children's use of technology and believe that the child benefits and learns a lot through it (Blackwell et al., 2014; El Hadi, 2017; Habbh, 2015). On the other hand, others find that technology affects their children negatively For example, they are concerned about the negative impact on children's eye health (Abdel-Shafi, 2021; Qutb & Shouey, 2021; Hussein, 2018; Abdullah, 2015; Al-Bayati, 2015; Keeffe & Clarke-Pearson, 2011; Hiti, 2012; Algareeb, 2008), children's increasing desire to buy the products which they watch on YouTube (Qutb & Shouey, 2021; Neumann & Herodotou, 2020; Vanwesenbeeck et al., 2020; Al Zara, 2019; De Veirman et al., 2019) and the lack of movement and communication with others while they are immersed in YouTube (Hadi & Rasheed, 2021; Alkhayat, 2020). Saudi families are also concerned about the privacy of their children's data requested by some applications and about requests for access to sensitive data such as location (Alashwali & Alashwali, 2021). Due to the different opinions about technology in general and YouTube in particular, this calls for more studies on children's use of YouTube, which is the subject of the current thesis.

In this chapter, I shall first present an introduction to the study, which is divided into four parts which represent the main themes, the first of which is children's use of social media. I shall then present the adults' opinions about their children's use of YouTube and then discuss parental mediation. After that, I shall offer an introduction to the theory of use and gratification, which represents the theoretical framework used for the study. Finally, I shall explain the motivation for undertaking the study and set out the research questions. At the end of the chapter, I shall describe the structure of the thesis and explain what each of the subsequent six chapters will contain.

1.2 A Brief Introduction to the Study

Before discussing children's use of technology, it is important to briefly note the uniqueness of Saudi society and the enormous changes which have taken place in Saudi society over the last century, since they add context to the subject of this study.

Saudi society is unique from other societies in a number of respects, for example, the country is ruled by Islamic law (Council of Ministers of Saudi Arabia, 1992). Also, the education system in Saudi Arabia is based on gender segregation in schools, with separate schools for girls and boys after kindergarten (Ministry of Education, 2021). There is also gender segregation in public places (Almalki, 2020). After puberty, conservative families forbid women from mixing with unrelated men. Fathers-in-law, brothers and uncles are *mahram*, a specific form of separation which is manifest in both private and public life. In the home, male and female guests use separate rooms (Al-Khateeb, 1998). In addition, Saudi Arabia follows Islamic law in prohibiting the sale or drinking of alcohol or promoting it with advertisements, which are crimes punishable by imprisonment (Ministry of Commerce, 2013).

There was a significant change in the Saudi community after the discovery of oil in 1938 and the subsequent economic renaissance which led to substantial changes in the structure of the population (Al-Swayan, 2014). Saudi Arabia's economy, which ranks today in the top twenty in the world, is highly dependent on oil (Saudi Vision 2030, 2016). Vision 2030 is a state-wide project covering cultural, economic and social development. All of these changes have affected the nature of Saudi society and the economic living standards of families have improved (Saudi Vision 2030, 2016). On the other hand, the structure of some families has changed from large extended families into small nuclear families consisting only of parents and children (Haddady, 2015).

Recently, as a result of the Covid-19 pandemic which spread across the world in early 2020, people everywhere have become more aware of the benefits of technology in everyday life; for example, people have been communicating more through technology (Lozano-Blasco et al., 2021) and learning has predominantly moved online (Hannam-Swain & Bailey, 2021; Menon, 2022). In Saudi Arabia during the Covid-19 pandemic, the Ministry of Education approved distance education for all academic levels, including kindergarten, for the academic year 2020. This included all stages from pre-school to university level learning using applications and educational platforms which were especially designed to facilitate the work of teachers and to ensure that all students could still benefit while preserving their health (Ministry of Education, 2020). Also, communicating with others by video calls to reduce the psychological pressure of feeling lonely in the quarantine which was imposed around the world has given technology a more significant

role in our lives as it helped to reduce fears and anxieties in the light of the exceptional circumstances of the Covid-19 pandemic (Jones, 2020). The popularity of virtual electronic games increased in all age groups because of the restrictions of social distancing, as group-based online video games helped to reduce the feeling of loneliness (Smahel et al., 2020). The present study was conducted prior to the Covid-19 pandemic, and it is important to acknowledge that children's use of YouTube shifted during that period (Lozano-Blasco et al., 2021). However, the present study is still valuable, both in terms of capturing a unique point in history and in presenting a range of findings, many of which continue to be relevant in a post-pandemic context. It is known that children probably used YouTube more during lockdown periods, for example: in Europe, Lozano-Blasco et al. (2021) studied YouTube statistics and found that there has been an increase in watching YouTube channels among children aged 0–5 years, such as *Peppa Pig*, *ARPO The Robot*, and *WildBrain Kids* videos for entertainment.

The literature review was completed before the pandemic and has not been fully revised to incorporate this period. However, important work has emerged in relation to young children's YouTube use during the pandemic (Janhonen & Mäkelä, 2022; Khalifa et al., 2021; Listiani et al., 2021) and it has been shown that YouTube has become an educational learning tool and a valuable resource for second-language learning. Khalifa et al. (2021) studied the use of YouTube by children in Bahrain aged 3-6 using the uses and gratifications (U&G hereafter) approach and reported that children there used YouTube primarily for the purpose of entertainment, according to their parents' point of view.

Statistics have been published by the Communication and Information Technology Commission (CITC), which is responsible for regulating the CICT sector in Saudi Arabia. It also conducts studies of the CICT services market in the country as well as carrying out analytical studies of domestic and international services and indicators, and issues periodic reports on these topics. These statistics have illustrated some of the features of internet users in Saudi Arabia and have begun to evaluate users from the age of ten. In 2019, internet usage reached 95% of the Saudi population aged 10-75. TREND (2021) statistics show that Saudi Arabia ranks first in comparison with other Arab countries in the use of the internet (TREND, 2021).

1.2.1 Children and Social Media

Communication is a process which starts at the beginning of human lives. People have always tried to communicate with others using different methods which correspond to each developmental stage (Khlf allah, 2014; Mansour, 2015). Human beings have the social need to communicate, to send and receive information (West & Turner, 2009). With technological development and the spread of the internet around the world, there are increasingly easier ways

to communicate with others as well as to transfer media such as pictures, videos and audio clips. With the emergence of cheap technology and the internet, the number of children accessing the internet increases every day (Ernest et al., 2014). In addition, devices have become increasingly diverse and social networking is not limited by time or location, which makes it more enjoyable and attractive, tempting users to sit using it for long hours (Hussein, 2018; El Hadi, 2017).

Social media can be defined as on-line social networks which enable users to publish content, share photos, videos and messages, add friends, join groups and get to know others; popular social media sites include Facebook, Twitter and YouTube (Tess, 2013), TikTok (de Veirman et al., 2019; Bucknell Bossen & Kottasz, 2020) and Instagram (Holiday et al., 2022). These social media platforms have become a part of the everyday activities of millions of people (Holiday et al., 2022; Bucknell, Bossen & Kottasz, 2020; de Veirman et al., 2019; Hussein, 2012). Social media sites help people to exchange information in a wide variety of fields such as education (Marsh et al., 2019) entertainment (De Veirman, Hudders & Nelson, 2019) and sports (Abdal, 2016). YouTube provides a variety of content for children and offered an informal education opportunity for children during the Covid-19 pandemic (Temban et al., 2021).

This development in communication through social media can have both a negative and a positive effect on the international community. The Arab world differs regarding customs and traditions and has an identity based on religion and language (Hussein, 2018; Al Saud, 2015; Al-Swayan, 2014; Alturaif, 2013). I shall next briefly review previous research on social media in the UK and the US in order to shed light on some studies which have discussed social media in the lives of children.

Many research papers have been published on children's use of social media and the internet in the UK and the US. Several organisations publish annual statistics which show the number of social media users in these countries and how they interact with social media sites. These percentages help to explain the relationship of young children to the internet, and they are significant for both the UK and the US. The role of Ofcom, the UK's communications regulator, is to protect users from inappropriate content on all media, from the television, radio and telephone to newspapers and the internet. It publishes annual reports which track several user statistics, including the number of usage hours and the content with which users interact. In the US, organisations such as Common Sense which are dedicated to helping children thrive on social media are crucial for empowering parents, educators and policymakers to ensure that the media and technology are positive forces in children’s lives (Common Sense, 2017). The statistics published by Ofcom in the UK and Common Sense in the US show an increase in the incidence of internet usage by young children; smart devices such as mobile phones and tablets have made the internet more accessible to all age groups. For example, statistics published by Ofcom in 2020

showed that tablets were the most commonly used devices by children aged 5–15 years in the UK, with a rate of 68%. This is in addition to YouTube being the most used platform by children and nine out of ten children aged 3–4 years old prefer watching YouTube (Ofcom, 2020). Also, statistics published by Common Sense in 2020 showed that 46% of children between the ages of 2 and 4 years and 67% from 5 to 8 years owned their mobile device (tablet or smartphone). In addition to the high percentage of children watching YouTube, among children under the age of two, viewership increased from 8% to 17% from 2017 to 2020; mong children aged 2 to 4 years, the proportion increased from 27% to 39%; and between 5 and 8 years, from 30% to 39% (Rideout & Robb, 2020). In terms of the use of devices in Saudi Arabia, the Statistics Authority (2019) published statistics on the use of the internet by Saudi people and reported that 72.5% of children aged 10–14 owned a mobile phone and 90.3% of the same age group used social media, of which YouTube was the most popular platform. It was used by 88.6% of children of this age (CITC, 2019), but it was not included in the statistics, which collected no data on children under 10 years of age.

Despite the positive aspects of electronic communication tools in linking societies and facilitating the exchange of knowledge and culture, most Arab studies have focused on studying the negative aspects of social media, such as young people's preference to make friends through social media instead of having discussions with their families (Hussein, 2018; Aboromi, 2017; Massoudan & Aleid, 2012; Abbas, 2013). Some Arab studies have also focused on the fears of using social media that the younger generation will be affected by the ideas and values of non-Muslim societies (Qutb & Shouey, 2021; Al-Bibsi et al., 2020; Latrch & Alayachi, 2013; Mohsen, 2012; Algareeb, 2008) and there are studies that have discussed parents' concerns about the role that social media play in their children’s lives in identifying customs and values that do not belong to the Muslim community, which is considered one of the sensitive issues for Muslims, such as the holidays of non-Muslims (for example Christmas and Easter) (Mufti, 2022; Abdel-Shafi, 2021; Alturaif, 2013;Ahmed, 2009). Furthermore, the technological gap between parents and children also leads to misunderstandings, which can contribute to parents’ fears about their children’s use of technology (Al-Zubayani, 2008). Some studies, however, have identified young people’s positive views about the benefits of social media; for example, for obtaining information (Al-Bayati, 2015; Al-Hayes, 2015). It can be concluded that most Arab studies have focused on the negative aspects of social communication, which means that there is a need to study the positive aspects of social media that cannot be overlooked, and which have been clarified in many studies in other countries such as the UK (Ofcom, 2020) and the US (Rideout & Robb, 2020).

Bakhit (2016) studied the problems, challenges and difficulties facing social media researchers by analysing relevant studies published from 2010 to 2014. One of the findings concerned biased

opinions against social media. Negative generalisations about social media use in research might lead to negative beliefs about social media among the public, for example that social media are not a suitable method of social communication. Focusing on the negative aspects of a phenomenon without looking at the positive aspects might prevent the discovery of an adequate explanation for the phenomenon (Bakhit, 2016).

Rideout and Robb (2020) reported that parents believed that social media, in general, have both positive and negative influences on children. In terms of the concerns shared by parents about the dangers of media use, parents have expressed fears about their children spending a long time on the internet, being exposed to sexual or violent content, cyberbullying, and content containing alcohol, drugs and smoking. As for the positive aspects, parents find that YouTube is useful for their children to learn new information in addition to entertainment (Rideout & Robb, 2020). YouTube is the most used platform among children in Saudi Arabia (Qutb & Shouey, 2021; Al-Shabeeb, 2017; Abdel Wahab, 2015). Overall, although some parents believe that social media use has a negative influence on children, they also admit that it has a positive influence.

The findings of studies in the US, the UK and Saudi Arabia have agreed that YouTube was the platform preferred by children and that children preferred using tablets for watching YouTube (Mufti, 2022; Qutb & Shouey, 2021; Rideout & Robb, 2020; Al-Shabeeb, 2017; Wahab, 2015). Despite their belief that social media use by children has dangers such as bullying or coming across inappropriate content, parents have also mentioned the benefits of social media use, such as learning new languages and vocabulary, obtaining information, entertainment and spending free time (Ali et al., 2022; Blackwell et al., 2014; El Hadi, 2017; Habbh, 2015). The role of parents was found to be essential in controlling their children's social media use, including the use of strategies to monitor children and ensure their safety while using the internet (Al-Shabeeb, 2017; Wahab, 2015). Previous studies have also shown that social media have become an essential part of the daily lives of children and that they use them on average for one to two hours a day (CITC, 2019; Common Sense, 2017). YouTube is the most used means of social communication among children, and this is the platform which is the focus of the current study. Previous studies of children's use of YouTube in several countries will therefore be discussed in the next section in order to gain a more accurate understanding of children's use of this particular platform.

1.2.2 Adults' Opinions on Children's Use of YouTube

Asmiarti and Winangun (2018) found that parents play a role in controlling what their children watch. Parents expressed their belief that YouTube aids cognitive development in early childhood and helps to develop children's intelligence when accompanied by appropriate parental/adult guidance, as well as their imagination, language, curiosity and focus (Neumann & Herodotou,

2020; Asmiarti & Winangun, 2018). These results are consistent with those of Marsh et al. (2019) regarding the role of YouTube in children's lives. Among the positive influences identified in that study, YouTube was found to provide useful opportunities for children, such as obtaining information, learning about hobbies and helping with schoolwork. Also, children's use of YouTube under their parents' control was found to have an overall positive role on them (Marsh et al., 2019).

YouTube offers many videos which are especially designed for children. However, a significant amount of inappropriate content is also available. Papadamou et al. (2019) showed that YouTube contains disturbing videos and that measures to limit children's access to this inappropriate content (for example, sexual or violent scenes) are not very feasible. Children are likely to encounter disturbing videos while randomly browsing the platform for appropriate videos (Papadamou et al., 2019; Hussein, 2018). Studies have mentioned many negative aspects of young people's exposure to inappropriate content on YouTube. Some believe that YouTube use might negatively affect a child's physical fitness and his/her interactions with others. According to some studies, YouTube has an influence on children's lack of movement, isolation, social communication and other issues that can have a negative influence on physical health, academic achievement and sleep time. Children's preoccupation with YouTube can also prevent them from interacting with their community and might reduce their social contact with others (Hadi & Rasheed, 2021; Alkhayat, 2020). Other sources contest this, especially for young children, such as Yadav et al. (2018) who stated that children who watch YouTube videos also play with their toys and interact naturally in the physical world, which develops their imagination. In addition, they imitate what they see when interacting with others, which helps with social interaction (Yadav et al., 2018). Children benefit from the dialogues they watch by creating dialogues during imaginative play, as reported by Chesworth (2016) that children use the knowledge gained from society and the surrounding environment in imaginative play and create dialogues during play. However, concerns have been raised about the risk to children on YouTube, such as viewing inappropriate videos because YouTube video recommendations could expose children to inappropriate content (Neumann & Herodotou, 2020).

The influence of YouTube celebrities can affect the behaviour of their followers (Mufti, 2022; Al-Bibsi et al., 2020; Alkhayat, 2020; Alzara, 2019). YouTube users are directly or indirectly exposed to advertisements, which can increase their desire to buy products (or rather to have products bought for them) (Neumann & Herodotou, 2020; Yadav et al., 2018; Vanwesenbeeck et al., 2020; Alzara, 2019; De Veirman et al., 2019). Also, children might encounter inappropriate sexual videos on YouTube as well as scenes accessed accidentally (Neumann & Herodotou, 2020; Stokel-Walker, 2019; Houda & Laaoui, 2020; Hussein, 2019). Parents also worry about potential

health risks stemming from their children's use of YouTube, such as their imitation of dangerous challenges or witnessing violence or frightening scenes (Ouellette et al., 2019; Hodge, 2020; Baldwin et al., 2018). Differences have been found between the opinions of adults on the influence of YouTube on children. Some claim that children learn from YouTube content whereas others believe that YouTube content poses a potential danger to their children, which calls for more studies into adults' views of YouTube.

1.2.3 Parental Mediation

Parents in general have been found to agree on the importance of their children's use of devices and technology, but there is still a fear that their children could be harmed if they cannot handle it safely due to their young age. All of these reasons call for parents (or responsible adults) to use parental mediation. Parents might use more than one mediation strategy at the same time, such as active mediation (Scott, 2021; Chaudron et al., 2018; Zaman et al., 2016; Nikken & Jansz, 2014; Pasquier et al., 2012; Livingstone et al., 2012; Garmendia et al., 2012; Clark, 2011; Fujioka & Austin, 2002), co-use mediation (Scott, 2021; Marsh et al., 2019; Chaudron et al., 2018; Zaman et al., 2016; Connell et al., 2015; Flynn & Richert, 2015; Garmendia et al., 2012; Nikken & Jansz 2006), restrictive mediation (Chaudron et al., 2018; Zaman et al., 2016; Nikken & Jansz, 2014; Garmendia et al., 2012; Pasquier et al., 2012; Livingstone & Helsper 2008) and technical mediation (Chaudron et al., 2018; Zaman et al., 2016; Garmendia et al., 2012; Livingstone et al., 2012; Pasquier et al., 2012; Livingstone & Helsper, 2008). Given how important it is for parents to keep their children safe while they use YouTube and for children to learn how to use YouTube on their own in the future, this thesis also focuses on exploring which parental mediation strategies are used by Saudi adults with their children when they use YouTube.

1.2.4 The Uses and Gratifications Approach

The U&G approach is suitable for studying social media and users' interactions with them. Some studies have used the U&G approach to explain the gratifications achieved from many technology tools. One of the topics studied by researchers of the U&G approach is the satisfaction achieved from mobile phones (Su & Chen, 2020; Chua, Goh & Lee, 2012). Other studies have explored the importance of satisfying the needs of users, and others have used the theory to study social media such as YouTube (Griffiths, 2017; Chiang & Hsiao, 2015; Haridakis & Hanson, 2009; Balakrishnan &), Twitter (Kim et al., 2016; Chen, 2011), Instagram (Raji et al., 2020), TikTok (Bucknell, Bossen & Kottasz, 2020) and WhatsApp (Aharony, 2015). However, the U&G approach has been used in particular to explain many aspects of using YouTube. Both Chiang & Hsiao (2015) and Balakrishnan and Griffiths (2017) studied the reasons for the long time that adult users spend on YouTube from the U&G perspective. The results reported by both Chiang

and Hsiao (2015) and Balakrishnan and Griffiths (2017) showed that users' creation of content for YouTube increased the time of their use of YouTube considerably. Some researchers have also explored the reasons for users choosing particular content on YouTube (Hussein, 2019; Park & Goering, 2016).

The U&G approach focuses on users actively choosing the platform which they want to use and the type of media they want to view (Haridakis & Hanson, 2009; West & Turner, 2009). The theory explains users' motivations for using media, which are either utilitarian motives such as obtaining information and knowledge and gaining experience, ritual motives such as alleviating boredom and accessing entertainment, or social motives, which include trying either to create new virtual relationships or to strengthen existing relationships with friends and family by communicating with them through social media platforms and sharing photos and videos (Sundar & Limperos, 2013; Shao, 2009; West & Turner, 2009). The U&G approach also explains the gratification which users attain through their use of social media platforms, especially YouTube (Balakrishnan & Griffiths, 2017). Studies have also shown that the satisfaction of needs occurs according to the development of technology and social media platforms and the services provided to users (Chen, Teo & Nguyen, 2019; Liu, 2015; Haridakis & Hanson, 2009). In addition, the theory explains how the manner in which the user interacts with these platforms makes the U&G approach capable of interpreting users' interaction with social media platforms, which helps to discover new needs which emerge with the development of social media (West & Turner, 2009).

Many studies have used the U&G approach to study social media platforms such as TikTok, Instagram and Twitter, but most of them have focused on adults and adolescents (Bucknell, Bossen & Kottasz, 2020; Jiménez, López & Pisionero, 2012) and only a few Arab studies have explored social media usage among children aged from seven to twelve (Hussein, 2019; Bayoush, 2016; Al-Hayes, 2015). There is therefore still a lack of research on the use of social media in early childhood. To my knowledge, only one study (Chen, Teo & Nguyen, 2019) has explored the families of children aged from one to five in Singapore. However, that study focused on the benefits gained from the children's use of tablets whereas the current study seeks to explore the use of YouTube by children aged from three to six from a U&G perspective. Furthermore, few studies have addressed the needs and gratifications perspective, especially in children aged from three to six in the context of Saudi Arabia.

1.3 The Motivation for this Study

The motivation behind this research was my observation of children's interest in watching YouTube in Saudi Arabia and hearing the complaints of many mothers about their children's use of YouTube for long periods of time. I also noticed that most of the topics which the mothers

talked about were the negative influences of YouTube on their children. Here my interest in the subject of YouTube began, so I began to read the previous research in Arabic. Most of the studies which I found had focused on showing the negatives of technology in general and YouTube in particular (Alouache, 2017; Mawad & Almousa, 2016; Slimani & Blach, 2016; Alturaif, 2013). Through my reading of the Arabic literature, I also noticed that there was a lack of focus on the 3-6 age group. I do not deny that when I started working on the research, I had a negative attitude towards YouTube based on what I had read in Arab research and the cultural background of those around me from my family, friends and colleagues, and from their discussions about the negatives of YouTube and its influences on their children and the dangers that cause families to worry about what their children are being exposed to from watching YouTube. Then I began to read the previous research in English and found that the results of many studies had shown the positive aspects of children's use of YouTube, such as education, creative thinking, entertainment, information acquisition and hobbies (Ali et al., 2022; Marsh, 2016; Blackwell et al., 2014; Burns & Gottschalk, 2008). I also noticed that some of my relatives' children had learned some English even though they did not go to school, and their families did not speak English. When asked about how their children learned English, the adults in the family said that it was from YouTube. Moreover, I am a mother of two boys, and I noticed that they used YouTube to get information about comparing devices, learning the language, getting information about other cultures, and learning gaming strategies from gamers' channels. I concluded from my observations and readings that the community around me focused on talking about the negative aspects of YouTube, despite their acknowledgment that there are positives, such as learning a language, and from my observations of my children learning some skills, which calls for studying the positives to reduce the negative view of YouTube in Saudi society and to pay more attention to how to get children to benefit from the time they use YouTube.

I decided to focus on both the positives and the negatives associated with children's use of YouTube from families' points of view and by observing their children. I also decided to use a mixed-method approach involving an online survey to access data from the largest possible number of families which could be reached because of the scarcity of Saudi studies on children's use of YouTube. I also wanted to know the extent to which families are aware of the importance of parental mediation to maintain the safety of their children while using YouTube and to reach the maximum benefit that can be obtained from good content on YouTube. The case-study method was also used to reach a deeper understanding of children's use of YouTube by observing them and interviewing their family members.

1.4 The Aims of the Study

The aims of this study were:

i. To understand how children aged 3-6 use and interact with YouTube in Saudi Arabian families in Saudi Arabia and the UK.
ii. To understand how parents in these contexts mediate their young children's YouTube use.
iii. To explore the influences of cultural and social context on children's use of YouTube and parental mediation.

1.5 The Significance of the Study

The research was designed to help to understand Saudi children's experiences use of YouTube and parental mediation strategies through observations and to understand the views and practices of family members through interviews. The study also sought to understand the views of families towards YouTube in terms of the positives and negatives, the content which their children watch on YouTube and the parental mediation strategies which Saudi families use. The study also focused on exploring the influence of the social and cultural context in which the child resides on her/his use of YouTube and the parental mediation that families use while their children are using YouTube.

As previously explained, despite the interest of Saudi children in using YouTube, the Saudi literature still needs to be enriched concerning the use of YouTube by children aged from three to six in the home environment and the experiences that children get from YouTube, especially because of the persistent focus of Arabic studies on the negatives of technology in general and YouTube in particular, as will be discussed in detail in the literature review chapter. Thus, this inquiry makes a significant contribution to knowledge of Saudi children's use of YouTube and the role of the adults in following up on their children's use of YouTube.

1.6 Research Questions

Below are the research questions on which this study was based. They centred on young children's use of YouTube, parental mediation, and the cultural and social context.

1. **Research questions related to young children's use of YouTube:**
    a. What experiences do young children have when using YouTube?
    b. What do families think of YouTube's advantages?
    c. What do families think of YouTube's disadvantages?
    d. What do children watch on YouTube?
    e. What are families' perceptions of their children's motivations to watch YouTube?
2. **Research questions related to parental mediation**
    a. How do parents mediate their children's YouTube use?

b. What is the role of relatives in parental mediation?

3. Research question related to the cultural and social context

a. How does the cultural and social context in which families live affect children's and families' practices?

1.7 The Structure of the Thesis

This thesis consists of seven chapters. This first chapter has introduced the subject of the study and given a brief overview of the research, its participants and its importance. I have also explained the reasons that prompted me to choose to study the use of YouTube by Saudi children, in addition to studying the parental mediation strategies which families use with their children while using YouTube. The second chapter is a review of the literature on YouTube, parental mediation, and the U&G approach. The review of previous literature clarified the research gap in Saudi literature, which reflects the importance of the current study in Saudi literature in terms of the topics that it will focus on regarding Saudi children's use of YouTube, in addition to the U&G approach. The review also shows that parental mediation is a subject that needs more research in Saudi literature. The third chapter provides a description and justification of the mixed-method research strategy which was used for the study. I shall also give a detailed explanation of the methods of data collection and analysis in order to explain to the reader how the current research reached its results, both from the quantitative and the qualitative data acquired.

Chapter 4 presents the quantitative data collected from the online survey. This chapter also includes a detailed explanation of the sample in addition to the quantitative data which relied on percentages to explain the data and clarify the results. The fifth chapter presents the qualitative data collected from the case studies in detail and begins with a detailed explanation of each case and the process followed for collecting and analysing data from each case. In the sixth chapter, I shall discuss the results of the research from both the quantitative and the qualitative data, the combination of which provided integrated outputs and gave a clear view of Saudi children's use of YouTube and the role of families in parental mediation during children's use of YouTube. Finally, Chapter 7 presents a general summary of the research, explaining the most significant contributions of the study to the Saudi literature first and to Arabic literature in general with regard to children's use of YouTube and families' monitoring of their children's use of YouTube. The results are not intended to be generalisable to a broader population but to provide an explanation of the phenomenon of using YouTube, specifically Saudi children's use of YouTube and the role of families during their children's use of YouTube.

1.8 Summary

This chapter has provided an introduction to the background to the main points of the study in the context of previous studies in the Saudi literature on the use of YouTube by children, in addition to the parental mediation strategies used by adults while their children use YouTube. The study also focuses on exploring the influences of the cultural and social context in which a family lives on the phenomenon of children's use of YouTube. I have also explained my personal motivation behind the decision to undertake the current study. I set out the aims of the study and clarified the key focuses of the research, which are YouTube, mediation, and the cultural and social context of Saudi children. I also set out the research questions. Finally, a summary of the thesis and a brief explanation of the contents of each chapter have been given.

Chapter 2 Literature Review

2.1 Introduction

This thesis investigates the use of YouTube by Saudi children between the ages of three and six. In this chapter, previous relevant studies will be discussed to provide a context for the aspects focused on in the current study. Reviewing the previous literature also helps to show research gaps in Saudi studies of children and their use of YouTube. The current study is designed to investigate and reach a clear understanding of Saudi children's use of YouTube in Saudi Arabia and in the UK. This chapter is divided into three sections. The first section focuses on children's use of YouTube from several aspects, starting with a general introduction, the content which children prefer to watch, and their time spent watching YouTube. This section also focuses on studies that explored parents' opinions regarding the positives and negatives which they thought their children are exposed to from watching YouTube. The second section considers previous studies of the U&G theory, which has previously been used as a theoretical framework for researching media engagement. The theory will be explained in detail regarding active users and their motives. Then the gratifications associated with media use will be discussed. The third and final part of the review considers past research on parental mediation, focusing on four types: active mediation, co-use, restricted mediation and technical mediation. Parents' awareness of parental mediation will also be discussed. Finally, studies which explored the role of relatives and parents in parental mediation will be reviewed.

2.2 The Saudi Context

Before discussing previous studies of YouTube, it is necessary to begin by defining the early childhood stage, especially the 3-6 years stage which is the focus of the current study. Farrell et al. (2015) defined early childhood as the first years of a child's life which covers the period from birth until the age of eight, and since in the current study, the focus will be on the stage from 3-6 years, it is within that definition of the early childhood stage. Despite the Saudi Ministry of Education's efforts to raise the kindergarten enrolment rate, the kindergarten remains a non-compulsory stage in education (Ministry of Education 2021) as not all children aged 3-6 are enrolled in a kindergarten in Saudi Arabia. The whole pre-school stage is considered non-compulsory in terms of formal education in Saudi Arabia, so the home may be the main place where a child receives first experiences.

The 3-6 age group is important in a child's development and for acquisition of experiences and skills, and the home environment plays a significant role in a child's learning and acquisition of

experiences and skills such as language and basic arithmetic (Ali et al., 2022; Rodriguez & Tamis-LeMonda, 2011; Son & Morrison, 2010; Melhuish et al., 2008). The home influences the development of a child's cognitive experiences in the pre-school stage, and the characteristics of the family can shape the home environment and the experiences that the child acquires, such as cultural beliefs, family structure and language (Morin et al., 2015).

It should be noted here that the formation of the family in Saudi society is characterised by the extended family, and some children live with their parents, grandparents and sometimes with other relatives (Mizar, 2017; Al-Swayan, 2014; Al-Zubayani, 2008). This affects the child's upbringing and acquisition of experience, learning and follow-up. In addition, there have been many recent changes in Saudi society, such as women's desire to work and the recent increase in the divorce rate (2019-2021) (reported by the Saudi Ministry of Justice). All such changes in Saudi society affect the natural composition of the family.

Recent changes have made technology a large part of a child's life in Saudi Arabia, as technology can be a form of entertainment (Alashwali & Alashwali, 2021). Technology is now an important part of the educational landscape for children (Qutb & Shouey, 2021). There is a trend emanating from the Ministry of Education in Saudi Arabia towards using technology and its applications widely in education (Saudi Vision 2030, 2016). Additionally, the Saudi Arabs have been using technology greatly, as recently, due to the Covid-19 pandemic, all stages of education have turned to distance education through the platform of the Ministry of Education, including kindergartens (the Virtual Kindergarten). These changes can influence a child's use of technology and social media, including YouTube.

2.3 YouTube

In this section, I shall review studies focused on children's content on YouTube for the 3-6 age group. Studies which have shown the preferences of children aged 3-6 to use YouTube in many countries will be discussed. Despite the widespread use of YouTube by children aged 3-6 internationally, the Saudi literature needs more research in many aspects of the topic, such as the content that children watch, what children learn from YouTube, and what adults think about their children's use of YouTube for Saudi children in this age group. Several studies have mentioned that among the content preferred by children in this age group are vloggers, cartoons, nursery rhymes, educational videos, skills-learning videos, hobbies, sports, challenges, gamers and pranks. The content which children prefer on YouTube is also an aspect which has not been explored in Saudi Arabia, especially for the age group which the current study is designed to investigate. In addition, the review focuses on studies exploring what parents think of YouTube regarding the positives that their children get or the negatives that they might experience from a

parent's point of view. In addition to the current study's examination of the advantages which parents believe that their children get from watching YouTube, such as education, entertainment and exposure to other cultures, and the positives which Muslim children have from memorising the Qur'an, the study will also explore other positives which have not been addressed in previous studies. The review will also examine the negatives which parents think their children might face from watching YouTube, such as watching harmful sexual, violent and horrifying content, in addition to the impact on children's health and social isolation. Finally, I shall consider screen time and children's devices for watching YouTube.

2.3.1 Children and YouTube

Since the current study is focused on YouTube in particular as it is considered one of the principal social media platforms, this section begins with the definition of communication. Communication is a process which starts at the very beginning of human life. People, even very tiny babies, try to communicate with others using different methods corresponding to each developmental stage (Khlf Allah, 2014; Mansour, 2015). Human beings have an inherent social need to communicate by sending and receiving information. With technological development and the spread of the internet around the world, there are now easier and far quicker ways to communicate with others as well as to transfer media such as pictures, videos and audio clips (Ernest et al., 2014). Social media can be defined as social networks which enable users to publish content and share photographs, videos and messages. In addition, they can add friends, join groups and get to know others, and popular social media sites for doing this include Facebook, Twitter and YouTube (Tess, 2013). Tess (2013, p. 61) commented that defining social media is made more challenging because it is constantly in a state of change as developers create new or enhanced features which will meet the demands of users. Marsh et al. (2019) stated that social media include websites and applications that enable users to create and share content or to network with others.

YouTube was officially launched in 2005 as a platform on which to watch, publish and share videos with others by creating a free account (Burgess & Green, 2009). Since its inception, YouTube has been in great demand worldwide as it ranks as the second-largest video site in the world (Izci et al., 2019). Moreover, YouTube supports many languages, making it easy to use and helping to spread it among users of all ages and backgrounds worldwide (Stokel-Walker, 2019). YouTube offers some features such as recommendations of related videos and video-sharing with others (Stokel-Walker, 2019). Also, Neumann & Herodotou (2020) pointed out that YouTube and its features (such as sound, text, special influence and animated characters) attract children's attention (Neumann & Herodotou, 2020).

YouTube is also a diversified video platform which is easy to use and contains countless entertaining videos which are easy to search for and meet many needs of the user, such as entertainment, education, watching the lives of others and benefiting from their experiences (Marsh et al., 2019). Some research has suggested that children between five- and eight-years old use YouTube to watch videos but not to communicate with others (Rideout & Robb, 2020).

After criticisms which YouTube received about children's exposure to content, which is inappropriate for them, YouTube Kids was created in 2015 to be a safe space for young children to explore (Burroughs, 2017). YouTube Kids can define an app especially designed for young children aged five and under which is easy to use (Izci et al., 2019).

Despite the popularity of YouTube and its reception worldwide and indications of its widespread use in Saudi Arabia, the Saudi literature needs more research about the use of YouTube by children aged 3-6 in Saudi Arabia. Children's use of YouTube can be known from various indicators; the statistics on YouTube use in Saudi Arabia, studies in some countries on the use of YouTube by children aged 3-6, and the number of children's channels on YouTube which target this age group. One of the indicators of the widespread use of YouTube in Saudi Arabia is a report (TREND, 2021) entitled ‘Saudi Digitization 2021’, a statistical survey of the Saudi population's use of digital technology. That report stated that 89.5% of the population of Saudi Arabia uses YouTube but did not provide any details of the age of the users. Another indicator of the high use of YouTube in Saudi Arabia is information from the Communications and Information Technology Commission (CITC, 2019), but these statistics focus on Saudis aged ten and over. A CITC report indicated that YouTube is the most widely used platform among Saudis aged ten and above in general. In addition, recent Saudi research published in Arabic (Qutb & Shouey, 2021; Al-Bibsi et al., 2020) has shown that YouTube is the preferred platform for children.

To my knowledge, there are few Saudi studies regarding children’s use of YouTube. All of those which do exist used descriptive statistics and relied on data collected from questionnaires provided to adults/families only and focused on the negatives of YouTube. For example, Al-Shabeeb (2017) studied a sample of mothers of children aged 0–12 years in Riyadh and found a number of negatives, such as the social isolation of children from the family and learning bad words and terms from YouTube. Abdel Wahab (2015) studied children from 7 to 12 years in Riyadh and reported the isolation of children and their exposure to content which is not appropriate for the Muslim community. Some studies have examined the influence of YouTube celebrities on children’s behaviour, in addition to the increase in demands for purchasing advertised goods by children aged 3–11 years in the city of Jeddah (Al-Bibsi et al., 2020) and the influence of celebrities on children aged 3–15 in the city of Jeddah (Qutb & Shouey, 2021).

All previous indicators point to the demand of Saudis for using YouTube and the research gap identified involves determining the extent to which children aged 3-6 use YouTube, particularly in Saudi Arabia, and it is this gap which the current study is designed to address.

Regarding the interest of children aged 3-6 in watching YouTube, many studies in several countries have shown that children in this age group use YouTube. Studies have been carried out in the UK (Ofcom, 2020). The 2020 Ofcom report entitled 'Children and parents: Media use and attitudes report 2019' formed part of a wider programme of work, 'Making Sense of Media', which sought to help to improve the online skills, knowledge and understanding of UK adults and children (Marsh et al., 2015; 2019). In the US, a Common Sense report has been published (Rideout & Robb, 2020) entitled the 'Common sense census: media use by children age zero to eight'), and there have been studies in Europe (Lozano-Blasco et al., 2021; Chaudron et al., 2018), in Belgium (Vanouesenbeck, Huddersfield & Bonnet, 2020), in Romania (Tokés, 2016) and in Portugal (Breto & Ramos, 2017) in addition to Arab countries such as Jordan (Oliemat et al., 2018), Kuwait (Dashti & Yateem, 2018; Al-Shamari & Al-Balhan, 2019; Alkhayat, 2020), Egypt (Abdel-Shafi, 2021; Hussein, 2018) and Saudi Arabia (Qutb & Shouey, 2021; Al-Bibsi et al., 2020). All of these studies have shown that children in this age group regard YouTube as their preferred platform.

Children's use of YouTube in the age group 3-6 can also be known from the number of YouTube channels offered to children and from children's use of YouTube, as children's channels on YouTube form one of the largest collections of channels for subscribers on YouTube. The 'Social Blade' website (a site which provides statistics on users of all social media) announced on 7 September 2021 that of the ten most subscribed channels on YouTube, five of them were provided for children, with the Cocomelon nursery rhymes channel in second place, the children's vlogger channel in fifth place (the Kids Diana Show), Like Nasty in sixth place, Vlad and Niki in ninth place and Ryan's World in tenth place. Children's interest in watching YouTube can also be inferred from the number of videos for children, each of which can reach more than twice the number of subscribers. For example, a Baby Shark song reached 9,251,533,239 views. As of 2 September 2021, Katakit Baby TV Arabic, a nursery rhyme channel, had 10.1 million subscribers and the favourite Arabic nursery rhyme (the 'Little Chicks' Song') had received 1,331,484,012 views (YouTube, 2021) and is considered the first Arabic song to exceed one billion views on YouTube. These numbers are increasing as children repeat-watch the video several times.

From the discussion above and the findings of many studies (Lozano-Blasco et al., 2021; Qutb & Shouey, 2021; Alkhayat, 2020; Al-Bibsi et al., 2020; Ofcom, 2020; Rideout & Robb, 2020; Al-Shamari & Al-Balhan, 2019; Chaudron et al., 2018; Dashti & Yateem, 2018), it can be concluded that children aged 3-6 are interested in watching YouTube. In addition to indicators of views of

children's channels on YouTube, children prefer using YouTube over other platforms. Similarly, Saudi statistics indicate that YouTube is the most preferred video site among Saudis (CITC, 2019; TREND, 2021). The number of channels directed at this age group and views and subscriptions indicate children's interest in watching YouTube.

Some indicators show that YouTube may be the preferred platform for children aged 3-6 years in Saudi Arabia and the current study seeks to examine this. These indicators are first, the high percentage of Saudis using YouTube in general, according to the government's annual statistics; second, the demand of children in this age group to use YouTube according to studies in many countries, and third, the increase in the number of channels targeting this age group of children on YouTube. In addition, some Saudi studies recently published in Arabic (Qutb & Shouey, 2021; Alkhayat, 2020; Al-Bibsi et al., 2020) have reported indicators that reflect that YouTube is the preferred social networking platform for children in Saudi Arabia.

2.3.2 YouTube Content

YouTube offers a variety of content to suit all ages and interests (Stokel-Walker, 2019). It also provides various contents which children prefer to watch, whether for entertainment, such as challenges or funny clips, nursery rhymes, cartoons and educational videos which help children to acquire new information and skills and help with homework (Izci et al., 2019). Studies of the content which children prefer on YouTube will be discussed next.

Qutb and Shouey (2021) and Al-Bibsi et al. (2020) showed that Saudi children are interested in vlogger content. Vloggers are people who create video blogging content on YouTube, which are videos in which vloggers share various content such as daily routines, give tutorials, or play games, and viewers can interact with them by leaving comments or by ‘liking’ them (Folkvord et al., 2019). It is possible to confirm the popularity of vlogger content by examining the number of subscribers to these channels. For example, the Mmoshaya channel reached 20.8 million subscribers on 6 September 2021, according to YouTube (Mmoshaya is a famous family of vloggers in Saudi Arabia) (Qutb & Shouey, 2021). It is clear from the number of subscribers to this channel that children in Saudi Arabia are interested in watching vloggers along with other family members. The content is presented in Arabic with a Saudi accent, which may not be familiar to users in other Arab countries, especially children. It also presents activities, celebrations and values and social customs specific to families in Saudi Arabia, such as the Saudi customs for preparing for Ramadan. Because of these videos about the Saudi family in particular, it has been assumed that most of their followers are from Saudi Arabia, but despite these indications this cannot be verified because there are no studies which have addressed this aspect.

Attention will therefore be paid to the content which Saudi children prefer on YouTube in the current study in order to fill this research gap.

Several studies have shown pictures of the content preferred by 3-6-year-olds in many regions such as Europe (Lozano-Blasco et al., 2021; Tőkés, 2016; Chaudron et al., 2018; Blum-Ross et al., 2018) and specifically the UK (Marsh et al., 2016; 2019; Ofcom, 2020) and in the US (Rideout & Robb, 2020). Moreover, the content which children prefer differs according to their age. The Common Sense report referred to above showed that there is a difference in the content which children in the US prefer according to their age; for example, children aged 2-4 prefer nursery rhymes and educational videos, whereas children aged 5-8 prefer games, unboxes, challenges and influencers (Rideout & Robb, 2020). Marsh et al. (2019) made similar findings on the difference in the type of content which UK children prefer according to age. Hussein (2018) reported that pre-school children in Egypt prefer watching nursery rhymes in the first place, and then cartoons in English (such as *Frozen* and *Spider-Man*).

Unboxing videos are also a popular content among children aged six and under (Lozano-Blasco et al., 2021; Nicoll & Nansen, 2018; Neumann & Herodotou, 2020; Jaakkola, 2020; Marsh et al., 2019; Ofcom, 2020; Rideout & Robb, 2020; Marsh, 2016). Unboxing is a user-generated video genre in which people open boxes containing products such as devices, toys and confectionery. Unboxing videos increase suspense and drama (Hyosun, 2020) and are a form of advertising (Kim, 2020). Blum-Ross et al. (2018) found a great demand among children in Europe for unboxing videos such as *Touni Toys* (Lozano-Blasco et al., 2021). Children's preference for unboxing videos may be due to their natural love of mystery or surprise (Marsh, 2015).

In addition, children prefer educational videos made specifically for children (Chen, Teo & Nguyen, 2019; Lozano-Blasco et al., 2021; Ofcom, 2020) such as the 'Happy Learning Español' channel (Rideout & Robb, 2020). Children like to watch video tutorials on how to draw, cook, dance, make crafts and build with Lego (Rideout & Robb, 2020) and hobbies (Ofcom, 2020). Children also prefer funny videos such as pranks and videos of playing with toys (Ofcom, 2020; Marsh et al., 2019) and about animals (Marsh et al., 2019).

From the discussion above, we can deduce the diversity of content that 3–6-year-olds prefer on YouTube. The current study will focus on exploring the preferred content and what attracts children, but there may be a uniqueness in the selection of Saudi children who grow up in a conservative Muslim community.

2.3.3 Parents' Opinions about YouTube

Studies have shown differing opinions of parents about YouTube. Some have found that parents believe that YouTube has both positive and negative influences at the same time on their children

(Marsh et al., 2019; Rideout & Robb, 2020; Ofcom, 2020). Others have shown that parents believe that the benefits of YouTube outweigh its negatives, in the UK (Ofcom, 2020), in the Common Sense report in the US (Rideout & Robb, 2020) and in Kuwait (Alkhayat, 2020; Al-Shamari & Al-Balhan, 2019).

Despite the varying opinions, there is a recognition by parents of the benefits and the positive experiences that children get from the content that they watch on YouTube, despite their fears and concerns about what negative influences their children could receive from the content. Parents' opinions of YouTube are a significant factor which has not been previously studied in Saudi Arabia to determine the extent to which parents support the benefits of YouTube and their tendency to view YouTube positively or negatively in terms of the influence that social media have on children aged 3-6.

To understand the benefits that parents believe their children get from watching YouTube and the fears of negative influence, studies which have mentioned the benefits that children aged 3-6 receive will be discussed from the parents' point of view in the next section. The review will also consider studies which have mentioned the fears expressed by parents which raise their concerns about their children's use of YouTube.

The Positives of YouTube

Various types of YouTube positives have been studied in many countries, including education, exposure to other cultures and entertainment. Education has been highlighted as one of main benefits for children from YouTube. Many studies have reported that parents believe that their children at the age of six and younger learn several skills and a great deal of information from YouTube. Some have shown that parents find YouTube an enjoyable way to teach their children (Lozano-Blasco et al., 2021; Attavar & Rani, 2018; Alkhayat, 2020; Rideout & Robb, 2020; Chen et al., 2019; Izci et al., 2019; Marsh et al., 2019; Hussein, 2018). Others have shown that children learn letters and numbers (Chaudron et al., 2018; Dashti & Yateem, 2018), shapes and colours (Chen et al., 2019) and animals (Dashti & Yateem, 2018; Hussein, 2018; Al-Shabeeb, 2017) and parents have also found that their children have learned some hobbies from the videos which they watch on YouTube, such as drawing (Marsh et al., 2020). Children also follow gamers' channels to learn gameplay strategies, such as Minecraft (Marsh et al., 2019; Marsh, 2015).

Some studies have clarified the role of YouTube in children's learning of English as a second language; parents have stated that their children learn English through YouTube videos. Blum-Ross et al. (2018) showed that parents in Europe believed that YouTube was useful for their children to learn other languages. For example, Akhmad and Saleh (2019) found that children aged 3-7 could acquire a second language (English) from watching YouTube (Asmiarti &

Winangun, 2018). In Indonesia, repeatedly watching their favourite nursery rhymes such as 'Johny-Johny' was found to help children to acquire the language from the words in the song and to understand the meaning from the context of the scenes. This result is consistent with findings from parents in Kuwait (Alkhayat, 2020) that their children learn English through what they watch on YouTube and also confirmed the findings of a Saudi study which was limited to Riyadh (Al-Shabeeb, 2017), indicating that children aged 0-12 learn English through YouTube, and a study in Egypt (Hussein, 2018) made the same finding.

Another benefit of YouTube is that it helps to improve cognitive development in early childhood. Asmiarti and Winangun (2018) found that children showed cognitive development, imagination, curiosity and focus, a finding also reported by Marsh et al. (2015) and Ofcom (2020) that YouTube helps to develop creative skills in children and that YouTube videos are considered a source of creativity and imagination in children (Marsh et al., 2020). Children acquire creative play dialogues from the surrounding environment and then rebuild them during play (Chesworth, 2016).

Additionally, parents find that YouTube is useful for introducing their children to other cultures and the customs and traditions of other cultures and learning about the lives of children of the same age as themselves in these cultures. Studies in many countries have found this; for example, in Europe, Blum-Ross et al. (2018) showed that parents found that YouTube helped their children to learn about other cultures, and parents in some Arab countries such as Kuwait (Alkhayat, 2020), Jordan (Oliemat et al., 2018) and Egypt (Hussein, 2018) have all reported similar findings, in addition to Saudi Arabia (Al-Shabeeb, 2017).

Studies in Arab and Islamic countries have also focused on another benefit. Parents have indicated that YouTube helped their children to memorise the Qur'an and learn Islamic values and teachings and polite behaviour, as reported by Alkhayat (2020) in Kuwait, by Oliemat et al., (2018) in Jordan and by Ali et al., (2022) in Malaysia.

In addition, parents have said that YouTube is an entertaining tool for children and helps them to relax (Abdel-Shafi, 2021; Marsh et al., 2019; Hussein, 2018). It is also considered an enjoyable entertainment source for the child inside the home, as it provides a suitable alternative for children in some circumstances, such as a parent's preoccupation with housework (Izci et al., 2019) and the weather not being suitable for playing outside, such as extreme cold or rain (Tőkés, 2016). Lozano-Blasco et al. (2021) added that YouTube had been an entertainment medium for children forced to stay at home during lockdowns due to the Covid-19 pandemic.

From the discussion above, it can be concluded that children aged 3-6 can access many benefits, such as learning, acquiring skills, hobbies, languages, learning about new cultures and simple

entertainment. It can also help Muslim children in particular to memorise the Qur'an and learn Islamic values. Even so, despite the reported benefits which parents believe their children get from watching YouTube (Tőkés, 2016; Izci et al., 2019; Marsh et al., 2019), there are still gaps in the Saudi literature about the benefits of YouTube for children, so the current study is designed to address this aspect. Moreover, the current study might identify other benefits of watching YouTube which have not been highlighted before for Saudi children aged 3-6, as one focus of the study will be on the benefits which parents believe there are for Saudi expatriate children living in the UK in order to determine whether YouTube contents have any benefits which differ from those for Saudi children living in Saudi Arabia and to lead to a deeper understanding of children's use of YouTube.

The Negative Aspects of YouTube

After considering the positive aspects of YouTube, the negative influences which children might face from using YouTube will now be discussed. Many studies have clarified them, with parents expressing their fears about their children's use of YouTube. Previous studies have discussed both the positive and the negative aspects of YouTube from parents' point of view, and the disadvantages include possible exposure to harmful material such as sexual, violent or terrifying content, in addition to the impact on the health and activity of the viewer from sitting in isolation for long hours looking at a small screen. The current study will therefore focus on both the negative and the positive influences of YouTube on Saudi children aged 3-6 from the parents' perspective to understand the phenomenon of children using YouTube in order to understand children's broad engagement with YouTube.

One of the concerns raised by parents is that their children are exposed to content which they feel is inappropriate for children under six years of age, such as sexual, violent and intimidating content (Rideout & Robb, 2020; Ofcom, 2020; Marsh et al., 2019; Chen et al., 2019; Papadamou et al., 2019; Al-Shamari & Al-Balhan, 2019; Chaudron et al., 2018; Hussein, 2018; Livingstone et al., 2014) in addition to children's exposure to impolite language (Abdel-Shafi, 2021; Qutb & Shouey, 2021; Izci et al., 2019; Hussein, 2018). Children might be exposed to inappropriate content on YouTube either by chance through the videos which are suggested or by searching with the wrong word. First, by chance, by switching from one video to another according to the recommendations offered by YouTube, Papadamou et al. (2019) reported that there is a 3.5% chance of a young child who starts watching appropriate videos being recommended to inappropriate ones within ten recommendations. This is consistent with the opinion of children in Europe aged 0-8 that nude content which had appeared to them by chance had disturbed them (Chaudron et al., 2018), and children indicated in the Ofcom (2020) report that they were exposed to inappropriate content by chance, such as videos which incite hatred. Second, children can be

exposed to content inappropriate for their age by searching incorrectly, such as by misspellings while typing in the search box on YouTube or by voice search. Some children aged 5-6 have indicated that they had seen violent content due to a spelling error during the search, and they were disturbed by the results which had appeared (Marsh et al., 2019).

Parents have also expressed their fears and concerns about their children's exposure to content which invites self-harm due to what they hear about children's suicide through social media (Ofcom, 2020; Chaudron et al., 2018). However, their children did not encounter inappropriate videos for their age or were actually endangered, but parents believe that such content does exist on YouTube. They are therefore concerned that their children will be exposed to this content which might cause them harm, whether it is psychological harm or children imitating what they see which could expose them to physical harm (Chaudron et al., 2018).

Research has also suggested that parents feel worried about their children being exposed to advertisements which are not appropriate for their age, such as advertisements for alcohol and smoking and advertisements which contain inappropriate scenes. Izci et al. (2019) commented that children could be exposed to advertisements containing sexual scenes. Regarding children's exposure to inappropriate advertisements, Rideout and Robb (2020) found that parents had reported that their children were never exposed to inappropriate advertisements. Also, some children close advertisements as soon as they appear. Parents have clarified that children often cancel advertisements which appear while they are watching (Marsh et al., 2019; Ofcom, 2020). It should also be noted here that alcohol advertisements do not appear in Saudi Arabia, where its sale is prohibited so it is not promoted (Ministry of Commerce, 2013), and a child will never be exposed to this type of advertisement in Saudi Arabia. This would therefore not be one of the negatives to which a child might be exposed in Saudi Arabia. Nevertheless, it will be ascertained during this study whether or not these inappropriate advertisements are one of the parents' fears in Saudi Arabia.

Parents have also expressed their concerns about the potential negative influence of YouTube celebrities on their children, such as affecting children’s behaviour or increasing their desire to buy goods promoted by celebrities (Mufti, 2022; Qutb & Shouey, 2021). The parents also believed that children's watching of YouTube might negatively affect their health and their lack of social contact with others. In addition, parents pointed to the negative influences of content which presents misconceptions about Islam. Parents also thought that watching YouTube for a long time influenced children's mental health and had a negative effect on their speaking skills. Furthermore, goods are promoted directly through advertisements or indirectly through their display during their use in a way which seems spontaneous in a video but is considered to be a type of marketing through celebrities (Marsh, 2016). Livingstone and Haddon (2008) reported that children’s

exposure to YouTube advertising and marketing causes parents' anxiety that it will increase their children's desire to buy products (Izci et al., 2019) as a result of watching YouTube celebrities market products such as unhealthy food (de Veirman et al., 2019; Castelló-Martínez & Tur-Viñes, 2021; Alruwaily et al., 2020; Tur-Viñes, Núñez-Gómez & González-Río, 2018; Izci et al., 2019). Goods such as toys are often featured in unboxing videos, which are popular with children. For example, the Rain channel, a vlogger channel which provides reviews of toys and products, has been very popular (Izci et al., 2019; Marsh, 2016). The vloggers' channels work on the commercial promotion of products through the content which they provide, which might push children to order these goods online (Mufti, 2022; Qutb & Shouey, 2021; Blum-Ross et al., 2018; Izci et al., 2019). It has also been shown (Tur-Viñes, Núñez-Gómez & González-Río, 2018) that the way in which vloggers display products motivates the purchase of those products, such as explaining the features of the products and presenting them in a way that arouses the curiosity of children to own them. Parents in the Saudi study expressed concerns about the influence of vloggers' channels on the behaviour of their children; they referred to the potential influence of children imitating vloggers' rude behaviour or language (Al-Bibsi et al., 2020; Qutb & Shouey, 2021; Al-Shabeeb, 2017).

Parents have also been reported in some studies as saying that watching YouTube might affect children's health as a result of sitting still for long periods (Tokés, 2016; Al-Shabeeb, 2017; Al-Shamari & Al-Balhan, 2019). Some parents in the Saudi study added that using YouTube for long hours might cause distraction and lack of focus in children (Al-Shabeeb, 2017). The parents in some Arabic studies added that watching YouTube might lead children towards isolation and create an unwillingness to socialise with others (Abdallah Tani et al., 2021; Alkhayat, 2020; Al-Shabeeb, 2017). Some studies reported parents' belief that watching YouTube for long hours wastes children's time and they considered it of no benefit to them (Alkhayat (2020; Al-Bibsi et al., 2020; Mufti, 2022). Watching YouTube for many hours could be overcome by controlling the hours which a child watches YouTube (Izci et al., 2019). It cannot be certain that this is simply the use of YouTube by children, but the reason may be that the hours of children's use of YouTube are not controlled.

Haddon (2015) found that some children viewed their parents' fears as unjustified. For example, children found their parents' fear of exposure to violent content illogical because violence is on the news nearly every day.

Although parents have expressed many fears about their children's technology and device usage, the current study will focus specifically on Saudi parents' concerns about YouTube. Few studies have focused on Saudi children aged 3-6 or parental mediation for Saudi adolescents (Albeladi & Palmer, 2020). Furthermore, the fears of parents in Saudi Arabia, a conservative Islamic society,

might differ from parents' fears in other societies (Al-Naim & Hasan, 2018). This difference includes a number of issues. Laws applied in other countries are not acceptable in Saudi Arabia because of religious teachings (Al-Naim & Hasan, 2018). For example, at a United Nations conference held in 2021, Saudi Arabia refused to accept birth outside of a marital relationship as it is religiously and culturally rejected there (Hassan, 2021).

Looking at the negatives reported by previous studies, watching content which is not suitable for children aged 3-6 or harmful content is possible because of the diversity of content on YouTube and the ease of access. Light will therefore be shed in this study on the negative influence which parents think YouTube can have on their children. It is also necessary to explore whether their fears are real justified beliefs, which might help to raise awareness in Saudi society of the phenomenon of children using YouTube.

Many Arab studies have focused only on the negatives of YouTube without referring to the positives (Mufti, 2022; Abdel-Shafi, 2021; Qutb & Shouey, 2021; Hadi & Rasheed, 2021; Al-Bibsi et al., 2020; Aboromi, 2017; Hadi, 2017; Abdullah, 2015; Habbh, 2015; Rahmani, 2014), such as studies which have focused on the negatives of seeing violence, social isolation and exposure to sexual content. Focusing on the negatives and ignoring the positives could deprive children of the opportunity to benefit from useful content on YouTube because of their parents' fears, who have heard from others about the dangers of YouTube (Plowman & McPake, 2013). The benefits of YouTube which can accrue to children are among the aspects that still need to be studied, especially in Saudi Arabia for children aged 3-6, where there have been no studies in this field. The advantages and disadvantages of YouTube from parents' perspective in Saudi Arabia for children aged 3-6 will be discussed in the current study to bridge the research gap in this field.

2.3.4 Screen Time

In regard to screen time, many studies have referred to the hours a child uses a device and called it 'screen time'. The Common Sense 2020 report (Rideout & Robb, 2020) showed that children aged up to eight generally use devices for 3:19 hours a day. The report also clarified the different activities that children carry out on their devices, such as playing, reading books, using different applications and watching videos on YouTube. Al-Shabeeb (2017) found that for children aged one to twelve in Saudi Arabia (in Riyadh), most children in the sample spent more than three hours each day using devices. The majority of the children aged 4-12 in another sample were also found to spend three hours a day on devices in Kuwait (Al-Shamari & Al-Balhan, 2019). The TREND (2021) report showed that Saudis generally use social media for an average of three hours a day. In Egypt, Hussein (2018) showed that mothers believed that their children watched YouTube on average for 3-5 hours per day. Marsh et al. (2019) also clarified the difference when

devices are used according to age and that these hours may be more on weekends than on weekdays. Children's time on devices can vary according to several factors, such as age, type of content and activity.

Although there are studies that have presented results showing the hours children spend on devices, screen time, there has been recent controversy about estimating the hours that children use devices. A study confirmed that the times reported by parents may not be a reliable measure of the hours of actual use of devices but rather are subjective estimates (Barr et al., 2020). In the literature, there are many studies that referred to the term 'screen time' as the estimated hours that families provide about their children's use, so a question was included in the interview and online survey in the current study about the time children spend on YouTube. When I discuss the results, I shall take into account that the time mentioned by the families is considered an estimated time and not an accurate determination of the time, as I agreed with Barr et al.'s (2020) misgivings on this issue.

As for the devices that children prefer to watch YouTube on, the results of several studies have indicated that pre-school children prefer to use tablets to watch YouTube (Ofcom, 2020; Marsh et al., 2019; Hussein, 2018). Marsh et al. (2019) found that children up to the age of sixteen used smart TVs, tablets, smartphones, laptops and game consoles, and that the most popular of the tablets was the iPad, followed by the Samsung Galaxy Tab. The Ofcom (2020) report showed that tablets were the most used among children aged 3 to 15, followed by smart TVs and smartphones. Indicators show the demand of Saudis in general, as the percentage of internet users in Saudi Arabia reached 95.7% of the total population (TREND, 2021).

2.4 The Uses and Gratifications Approach

Many previous studies have used the U&G approach to study social media platforms such as TikTok, Instagram and Twitter, but most of them have focused on adults and adolescents (Bucknell, Bossen & Kottasz, 2020; Jiménez, López & Pisionero, 2012). Only a few Arab scholars have studied social media usage among children aged 7-12 (Al-Hayes, 2015; Bayoush, 2016; Hussein, 2019). There is therefore a lack of research on the use of social media in early childhood. Chen et al. (2019) explored children aged 1-5 and their families in Singapore but focused on the benefits gained from the children's use of tablets, whereas the current study seeks to analyse the use of YouTube in children aged 3-6 from a U&G perspective. Furthermore, to the best of my knowledge, no studies have addressed the needs and gratifications perspective, especially in children aged 3-6 in Saudi Arabia.

In this section, the U&G approach will be explained and then discussed. This approach focuses on three key elements: active users, motivation and gratification. Active users choose the platform

which they want to use and the type of media they want to view (Haridakis & Hanson, 2009; West & Turner, 2009). The theory explains users' motivations for using various media: utilitarian motives such as obtaining information and knowledge and gaining experiences, ritual motives such as alleviating boredom and accessing entertainment, and social motives, which include trying either to create new virtual relationships or to strengthen existing relationships with friends and family by communicating with them through social media platforms and sharing photographs and videos (Shao, 2009; Sundar & Limperos, 2013; West & Turner, 2009). The theory also explains users' gratification received from social media platforms, especially YouTube. Balakrishnan and Griffiths (2017) categorised the gratification achieved from YouTube as follows: first, the satisfaction of viewing the content for which a user searches, such as comedy or animated content; second, the social satisfaction gained from communicating with others; third, the process satisfaction resulting from gaining access to entertainment and spending time on leisure activities; and fourth the satisfaction of using effective technology, which includes the ease of use through the YouTube platform. Studies have also shown that the satisfaction of needs occurs according to the state of development of the technology, the social media platforms available and the services provided to users. In addition, the theory explains how the way in which the user interacts with these platforms makes the U&G approach capable of interpreting users' interactions, which helps to identify new needs which emerge with the development of social media (West & Turner, 2009). I shall next discuss how the U&G approach helps to explain users' utilisation of social media platforms, including YouTube

2.4.1 The U&G Approach Explained

In the past, the concept of media included only a few mass communication tools, such as newspapers, radio, television and cinema. However, this definition has changed as the media have become more comprehensive with the emergence and development of new technologies. Social media platforms have appeared which have helped to expand user interaction. User interaction is no longer limited to interacting with the device itself; instead, the user can interact with other users through social media platforms such as Twitter, Facebook and YouTube. Users can also broadcast their own content with which others can interact (Sundar & Limperos, 2013). As a result of the increased user interaction with technology and its applications such as social media, further study is required. In this respect, the U&G approach helps to explain users' interactions with technology (Chordia, Yip & Hiniker, 2019) and with the internet (Jiménez, López & Pisionero, 2012; Bayoush, 2016). The U&G approach has also helped to understand users' interactions with the media: I shall next discuss the U&G approach as a context for its use in the current study.

The founder of the U&G approach, Katz (1957), described it as a framework for exploring how different people use the same media messages for various purposes to meet their psychological

and social needs and to achieve their goals. The U&G approach does not focus on what the media do to people, but rather on what people do with the media (Katz, 1959).

The U&G approach first suggests that users are active; second, that a medium is used with a goal in mind; third, that medium consumption meets different needs; fourth, that people learn why they use a particular medium and can articulate the reasons; and finally, that satisfaction has its origins in media content and the social environment in which the exposure occurs (Katz, 1957; Bayoush, 2016). The U&G approach focuses on active users who choose the content to which they wish to be exposed and the needs which drive them to seek satisfaction from using the media. People's environment and social and cultural background also influence their choices, including exposure. The U&G approach might therefore help to explain children's use of YouTube in general and their choice of a particular type of content. Moreover, the theory might help to explain the influence of the environment in which the child lives on the content s/he watches since the current study will explore the use of YouTube by Saudi children in Saudi Arabia and in the UK.

2.4.2 Active Users

One of the essential assumptions proposed by the U&G approach is that users are active because they choose to use media and content based on their needs. They therefore search for a medium which will satisfy their needs and interests. Different motivations drive how people consume content to obtain information and entertainment, participate in social interaction and community development and produce self-expression and self-realisation (Katz, Blumler & Gurevitch, 1973). Zahran (1999, p. 249) defined 'need' as a lack of something which, if it is found, satisfies the living being. The need is necessary either for the stability of life itself (a biological need) or for a better life (a psychological need).

'Motivation' is an internal force that urges an individual to undertake a specific activity to satisfy a desire. This force continues to push the individual and direct her/his behaviour until it meets the desire or need (Taha, 2020, p. 81). Zahran (1999) suggested that satisfying psychological needs could help an individual to achieve physiological, psychological and social balance as the satiation of needs leads people to be comfortable with themselves and with others. Moreover, each person's communication behaviour differs due to social and psychological factors. Consequently, communication behaviour will affect how people's needs and interests are satisfied when using media (Katz et al., 1974). Liu (2015) added that the U&G approach focuses on the audience and showed that social media use results from users' desire to satisfy their psychological and social needs. Thus, the audience is defined as active users, and their choice of media is meaningful, goal-oriented and stimulating to meet those social and psychological needs or desires. Because of the

internet, the concept of an active audience has now reached a peak; it has moved from assumption to obvious reality.

The internet audience is now so active that we rarely refer to it as an audience as in the past, for example, television and radio audiences. Instead, audiences have become users (Sundar & Limperos, 2013). However, users do not just choose between television channels as before, as the options have become more diverse due to the internet: there is a variety of choices, such as selecting between sharing with others through social media, talking with others about a topic on social media, creating a YouTube video or a wide range of other actions (Shade, Kornfield & Oliver, 2015). Media selection is important to users because users are actors. A user might choose programmes such as *The Simpsons* when they want to laugh and the BBC News when they want to get the news. The implication here is that users enjoy a great deal of independence when making media choices (West & Turner, 2009). The theory can therefore explain children's choice of the content which they watch on YouTube. The current study is focused on why children choose particular content on YouTube and on determining their motives for choosing it.

User activity is controlled by a range of circumstances such as cultural and social background, psychological state and family status. The media selection criteria depend on the users' social structure, personalities, motivations and psychological needs and on conditions and factors within their social environment (Katz et al., 1974; Haridakis & Hanson, 2009). Adults' motives can also influence pre-school children's choices towards watching particular content (Galpin, 2016). Users' motives also affect the choice of the platform, such as choosing to watch a video from YouTube instead of another platform, and even whether they decide to watch the video alone or watch and share it with others (Haridakis & Hanson, 2009).

The theory adds that these gratifications can vary according to a user's environment. Vincent and Basil (1997) showed that university students had preferred to follow the content of the news during the Gulf War because they wanted to know the developments of the war. In another example, in a study of the influence of the environment on the gratifications which the user seeks to satisfy, Harwood and Vincze (2015) found that expatriates preferred to watch television programmes in their mother tongue to satisfy their social identity, reduce feelings of alienation and preserve their mother tongue. These examples show that the user's circumstances and environment can affect the needs which s/he seeks to satisfy. The U&G approach might therefore explain the different needs that Saudi children seek to satisfy according to the environment in which they live, whether it is Saudi Arabia or the UK.

The advantages and the diversity of the services provided by social media to make the use of these platforms more accessible and more flexible have also helped to increase user interaction with social media, as these platforms provide users with many results satisfying their needs (Shao,

2009). One example of a platform which provides different content is YouTube. On YouTube, a user can watch videos which support academic study and deliver lessons and information (Taha, 2020; Lichter, 2012). There is also content on YouTube for entertainment purposes, such as unboxing videos (Marsh, 2016; Jaakkola, 2020) which children find enjoyable, as has already been explained. In addition, there is YouTube celebrity content where children can watch celebrities relevant to their age and interests (De Veirman, Hudders & Nelson, 2019; Folkvord et al., 2019; Alzara, 2019).

Despite the importance of the U&G approach in explaining the activity of users of social media, including YouTube, most of the previous studies have focused on the activity of adults and adolescents in the use of YouTube. Some studies have explored the activity of YouTube users in terms of content production and sharing on YouTube and the needs which are satisfied by this type of activity (Shade et al., 2015; Balakrishnan & Griffiths, 2017; Chiang & Hsiao, 2015).

The U&G approach is an important consideration to help understand why children spend most of their time on social media. According to Tamborini et al. (2011), children use media to gratify specific needs and wants. One major criticism that can be considered in using the U&G approach is that the motives are not well represented and analysed concerning the consequences and antecedents (Tamborini et al., 2011). Another criticism of the U&G approach is the lack of precision on the major concepts addressed, resulting in a confused explanation of different events that affect the theory. Tamborini et al. (2011) commented that the motives outlined in the literature are vague as they focus on the existing relationships and social media platforms.

Furthermore, in the U&G approach, media are sometimes considered to be part of a conspiracy that affects the social acceptance and contention of users' behaviour (Ang, 1996). Children are attracted to YouTube for different reasons, but the theory does not give exact motives for using the approach to examine media use (Tanta et al., 2014). The consumption and the justification for using the media differ from child to child, making it challenging to identify and analyse a common goal.

Tamborini et al. (2011) added that another criticism of the theory is the evaluation testability method; it is difficult for children to accurately report their motives for media use as they are young. Tamborini et al. (2011) stated that the idea only emphasises the description rather than the prediction and explanation. The difficulty in outlining and recording children's motives makes it challenging to analyse them using the U&G approach. To understand why children prefer using YouTube, Ruggiero (2000) believed that it is essential to analyse the underlying needs behind their choices. The U&G theory mainly outlines the gratifications of children and their relationship to social media use. This will therefore be explored in the current study.

2.4.3 The Motives

According to the assumptions of the U&G approach, motives are the tools which direct users towards their goal of satisfying their needs (Park & Goering, 2016). Katz, Haas and Gurevitch (1973) stated that the motive for users to use media is cognitive need, which includes obtaining information and expanding the perceptions of knowledge by searching for and viewing the media, and today, of course, this also applies to the internet. People also need to have fun by watching entertaining content, such as cartoons, and listening to music, and a need to form relationships and friendships through social media by getting to know people who share your interests, in addition to strengthening the relationship with friends and family by communicating with them through social media platforms by sharing photos and videos (Park & Goering, 2016). Social needs are what users seek to fulfil on social media through virtual societies formed when people carry on public discussions through social media platforms to develop personal relationships. Virtual communities make it easy for users to find other people who share their interests and goals, and to express opinions and concerns in a supportive environment on social media.

Among the motives identified by previous studies is the psychological state of the user, such as the desire for fame or for acceptance by others (West & Turner, 2009), self-confidence (Sundar & Limperos, 2013) and boredom and loneliness (Shade et al., 2015). When users join virtual groups online, they can feel a sense of belonging, that they are important to each other when sharing and discussing ideas (Sundar & Limperos, 2013; Shao, 2009). West and Turner (2009) added the need to escape, which means escaping from reality to get away from the stress of everyday life by communicating with virtual friends or watching fictional films designed for relaxation. In addition, Galpin (2016) stated that pre-school children's choice of the content can be related to the need for decision-making and the desire for independence.

Park and Goering (2016) categorised the different motivations of users towards using the media. First are utilitarian motives, which include motives for obtaining information and gaining experiences through, for example, watching factual television programmes and the news. Second, ritual motives which include relieving boredom or evading reality through entertainment, such as watching movies and comedy shows. Finally, social motives, which include getting to know others, making new friends and strengthening relationships with family and friends.

The U&G approach also helps in understanding the many different needs which can be satisfied by using technology, its applications and social media, as the technology itself can create new needs, according to its advantages. These motives differ according to the medium and the device of choice (Shade et al., 2015). Users' motives can influence their choice of the type of medium which they employ.

The U&G approach has explained users' motives for using social media such as Twitter, Instagram, Tiktok and YouTube. Some studies have established that the motive for users' use of Twitter is to share views and to get to know others (Kim et al., 2016; Chen, 2011) and that users use Instagram to communicate with others (Raji et al., 2020). Some similarly use the Tiktok platform to get to know others and create entertainment by creating and sharing content or watching other people's content, and teenagers have been found to consider TikTok to be an enjoyable platform (Bucknell, Bossen & Kottasz, 2020). Some studies have also shown that users' motives for using YouTube are entertainment, passing the time and obtaining information (Park & Goering, 2016; Haridakis & Hanson, 2009; Yen et al., 2019; Hussein, 2019).

Although the U&G approach provides explanations for the motives of social media users, most of the previous studies have involved adults whose motives are very likely to differ from those of children aged 3-6. The current study sheds light on the different motives relating to children's feelings of alienation in an environment different from their ethnic and religious origins, which might add to the motives previously identified by the U&G approach. It is hoped that the current study will identify new motives for children in this age group to use YouTube in general and the motives for watching particular content on YouTube, which could provide a deeper understanding of the phenomenon of Saudi children using YouTube in both Saudi Arabia and the UK. There is clearly a need for more studies involving the U&G approach, so the current study can be considered important in focusing on the motives of children aged 3-6 in Saudi Arabia for choosing to watch particular content on YouTube.

2.4.4 The Gratifications

Satisfaction from using online media results from fulfilling the needs and expectations which users seek (Park & Goering, 2016). The three main types of satisfaction are content, process and social. Content satisfaction relates to information and the content which the user tracks on the internet. Process satisfaction relates to the actual use of the internet and its applications. Social satisfaction is the fulfillment related to the internet's role as a mode of communication between people and a platform for social networks (Chua et al., 2012).

Balakrishnan and Griffiths (2017) divided the satisfaction achieved from the use of YouTube into four parts: in addition to content, process and social, they added technological. From a YouTube perspective, content satisfaction relates to the users' data search and access; it comes from accessing the desired data, for example, the content in social media includes pictures, videos and songs, depending on the type of medium used and the type of content for which the user is searching. Second, from a YouTube standpoint, process satisfaction combines three expectations: entertainment, the passing of time and self-expression. Third, social satisfaction means enabling

users to participate in social interactions by sharing videos, leaving comments and discussing various topics. Finally, technological fulfilment is represented in the ease of use of the internet and its applications. The internet provides satisfaction in various respects, such as usability and site comfort. Technological satisfaction determines the comfort and rationality of the way in which individuals use the media. At the same time, the internet is the most advanced innovation processor of all media. In addition to the user's devices or media, multiple devices can facilitate specific interactions on YouTube, which further motivates users to view and create content on YouTube (Balakrishnan & Griffiths, 2017). The gratifications achieved are the result which users seek from media or technology applications.

In regard to the use of the internet at home for entertainment and access to information, on the other hand, some studies have used the U&G approach to show the satisfaction achieved from media use. The satisfaction provided by the media varies according to the type of media used; for example, the satisfactions achieved from watching television have been found to be entertainment, relaxation and reduced loneliness (Katz, Haas & Gurevitch, 1973; Rubin, 1984; Bayoush, 2016; Galpin, 2016). Also, among the needs which are satisfied by using YouTube are education and access to information, and users have indicated that YouTube satisfies their needs for obtaining information in an enjoyable way (Buf & Ştefãniþã, 2020). Entertainment can also be considered a common need to be fulfilled when using the media in general. For example, the most viewed and most popular channels on YouTube are entertainment-related channels, such as music, animations and comedy (Sundar & Limperos, 2013). In the current study, the satisfaction achieved by Saudi children aged 3-6 from watching YouTube content will be explored specifically by examining the content which children prefer to watch with the gratifications achieved from it from the parents' observations, for example, as explained in the previous section about children's preference for watching particular content on YouTube, such as cartoons and vloggers. The current study explores the gratifications achieved from watching the contents that children prefer at this age, whether entertainment or educational, which will provide a deeper understanding of Saudi children's use of YouTube in Saudi Arabia and the UK.

One focus in the current study which might be interpreted from the U&G perspective is that the U&G approach helps us to understand why people selectively search for specific media based on their needs (Harwood & Vincze, 2015). Users also choose a device appropriate to the needs which they seek to satisfy, just as the television has previously been the first choice of users to meet their entertainment needs. Otherwise, users choose the mobile phone for knowledge, information and emotional satisfaction (Su & Chen, 2020). This might explain why children choose one particular device over another on which to watch YouTube.

Moreover, the degree of satisfaction achieved might also affect the hours users spend on media, explaining why children use YouTube. Moreover, previous studies have shown that the more particular media meet the needs of users, the more time users will spend on those media, whether it is video games (Wu, et al., 2010; Hamari et al., 2019), communication applications such as WhatsApp (Aharony, 2015) or YouTube (Buf & Ştefăniþă, 2020; Haridakis & Hanson, 2009; Balakrishnan & Griffiths, 2017).

2.5 Parental Mediation Theory

Parental mediation theory explains the strategies which parents use with their children. Despite the importance of the parental mediation theory, especially with the widespread use of media by children, there is still a lack of Arab studies in general and Saudi studies in particular into it. Also, most previous Arab studies in general and Saudi studies in particular have focused on the negatives of the internet and the risks which children might face when using it. Focusing on the negatives increases parents' fears, making them more careful about using parental mediation strategies with their children. No previous Saudi studies have focused on parental mediation, which is a gap in the knowledge which the current study seeks to address (Al-Naim & Hasan, 2018). The types of parental mediation which will be discussed in this section are active and restricted mediation, co-use and technical mediation.

Despite the important role which relatives can play in mediation, most studies have focused on the role of parents in parental mediation and ignored the role of siblings and other relatives (Scott, 2018). However, the role of relatives can be especially important in Saudi society, which is characterised by the presence of the child in an extended family (Al-Zubayani, 2008), and relatives can have a role in monitoring a child's use of YouTube. The current study will therefore also focus on the role of relatives in family mediation. Finally, studies will be discussed which have shown parents' awareness of parental mediation strategies and how to use them with children.

2.5.1 Parental Mediation

Technology plays a role in children's everyday lives, especially given the increasing development of mobile electronic devices, their versatility and their benefits. Technology facilitates many tasks related to education and entertainment (Scott, 2021; Burns & Gottschalk, 2020; Bailey et al., 2017). Children can use devices connected to the internet for many purposes, such as obtaining educational information and constant communication with their families and friends through video communication applications and social media (Scott, 2021; Clark, 2011). In addition, parents use devices to keep their children calm and prevent them from getting bored in restaurants

or waiting rooms (Gillen et al., 2018) or when the parents are busy (Hadi & Rasheed, 2021; Marsh et al., 2020; Chaudron et al., 2018; Tőkés, 2016; Plowman et al., 2008). Parents also use media as a parenting strategy to help to distract irritable infants and regulate their emotions, such as sadness and boredom (Padilla-Walker et al., 2020).

Despite the many positive opportunities which the internet provides, children might face potential risks, such as exposure to inappropriate content (Abdel-Shafi, 2021; Burns & Gottschalk, 2020). Some parents are therefore concerned about the possible negative influence of technology and media use on their children (Chaudron et al., 2018; Zaman et al., 2016). Although some parents remotely monitor their children, just checking on them from a distance or looking at their screens is not enough to know about children's activities because of the ease of device navigation even for a small child, and because of small screen sizes (Chaudron et al., 2018). Parents have expressed concerns that their children may be at risk due to their lack of experience with the internet and their inability to deal with potential dangers, such as communicating with strangers or becoming exposed to inappropriate content containing violence or sexual scenes (Mufti, 2022; Hussein, 2018; Garmendia et al., 2012). Moreover, parents believe that it is their responsibility to balance the benefits of the internet with maintaining their children's safety (Garmendia et al., 2012). Given the experiences which children get from watching YouTube, parents express concern about the risks which their children might face from YouTube and have therefore used several strategies to control their children's use of YouTube. The current study will focus on the types of parental mediation used in Saudi Arabia with their children aged 3-6 when their children use YouTube. In this section, parental mediation and its types will be discussed.

Parents use various strategies to control, supervise and interpret media content to their children (Warren, 2001) and minimise the potential negative influence of the media on their children's lives (Nikken & Jansz, 2014). The parental mediation theory describes parents' practices and strategies to help their children to benefit from media use and avoid possible negative influences. It focuses on interactions between parents and children regarding media use (Lee, 2012) and these interactions are intended to have a positive effect on the children (Scott, 2021; Clarke, 2011). Livingstone and Helsper (2008) commented that parental mediation may not completely prevent dangers but can help to mitigate them. It can also explore positive ways to mitigate the negative role of the media and highlight the benefits of valuable media content (Clarke, 2011). Haddon (2015), however, criticised the parental mediation theory for focusing more on the potential negative influences of media than on what media might achieve in terms of positive family goals.

Parents' types of mediation strategy depend on several factors, such as the extent to which parents themselves use media (Warren & Aloia, 2019), parents' positive or negative views of the internet (Ofcom, 2020), the degree of parental anxiety (Nikken & Jansz, 2014) and parents' social and

cultural background (Chaudron et al., 2018; Nikken & Jansz, 2014), and on child-related factors, such as age and knowledge about using devices (Nikken & Jansz, 2014; Nikken & Schols, 2015). Nikken and Jansz (2014) found that parents tailored parental mediation to suit their children and adjusted their online mediation methods according to their children's developmental stage and internet use.

Nikken and Jansz (2014) also found that parents who used the internet for a long time themselves imposed fewer restrictions on their children, whilst parents who had a negative view of the internet imposed greater restrictions. Nikken and Schols (2015) found that parents were convinced that media were too complex for their children for them to be able to use supervision and technical restrictions and limit their children's access to the internet.

The type of mediation used specifically by parents can differ according to the society and culture to which they belong. For example, Chaudron et al. (2018) found that parents in northern European countries recognised the positive aspects of digital technology and preferred supportive and active parental mediation, open access and content monitoring, whereas parents in southern and western Europe and Russia perceived both positive and negative aspects of digital technology and primarily used restrictive mediation to control their children's internet use in terms of the amount of time spent and the content accessed. In Central Europe, parents perceived their children's use of digital technology as passive and rigorously mediated their use of it in terms of time and content (Chaudron et al., 2018). In Eastern Europe, parents perceived both the negative and positive aspects of digital technology and used mediation which was somewhat restrictive in terms of time but provided their children with open access in terms of content (Chaudron et al., 2018). The current study will explore the effect of these factors on the parental mediation strategies of Saudi parents living in Saudi Arabia and Saudi parents living in the UK.

Parental mediation strategies are active mediation, co-use, restrictive mediation and technological mediation (Livingstone et al., 2012). Chaudron et al. (2018) suggested another type of mediation which they termed 'active distraction'. Ofcom (2020) reported that all parents used at least one form of parental mediation and regularly talked with their children about staying safe online and the rules which they must follow while using the internet.

Given the lack of Saudi studies on this topic, such as what parents think of their children's use of YouTube and the types of mediation that parents use to control their children's viewing of YouTube, the current study gathered data from several cities in Saudi Arabia and used a mixed-methods approach to collect quantitative and qualitative data to understand parents' mediation of their children's use of YouTube.

2.5.2 Types of Parental Mediation

In this section, I shall discuss the types of parental mediation already mentioned: active mediation, co-use mediation, restrictive mediation and technical mediation.

Active Mediation

Active mediation involves helping children by explaining what they should do when they encounter a technical or content-related problem while using media (Chaudron et al., 2018). Active mediation involves parent/child discussions regarding media content and has been called helpful direction, discussion and explanation. Active mediation includes educating children about media programming and is associated with several favourable results, including better TV comprehension and news scepticism. Active mediation can lessen the negative influence of TV on children, including unwanted responses to advertisements, news, violent programming and scary content (Gentile et al., 2012). Parents discuss and critique content and provide explanations or instructions to children to guide them, increase their critical awareness, stimulate learning outcomes and simplify incomprehensible or complex content (Scott, 2021; Warren & Aloia, 2019; Storm-Mathisen, 2016; Nikken & Schols, 2015; Garmendia et al., 2012). Active mediation can also help children to react safely when they meet strangers online, or are harassed or bullied, by teaching them the rules of behaviour on social media (Nikken & Jansz, 2014). Zaman et al. (2016) defined active mediation as counselling and evaluative and critical conversations which parents have with their children about time spent online, devices, content and purchases in order to guide children and protect them from potential dangers on social media.

During active mediation, parents talk about several topics, including possible technical problems, instructions for using game devices and explanations about why they do not want their children to watch violent content (Scott, 2021; Zaman et al., 2016). They also discuss children's viewing habits; times when device use is prohibited, such as before bed and during meals; and purchasing matters, such as why they do not want their children to purchase applications and access free alternatives (Zaman et al., 2016).

Discussing programme content through active mediation can stimulate children's critical thinking skills and critical understanding (Chaudron et al., 2018; Lee, 2012). Critical understanding in this context is defined as the skills and knowledge which a child needs to understand how to obtain the benefits of using the internet and avoid potential risks (Ofcom, 2020). The Ofcom (2020) report showed that the awareness of children that vloggers might receive money to display and market products is something which increases with age.

Haddon (2015) studied parents' mediation techniques and opinions on their children's use of social media and found that children preferred active mediation because it involves dialogue and discussion to help them to become independent users instead of having to abide by restrictions imposed without any justification. The children expressed a desire to obtain the trust of their parents and demanded their right to privacy. They also said that they did not tell their parents when they encountered a bad situation on the internet out of fear that they would be punished and forbidden to use their devices, even though they thought that they had done nothing wrong (Haddon, 2015).

Chaudron et al. (2018) found that parents of children up to the age of eight believed in the importance of talking to their children about their internet use but did not discuss some of the possible risks because they did not think that their children would understand that kind of conversation. In contrast, Ofcom (2020) reported that the percentage of parents who discussed how to stay safe on the internet with their 5-15-year-old children had increased from 81% in 2018 to 85% in 2019. Furthermore, Ofcom (2020) clarified that active mediation may be related to the child's age and found that more parents tended to discuss content as their children got older. In addition, Garmendia et al. (2012) stated that nearly 90% of European children aged 5-8 reported that their parents practised some form of active mediation.

Gillen et al. (2018) found that parents used active mediation to support their children's education by watching animal videos and discussing them with their children. In addition, parents' positive or negative perceptions can affect their use of active mediation. For example, parents who believe that media have a positive influence often apply co-use and active mediation (Nikken & Schols, 2015).

Scott (2021) suggested a type of mediation which is positive or instructional active mediation and is when active mediation includes a family member who actively interacts with the media content in which the child is participating, whether by explaining the content to the child or helping her/him while using the application; or a discussion about restricted mediation, meaning that intervention or mediation involving family members generates new learning for the child or other positive outcomes (Scott, 2021).

In summary, active mediation involves discussions about content, devices, time and the safety of children using media. It also involves teaching children how to use devices and to critique content in order to be able to use media independently and safely. From the findings of the studies reviewed above, active mediation can be considered an effective type of mediation as it helps a child to think critically and to choose, which helps the child in the future to deal independently and safely with the YouTube content. However, despite their understanding of the importance of active mediation, some parents find that their children may not understand the directions which

they give them about the content. They might think that their children would not understand all the discussion about the content, so they avoid some points because they are convinced that the children will not understand them. The current study will seek to determine the extent to which parents apply active mediation and how they avoid dialogue with their children aged 3-6 in a conservative Saudi Muslim society.

Co-use Mediation

Co-use is a strategy for shared media use by parents and children (Nikken & Jansz, 2014). Parents and children use digital technologies to watch television or play video games together (Chaudron et al., 2018; Galpin, 2016). Shared viewing can be performed for various purposes, including having fun (Chaudron et al., 2018; Galpin, 2016; Garmendia et al., 2012; Warren & Aloia, 2019). Nikken and Schols (2015) identified two types of co-use. First, co-use can be used for assistance when, for example, a child faces a technical problem and asks for help. Second, the parents participate with their children for fun, such as watching favourite cartoons or playing video games together.

Although co-use involves sharing a media experience without necessarily engaging in discussion or commenting on the content (Lee, 2012; Livingstone & Haddon, 2008; Storm-Mathisen, 2016), it can lead to a discussion between parents and children about the content; therefore, co-use is sometimes intertwined with active mediation (Zaman et al., 2016). It might be difficult to distinguish between co-use and active mediation because internet use can be mixed with co-use and dialogue about internet content between parents and children (Garmendia et al., 2012). Livingstone and Helsper (2008) pointed out that co-use practices, such as children watching television while their parents are in the room, can be accompanied by explanatory, evaluative or guiding conversations, making the co-use more active and turning it into mediation.

In the current study, co-use is defined as the sharing of media, especially YouTube content, by children with their parents, relatives or other children to share fun experiences or helping children when they request assistance after encountering a problem. For example, children, especially those aged 3-6, sometimes need help searching for specific YouTube videos because they cannot write/type well.

Co-use has several benefits for children. Marsh et al. (2020) showed that sharing digital activities and spending time with the family provides space for fun and meaningful interactions, including communicating with extended family members through calls, text messages, voice notes and video calls. Nikken and Jansz (2014) noted that parents protect children from potential dangers on the internet by various means, such as sharing media-related activities. For example, parents use the internet with their children for educational purposes, for entertainment activities such as

watching television, for social activities and for creative activities, such as making videos and playing music (Livingstone et al., 2018). Al-Shabeeb (2017) studied the activities of mothers of children aged twelve and under in controlling their children's use of social media in Saudi Arabia and found that the mothers used two types of co-use: supervising their children while they were watching and sharing with their children in watching.

Factors affecting co-use include parents' free time and presence at home (Connell et al., 2015), the type of device (Livingstone & Helsper (2008), the size of the family (Nikken & Schols (2015), the child's age, the parents' ages and the type of media (Connell et al., 2015). Connell et al. (2015) stated that the application of co-use depends on the amount of free time that parents have and their presence at home and found that mothers were more involved with their children than fathers because they were at home with their children more often; however, fathers were more involved in playing video games with their children than mothers (Connell et al., 2015). They also found that younger parents were the most involved with their children's media use. Furthermore, the parents who used devices and technology most frequently themselves and had positive views about technology were the most involved with their children's device use (Connell et al., 2015). Livingstone and Helsper (2008) stated that co-use might be difficult with tablets and smartphones due to their small screen sizes. In addition, Nikken and Schols (2015) showed that large families prefer co-use more than small families.

Although co-use may be a common type of mediation used by parents, studies have shown that it might also be considered a daily activity because the family shares watching television in the living room daily. Additionally, the existence of mobile devices such as tablets and smartphones has made co-use a little difficult due to the small size of the screen and the child's ability to move with the device, which makes the participation of others more difficult. The family's intervention is reduced as it is limited to discussion without participation, but the presence of parents closes to the child while watching YouTube can nevertheless make them aware of the type of content that the child is watching, and thus avoid any potential dangers to which the child might be exposed from watching violent or frightening content. The current study will therefore focus on the changes in mediation by co-use which have occurred due to children's use of small mobile devices, whether the child's movement is affected by the family's application of co-use mediation, and how the family applies follow-up checks on their children. From the previous discussion of the literature, it can be seen that there is a research gap in co-use mediation Saudi studies, especially on children aged 3-6. Although co-use mediation might be commonly used with children in Saudi Arabia, it can only be known from monitoring the interaction of parents in Saudi Arabia with their children and their supervision of what their children watch on YouTube because there have been no academic studies focusing on mediation by co-use.

Restrictive Mediation

Pasquier et al. (2012) defined restrictive mediation as the setting of clear instructions by parents regarding what their children can and cannot do online, such as time and content-related instructions. For example, parents may limit children's viewing time or block particular sites or applications (Chaudron et al., 2018). Storm-Mathisen (2016) and Warren and Aloia (2019) stated that restrictive mediation establishes rules related to accessing content or defining a period when children can use online media.

Lee (2012) defined restrictive mediation as a parental practice intended to socialise children and control their use in order to protect them from the potential negative consequences of internet use within a hierarchical power relationship between parents and children. Livingstone and Helsper (2008) defined restrictive mediation as the establishment of rules limiting the use of media, including restrictions on how long it can be used, the location of use and the content (such as restricting exposure to violent or sexual content), without having to discuss the reasons for the restriction. Zaman et al. (2016) defined restrictive mediation as the imposition of parental restrictions on children's use of devices in terms of content or the period spent watching media in order to limit and control their media use.

According to all the definitions, restrictive mediation is a clear and fixed set of time, content and device-related rules and restrictions which parents put in place to regulate their children's media use in order to achieve a safe internet experience for their children. However, some parents do not discuss or justify these rules with their children.

Chaudron et al. (2018) suggested a type of mediation which they called 'active distraction', which can be seen as a restriction strategy. Instead of setting rules to limit the time spent using devices, parents suggest alternative activities to children, such as playing outdoors with others, or family activities, to reduce the number of hours spent using devices.

Parents tailor the restrictions which they impose on the use of modern technology and the devices used by their children. They might place explicit or implicit restrictions in order to manage young children's use of devices, including placing time restrictions on playtime and combining content and timing restrictions, such as preventing children from using media which energize them just before bed, in addition to preventing the viewing of particular content, such as prohibiting the downloading of some applications, controlling access to media, and requiring children to ask for permission before using a device (Chaudron et al., 2018). Parents might also limit the total amount of media their children watch by limiting the number of episodes watched per day (Gentile et al., 2012). Al-Shabeeb (2017) studied mothers of children aged under twelve in Saudi Arabia and

found that nearly half of the mothers in the sample monitored their children's accounts without their knowledge and specified their children's viewing hours.

The mothers also described many strategies for controlling social media use, including punishing their children for viewing inappropriate content, knowing the passwords of their private accounts, preventing them from watching too much content on social media, and prohibiting them from using social media during a meal. Some mothers preferred to find alternative means of communication, setting viewing hours and using protection programmes to ban bad websites. Some thought that banning social media use sometimes was also an appropriate solution (Al-Shabeeb, 2017). Nikken and Jansz (2014) explained that restrictive mediation includes exercising control over the number of hours children spend on media, such as time limits and the content they can watch.

Zaman et al. (2016) described five types of restriction; time restrictions (limiting the amount of time or when it can be used), device restrictions (preventing children from using a device without permission), content restrictions (preventing children from watching particular types of content, such as violent content), location restrictions (designating the place where children can use devices to keep them safe and protect devices from damage) and purchase restrictions (preventing children from downloading non-free software).

Tőkés (2016) divided restrictive parental mediation based on parents' opinions on time restrictions on using media and content quality and on preventing children from watching content which is violent or sexual. Several studies have shown that parental use of restrictive mediation is common. For example, Ofcom (2020) reported that nine out of ten parents imposed at least one rule on using devices with their 5-11-year-old children; most imposed one main rule which restricts the types of websites or applications their children could use. Ofcom (2020) also reported that about four out of ten parents restricted who their children could call, the amount of time they could spend on their phones and the apps they could download.

Marsh et al. (2020) found that parents used restrictive mediation to prevent their children from accessing content which they considered inappropriate for their age or not useful. For example, one parent said that he saw no benefit in his child watching other children play the Minecraft game on YouTube, so he had forbidden his child to watch it. Higaze (2020) studied Saudi children aged 5-12 to identify their parents' opinions on violence, watching cartoons and the parents' role in monitoring what their children are watching. The results showed that parents directed their children towards specific cartoons and prevented them from watching other cartoons in order to avoid violent content which they thought might make their children aggressive after watching it.

Most of the parents in another study had restricted their children's time using technology or a particular device. Some parents had set rules for their children's use of devices, such as prohibiting them from using smartphones (Marsh et al., 2020): the findings also showed that the rules imposed by parents differed from one family to another.

Lee (2012) found that parents believed that restrictive mediation protects children from exposure to potential dangers on the internet. Garmendia et al. (2012), however, showed that although parents believed that restrictive mediation offers protection – and 85% of the studied parents had put some restrictions on their children's internet use – it had had a negative role on the children's learning of skills to deal with the internet, as they were less knowledgeable about dealing with technology skills than other children in the sample. Livingstone and Helsper (2008) had previously found that restricting online content might affect children's technological skills, even if parents believe it is beneficial. Although a balance is preferred between children's use of technology and preventing it, preventing access to chat or email applications prevents children from taking advantage of those features to communicate with friends or support their studies.

Although restrictive mediation has advantages, it also has drawbacks. For example, restrictive mediation might lead children to deceive their parents by hiding their internet activities (Marsh et al., 2020).

Several factors can affect the use of restrictive mediation, including the child's age, parents' perceptions of their children's use of technology, and gender. Studies have shown that parents apply restrictive mediation more frequently with younger children (Chaudron et al., 2018; Lee, 2012; Nikken & Jansz, 2014; Ofcom, 2020). The current study, which focused on Saudi children aged 3-6 in Saudi Arabia and the UK, was designed to determine whether the child's age is associated with an increased application of restrictive mediation in that country.

Zaman et al. (2016) found that parents with a negative view of technology preferred to use restrictive mediation and Lee (2012) found that the child's age, parents' perception that the internet has a negative influence on their children, and parents' perception that their children have low self-control were important factors affecting the use of restrictive mediation.

In addition, some studies have shown that restrictive mediation is more frequently imposed on girls than on boys (for example Nikken & Jansz, 2014). Pasquier et al. (2012) found that 87% of parents restricted girls whilst 83% restricted boys. Parents in the same family may have different opinions on restrictive mediation based on their individual perceptions and attitudes which are informed by their own use of and experience with these technologies (Chaudron et al., 2018). Mothers tend to be more restrictive overall and focus on controlling content, whereas fathers tend to be more flexible and less strict (Chaudron et al., 2018).

The studies discussed in detail above have shown that restrictive mediation is a common strategy used by parents to control their children's devices and the internet. Parents can impose restrictions on time, content, location, device or purchase. Furthermore, several factors can influence parents' use of restrictive mediation, such as a child's age and gender and the parents' perceptions of the internet. Although restrictive mediation might protect children from potential dangers which cause concern to a parent by preventing them, it could have a negative influence on the child in terms of the child not knowing the reason behind the ban, especially if the parents do not explain the reason or discuss it with the child, so restrictions are imposed on the child from the point of view of the parents' desire to protect the child. However, this could have a negative influence on the child in terms of his/her ability to choose the content.

Furthermore, since technology has become part of children's daily life, restrictive mediation could limit the child's ability to interact with technology and react to any potential dangers when the child becomes an independent user. The current study therefore focused on the types of restriction which Saudi parents prefer to apply to their children's use of YouTube and explored whether parents' use of restrictive mediation has a negative influence on their children's technological skills in dealing with YouTube.

Technical Mediation

According to widely accepted definitions, technical mediation involves using restrictive methods such as content filters and parental control software to create a safe internet experience for children (Scott, 2021; Garmendia et al., 2012; Ofcom, 2019). For example, parental control software, which is available on devices, can be used to regulate or block inappropriate content (Nikken & Schols, 2015). Zaman et al. (2016) described technical supervision or technical mediation as monitoring and child protection programmes and content filters. Parents can also check their children's viewing and website history to ensure that they have not been exposed to harmful content, such as violent or sexual content (Chaudron et al., 2018; Garmendia et al., 2012; Livingstone & Helsper, 2008; Nikken & Schols, 2015; Tőkés, 2016).

Parents' use of technical restrictions can be related to several factors, including the child's age and the parents' knowledge of technology. Ofcom (2020) reported that parents used content filters more often with older children; 41% of parents of children aged 8-11 and 33% of parents of children aged 5-7 used filters. Regarding YouTube, Ofcom (2020) reported that parents believed that the platform's control tools preserved their children's safety. Awareness of this type of technical supervision increased from 49% of parents in 2018 to 51% in 2019 (Ofcom, 2020).

When attempting to use technical mediation, parents can face challenges such as a lack of technological knowledge; some of them are completely unable to use it. Livingstone and Helsper

(2008) found an association between a lack of technical expertise among parents and a lack of technical supervision. Tőkés (2016) also stated that parents did not use technical mediation because they were unaware of how to use it. Parents with technological knowledge, however, have used technical mediation to keep their children safe by improving internet safety. Parents with digital skills use parental control software, filtering software and time-limiting programmes to maintain their children's safety and monitor their media use (Nikken & Jansz, 2014). On the other hand, some parents of children aged eight and under indicated that they preferred not to use technical mediation because they believed that discussing content with children is better than applying technical restrictions (Nikken & Schols, 2015; Chaudron et al., 2018).

The use of technical mediation has also been associated with children's use of social media and parents' opinions on the effectiveness of technical restrictions in providing a safe internet experience for their children. The use of technical constraints was also associated with parents' level of education, as more highly educated parents were more likely to apply technical mediation than other parents (Nikken & Schols, 2015).

There may be inconsistencies between what parents say and what they do to monitor their children's social media use. For example, Marsh et al. (2019) found that although parents said that they supervised their children's social media use, there were several indications that this was not true. One-third of the parents did not check the people whom their children followed on social media, 45% did not use the security features provided by the sites, and 58% did not use parental control software.

The discussion above shows that technical mediation comprises the programmes or filters which parents use to activate parental control through content filters and by following-up what their children watch on their devices. Technical mediation may be useful for younger children by limiting what the child watches. Even so, activating age filters might not restrict some content, such as some videos which appear randomly and contain violence or sexual depictions. Also, as the child grows, s/he will learn how to circumvent this type of mediation, such as deleting the watch history or cancelling filters from the settings without the parents' knowledge. On the other hand, it might prevent parents from applying technical mediation because they do not know how to activate it due to their ignorance of technology. All of these may be factors impeding the application of technical mediation. The current study therefore focused on identifying the forms of technical mediation used by parents, the challenges which might prevent their use, and parents' opinions on the effectiveness of this type of mediation, as well as the extent of its application by Saudi parents with their children aged 3-6.

2.5.3 The Role of Relatives and Friends in Parental Mediation

Although most studies on parental mediation have focused on fathers and mothers, other relatives such as grandparents and older siblings may also play a role in monitoring children's media use. Marsh et al. (2020) found that grandparents participated in digital games with their grandchildren for fun, and older siblings played a role in teaching their younger siblings many technological skills and maintaining their online safety. Ofcom (2019) reported that parents used older children to keep their younger siblings safe on the internet by asking them to follow-up on their younger siblings' internet use and check their viewing history.

Some children seek advice from relatives regarding internet safety. For example, Pasquier et al. (2012) found that 47% of children sought advice from relatives whilst 44% sought advice from friends. Plowman et al. (2008) found that parents, grandparents, siblings and other relatives helped children to learn technical skills such as using devices and that adults play a role, which may be inadvertent, in guiding children and helping them learn how to use technology. Since children acquire knowledge and skills from the adults around them, they can learn about technology by watching adults navigate it first and seek help if they encounter difficulties when using it on their own (Plowman et al., 2008).

In addition, children discuss their media use with their friends (Chaudron et al., 2018). For example, they might talk about what they watch on their tablets and incorporate it into role-playing. They might also give each other tips about the latest games or videos. Moreover, peers influence children's new interests and engagement in new activities. For example, children see what their peers are doing with digital media and want to do the same (Chaudron et al., 2018).

In summary, relatives other than parents, such as grandparents and older siblings, can play a role in children's use of technology. They might teach technological skills or use mediation to monitor children. Children may seek advice from relatives, such as when they encounter a problem on the internet and need help. In addition, children can experience peer pressure from relatives about owning devices, which could influence their parents to buy devices even if they do not initially agree to do so.

The current study explored the role of relatives in children's media use. This is particularly relevant because extended families in Saudi Arabia often live together or meet weekly according to the traditions of Saudi society. Such regular communication can have a role in children's use of devices and keep them safe while using the internet in general and YouTube in particular. Moreover, this will be the first study in Saudi Arabia to focus on the role of relatives in parental/ family mediation.

2.5.4 Parental Awareness of Parental Mediation

It is worth highlighting the importance of spreading awareness about parental mediation and the appropriate methods which parents should follow to enable a practical and safe internet experience for their children. Some studies have found that some parents might be unaware of intentional strategies of using parental mediation with their children. Chaudron et al. (2018) found that most parents indicated a desire to obtain advice on how to benefit from technology and help their children to avoid internet dangers. Parents have also expressed a desire to learn how to support their children's internet use and help them use it safely (Marsh et al., 2020; Gillen et al., 2018). Moreover, parents believe that technology is important for their children and support many aspects of the internet, such as educational videos and applications, which can benefit their children (Gillen et al., 2018).

Parents have access to a range of resources for advice regarding parental mediation and how it can be used to keep their children safe while using the internet. Some parents turn to the internet itself for advice regarding parental mediation (Livingstone et al., 2018; Ofcom, 2020). Some parents seek advice from family members and friends (Ofcom, 2020) whereas others think that they have enough experience of keeping their children safe online without needing to seek outside assistance or advice (Ofcom, 2020). Furthermore, parents might not know how technology can benefit their children (Marsh et al., 2020). Marsh et al. (2019) found that parents highlighted the importance of using technology for education but did not mention technology's role in developing creative, social or emotional skills; this indicates a need to educate parents on other benefits of technology apart from education.

Despite the importance of parental mediation for keeping their children safe online, some parents are still unaware of the importance of parental mediation. In addition, some parents use parental mediation strategies which can affect their children's technical skills to deal with technology in the future. For example, some forms of restrictive mediation can limit children's knowledge of technology, which can cause challenges when they will have to use technology for education, entertainment or creativity. Furthermore, some parents seek advice from non-specialised internet sources or friends or relatives who do not have sufficient experience in this topic, negatively affecting their children. Moreover, many Arab studies have focused on the dangers of technology and its applications, including YouTube (as previously discussed in the YouTube section), which increases parents' concern about their children's use of YouTube. The current study therefore explored the extent to which parents in Saudi Arabia are aware of parental mediation, and the sources of information which they use to learn how to keep their children safe while using the internet. It is hoped that this will help to raise awareness among parents and the Saudi community

about balancing their anxiety and looking at the benefits of YouTube instead of the fear that might deprive their children of the benefits which they could get from YouTube.

2.6 Literature Review Overview

It is not easy to cover all the previous studies related to children's use of YouTube and parental mediation, but in this chapter, I have sought to identify as many studies as possible to clarify the specific issues which were explored in the current study. The current study was designed to understand the use of YouTube by Saudi children aged 3-6 in Saudi Arabia and in the UK. The study also investigated parents' mediation methods for monitoring and controlling their children while using YouTube.

It should also be noted here that the citation of studies was limited to studies that focused on children aged 3-6, for example, Ofcom (2020), Marsh et al. (2019), Rideout and Robb (2020). Therefore, a number of references have been repeatedly cited. In addition, Arab studies were cited, such as Mufti (2022), Qutb and Shouey (2021), Al-Bibsi et al. (2020) and Hussein (2018), for the lack of Arabic literature published in English about children's use of YouTube.

From the review of previous relevant studies, it can be concluded that one of the aspects which has been focused on and which was explored in the current study are the positives and negatives which parents believe that their children get from watching YouTube in several countries across the world. These negatives and positives may be similar to what parents in Saudi Arabia believe on the one hand, but they might also differ in other respects, depending on the nature of the conservative Saudi Muslim society. Moreover, there may be other advantages and disadvantages which the current study could clarify regarding the role of the different environments in which children live and what a child follows on YouTube. Previous studies have shown the content preferred by children in this age group in several countries, and the current study sought to determine the type of content preferred by children in Saudi Arabia. Knowing the content which children aged 3-6 follow on YouTube might explain the role of content on children in terms of positives and negatives and help us to understand why children prefer YouTube over other social media platforms. On the other hand, knowing the content which children prefer might explain the role of this content in terms of the positives which parents believe that their children get from YouTube. The findings of the study explain the fears expressed by parents and identify whether they are justified fears or that their children have already had negative experiences which have caused these fears. The current study sought to explore the motives that lead children to watch YouTube and choose specific content and to explore the role of different environments in which children live on their YouTube use. Although the U&G approach might explain children's use of media in general and YouTube in particular, there is an absence of studies looking at the

interpretation of children's use of YouTube from the U&G perspective for children in Saudi Arabia. In addition, the U&G approach, which studies what active users do with the media and which Chen et al. (2019) recommended for using with children, has similarly been ignored in Saudi studies in this field. The current study therefore investigated the extent of the theory to determine whether it can provide an appropriate explanation of the use of YouTube by Saudi children aged 3-6 in terms of the motives and the gratifications received by children, in addition to the influence of the environment in which the child lives on her/his use of YouTube.

Finally, regarding the parental mediation methods which parents use with their children, previous studies have shown several methods used to provide a safe experience for children while using YouTube. Studies in several countries have also clarified the importance of parental mediation with children. However, at the same time, this review has shown that there have been no Saudi studies of the application of parental mediation with children aged 3-6, which is what the current study was designed to explore, especially in terms of parental mediation methods used in Saudi Arabia.

The current study discusses many aspects of this broad topic which have not been previously discussed in Saudi studies for children aged 3-6. The current study is the first Saudi study in many of the research areas which were addressed, which can be summarised as follows:

a) In terms of the subject, most previous Saudi studies have focused on the study of children in the age group of 3-6 years in kindergarten classes, in addition to focusing on children's education issues, such as the use of devices in education, whereas the current study is the first to explore how to teach children how to use YouTube at home. Despite the conservative nature of Saudi society in which it is difficult to record children's videos and observe them inside the home, the current study tried to overcome these difficulties to implement the study with children and their families to know how children use YouTube at home. The current study includes many points regarding children's use of YouTube, such as the benefits and drawbacks, the content which children prefer, the devices which children use, and finally the time children spend watching YouTube. On the other hand, most Arab studies in general and in Saudi Arabia in particular have focused on the negatives of using technology, including YouTube. In contrast, the current study explored the use of YouTube in general, whether negative or positive, because the goal was to reach a deep understanding of the use of YouTube in Saudi Arabia by children aged 3-6, and to focus on studying the negatives which might increase parents' fears about children's use of YouTube, and thus deprive them of the benefits which children can get from YouTube.

b) In terms of the use of the U&G approach, most previous studies have focused on using the theory with a sample of adolescents and adults and their use of the media. The current study was therefore designed to determine the ability of the U&G approach to explain the use of YouTube by children aged 3-6 in Saudi Arabia. This might also explain children's use of YouTube, such as their motives for being attracted to particular content on YouTube, and the differences caused by the environment in which a child lives on the practice of using YouTube, as the current study additionally explored the YouTube use by Saudi expatriate children in the UK and the role of the environment on a child's use of YouTube. This is an aspect of the topic which has not been previously addressed in Saudi studies of children in terms of the role of the environment on the advantages and disadvantages which a child gets from YouTube, in addition to the content which children prefer.

c) Concerning the parental mediation theory, despite parents' fears about their children's use of YouTube and the existence of numerous studies in many countries on the parental mediation theory, there is still a need for a study explaining families 'use of parental mediation strategies in Saudi Arabia. There are many indications that parents use at least one strategy. However, there is still a lack of research into parental mediation in Saudi Arabia, which the current study addressed. Also, the current study focused on the role of relatives in parental/family mediation, which is another under-researched aspect in Saudi studies.

Chapter 3 Methodology

3.1 Introduction

In this chapter, I shall describe my background and explain the reasons why I chose this research topic. I shall then explain why I chose a mixed-method approach and employed the particular research methods of interviews, observations, video recordings and an online survey. I shall next consider the ethical issues associated with working with families and children. I shall also explain how the samples were chosen for both the quantitative and the qualitative data. In addition, I shall explain the method that I used to analyse the quantitative data which were in the form of descriptive statistics. I shall also explain the steps I followed in analysing the qualitative data to reach the final themes that will be reviewed later in the chapter on qualitative data results, but it is useful to explain to the reader here the steps which I followed to analyse the qualitative data accurately and in detail before concluding the chapter.

3.2 My Position

I have been keenly interested in social media since 2011, when I began to study for my master's degree in the Department of Early Childhood Studies in King Abdul-Aziz University in Jeddah. I learned about YouTube during my first case study, which I conducted in my son's first-grade class when he was aged six to seven, which I published during my master's degree study as one of the required tasks at that level. The teacher used YouTube videos to share what the pupils did at school and asked their parents to make individual channels for the children to be able to post their activities and homework assignments. This experience taught me how to use YouTube advantageously in education and, taking what I had learned to heart, I wrote a research paper entitled ‘The Effect of Electronic Communication on 1st Grade Students at Al-Falah School in Makkah, Saudi Arabia’ (Qurban, 2011).

In the Saudi educational system, YouTube has been used to strengthen the connection between home and school. Children are taught in single-sex schools from the age of six and boys are taught only by male teachers. Following Saudi social and cultural norms, mothers are not able to communicate easily with their children's male teachers because a mother cannot enter a school for boys or make contact by calling the male teachers, and this is considered a barrier to communication between mothers and the male teachers. Through videos recorded at school by the teachers, however, YouTube enabled mothers to know how their sons were doing and to document their children’s activities at home. This made communication between mothers and

male teachers an easy and socially acceptable practice respecting the norms of Saudi society (Qurban, 2011).

Furthermore, during many of my follow-ups with my own sons, I noticed that one of them and his peers had learned numerous vulgar words, and this spurred me to review their YouTube accounts to check the channels which they were following. I noticed that they followed adult vloggers who sometimes used vulgar language. I discussed the issue with them and limited their access to only the channels which I thought were appropriate. This problem of free access is widespread and many parents simply do not have the time to learn about who their children are following on YouTube. In 2014, after completing my master's degree, I returned to Umm Al Qura University where I taught a class named 'Guiding the Child'. In one of the assignments which I set for my students, I had groups choose a YouTube channel and write about its advantages and disadvantages; then, as a class, we discussed their individual experiences. My students thought that even though children benefited from YouTube in various ways, there were concerns that children might imitate what they watch on YouTube, which could endanger them. For example, my students believed that YouTube challenges might be dangerous, and that some videos depict harmful behaviour.

During that time, whenever I went to the mall, I noticed another phenomenon. While their mothers went shopping, children would sit quietly and watch cartoons on their tablets or mother's phone. I noticed this in other situations as well; while doing chores or running errands, parents would let their children play on their devices so that they were quiet and occupied. My informal observations seemed to be supported by some of the literature which I read. For example, Gillen et al. (2018) found that parents let their children use devices and watch YouTube in order to keep them calm and prevent them from getting bored while waiting, or shopping (Kabali et al. 2015) or when parents are busy (Tőkés, 2016; Plowman et al., 2008).

YouTube has been found to be the favourite platform of children aged from five to fifteen (Ofcom, 2020). Even so, despite its ubiquity, few studies have explored how children use YouTube in the Arab world in general and in Saudi Arabia in particular (Dashti & Yateem, 2018). Consequently, there is no clear picture of the role which YouTube plays in the lives of young Saudi children. This gap in the literature persuaded me to explore what experiences young children have when using YouTube, especially those aged from three to six. In addition, I wanted to see how parents mediate their children's use of YouTube.

3.3 Research Philosophy

In this section, I shall explain my philosophical worldview and the philosophical assumptions which informed my choices and served as the foundation of my research. Creswell (2014) stated

that a researcher's philosophical orientation leads him or her to choose the research methodology most appropriate for the study and thus helps to answer the research questions.

This research is based on pragmatism, which uses every method available to answer a research question (Creswell, 2014). Pragmatism provides the philosophical framework for mixed-method research and Biesta (2015, p.97) said that "One of the central ideas in pragmatism is that engagement in philosophical activity should be done to address problems". Pragmatism focuses on dealing with a research problem which is being investigated by using a philosophical or methodological approach which works best for that particular research problem (Tashakkori & Teddlie, 2016). A pragmatic researcher might combine qualitative and quantitative approaches, seeking to reach a conclusion without being restricted to a single method (Creswell, 2014; Morgan, 2007).

Pragmatism was regarded as an appropriate approach to the present research. I wanted to use both quantitative and qualitative methods to answer the research questions: what experiences do young children have when using YouTube: how do parents mediate their children's YouTube use; and how do the families' cultural and social contexts affect these practices?

Some questions were answered with qualitative and quantitative data; for example, the online survey provided the percentages of the videos which Saudi children prefer to watch on YouTube according to their parents' perspective and at the same time, knowledge of the videos which children prefer was obtained from observation and from interviews with parents and children. In regard to the advantages and disadvantages of YouTube, in the interviews, mothers could explain their children's attitudes towards YouTube in relation to the skills which the mothers think that their children have learned from YouTube and the fears which parents worry about because of their children watching YouTube. The online survey also presented the benefits and harms which parents thought may be due to their children watching YouTube. Gathering both quantitative and qualitative data was intended to provide a more accurate understanding of the experiences to which children are exposed on YouTube, thus answering the research questions accurately and in depth.

The mix of qualitative and quantitative evidence in this study helped me to understand the research topics more deeply. Quantitative data were collected through an online survey and qualitative data by observing children and interviewing parents and children. Collecting both qualitative and quantitative data helped to provide a more accurate understanding of the phenomenon (Creswell, 2014). I therefore chose to use quantitative and qualitative data as an exploratory methodology; for example, the questionnaire was devised to show children's favourite videos on YouTube from their parents' perspectives, whereas in contrast, observations showed

which videos the children preferred to watch on YouTube. The questionnaire responses also clarified the ways which families use to mediate their children's time spent watching YouTube.

Pragmatic research provides a deeper understanding of data through the use of quantitative and qualitative data in the same framework. The combination of approaches provides an integration of the strengths of both approaches to address research questions rather than looking at some of the prejudices about the paradigm that is dominant in science research (Onwuegbuzie & Leech, 2005). In this particular case, utility could override any epistemological inconsistencies (Onwuegbuzie & Leech, 2005).

3.4 The Mixed-Method Approach

Over the last two decades, mixed-method research has evolved from an emerging concept to become an innovative research design (Creswell, 2014). It is a "combination of at least one qualitative and at least one quantitative component in a single research project or program" (Bergman, 2008, p.2) and it deliberately integrates several methods in a single case study to provide a full view of a novel phenomenon. This integration is the distinguishing feature of mixed-method research; Shannon-Baker and Edwards (2018, p.236) stated that "As we continue to study increasingly complex phenomena, we will frequently need to use the most appropriate methods for these phenomena, which need to integrate different types of data to gain a deeper understanding of the phenomenon".

When no single method can provide a complete picture of a problem, researchers use qualitative and quantitative data together in order to gain a more comprehensive understanding of complex problems (Mills, 2010; Walker & Solvason, 2014; Tashakkori & Teddlie, 2016).

The mixed-method approach adopted in the current study consisted of two parts: an online survey and a series of qualitative case studies. The survey collected information (from the parents' perspective) about how children use YouTube. The case studies enabled me to acquire a more detailed understanding of how Saudi children use YouTube and how their families regulate its use. The model upon which the research was based. I chose the 'Convergent parallel mixed-method design', which integrates quantitative and qualitative data for a more comprehensive analysis. In this design, quantitative and qualitative data are collected simultaneously and combined to produce results which can be either contradictory or mutually reinforcing (Creswell, 2014). The mixed-method approach using a parallel design provides complementary information from different perspectives to provide a deeper understanding of the phenomenon being studied (Baur & Hering, 2017).

There have been few studies on children's use of YouTube in Saudi Arabia (Albeladi & Palmer, 2020; Alkhayat, 2020; Al-Shamari & Al-Balhan, 2019; Al-Shabeeb, 2017) and all of these studies employed questionnaires to elicit parents' opinions of their children's use of YouTube, and they also focused on the negatives of YouTube. The literature is unclear about how children aged 3-6 use YouTube in Saudi Arabia because there have been no studies which have focused specifically on Saudi children aged 3-6. There was therefore a clear need for a study which would provide a deep understanding using both quantitative and qualitative data to study the use of YouTube by Saudi children aged 3-6. In the next section, the quantitative and qualitative data obtained in the current research will be discussed in detail (Maxwell, 2016).

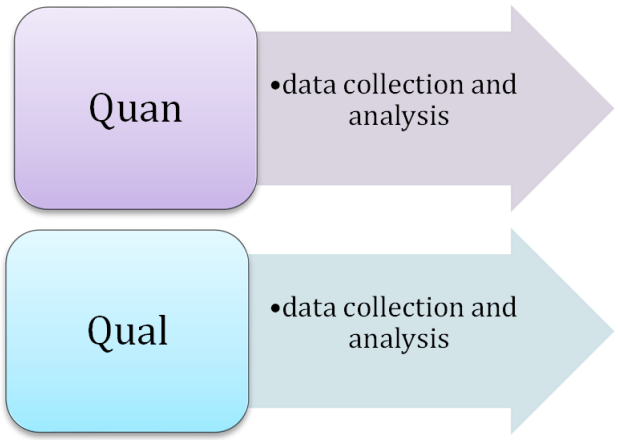

Figure 3.1: *Research methods*

3.4.1 Online Survey

Much information about people's behaviours and attitudes can be obtained most successfully by asking them directly. Online surveys, given their ability to reach a large number of people cheaply and easily, have become the most widely used surveying technique in the social sciences (Hewson, 2017). Reaching the sample necessary for the current research in person or using a postal survey would have required a great deal of money and effort. In addition, because I was studying in the UK at the time of the study, it would have been difficult to reach parents living in Saudi Arabia with a traditional paper-based survey.

Online surveys are typically used in two ways. First, respondents are required to answer questions through an emailed survey, and second, they are asked to visit a website on which they can complete a questionnaire (Fowler, 2012). I used SurveyMonkey for this research because it makes designing surveys easy and provides many tools for statistical analysis. In addition, it allows users to save data in several formats.

Although online surveys are relatively new, they are not dissimilar from older kinds of survey; the main problem with online surveys lies in getting people to respond (Fowler, 2012). My pre-existing relationships with kindergarten teachers enabled me to reach a large number of parents and I also tweeted a link on my Twitter account and explained who I was, what I was researching, and what kind of respondents I needed. I left the tweet up for about a month on my account. After reaching the required number of respondents, I deleted the tweet from my account.

Creating the Online Survey

In survey research, the data collected from a recruited subset of society help to describe the phenomenon or the behaviour of individuals in that society and to express them in numerical form (Fowler, 2012). Online surveys are well-suited for reaching a sample population which is grouped around a common interest. They are inexpensive and enable researchers to reach as many people as needed (Lee et al., 2018). For the current study, an online survey was deemed appropriate for learning how children use YouTube. When published on social media websites such as Twitter and shared on applications such as WhatsApp, online surveys can easily reach many people in Saudi Arabia. SurveyMonkey surveys are particularly well-designed for smartphones, and this can improve response rates because many people have cell phones (Toepoel, 2017).

The preparation and distribution of the survey represented the first stage in the quantitative data collection process. The questions were devised on the basis of ideas which emerged from the literature review and from a subsequent discussion with my supervisor to formulate the precise wording. After that, feedback was sought from three specialists in early childhood research in Saudi Arabia, two in the field of childhood education at King Saud University and one from Um Al-Qura University. Feedback on the questionnaire was also sought from parents to ensure that the questions were easy to understand; two mothers and one father were asked for their comments. After my supervisor had approved the final version of the survey, I submitted an application to the Research Ethics Committee at the University of Sheffield for approval as part of a full ethics application. Once this approval had been received, a survey link was sent via WhatsApp to the pilot study sample population, which consisted of 30 people selected using convenience sampling from among my friends. The selection was made randomly according to the first 30 names on the list of names on WhatsApp in my phone who had children aged 3-6. This comprehensive pre-test was conducted to ensure that the study respondents would understand the questions and be able to answer them quickly and that the online survey software worked well (Kaczmirek, 2017). I contacted them all by telephone to obtain their feedback and their opinion of the survey, the ease of answering the questions and the overall design in general. After receiving comments from the members of the pilot sample, I changed some phrases which the parents found unclear in Arabic (the survey let participants respond in Arabic).

The survey consisted of 29 closed and open-ended questions (see Appendix D), including demographic questions such as age, place of work, country of residence and city of residence. The respondents were also asked about their children's favourite YouTube sections, the benefits which they thought their children received from YouTube, and the risks to which their children might be exposed on YouTube; "The word 'risk' can have different connotations, we conceive of it primarily as the probability of harm" (Livingstone, Haddon & Gorzig, 2012, p.7). The parents were also asked about the methods which they used to monitor their children's use of YouTube. The survey was drafted in English and then translated into Arabic to ensure a more accurate response because all of the respondents were Arabic speakers.

The survey was published on 26 February 2019, and participation closed on 29 May 2019. It was posted on social media because the publication of surveys on social media sites has recently become a popular method for reaching the largest possible number of respondents in a short time (Toepoel, 2017). I used two different social media platforms. First, I posted the link on my Twitter account because my followers were female students on early childhood education programmes, early childhood specialists, university professors, kindergarten teachers and teachers in the kindergarten departments of universities in Saudi Arabia. I asked all my followers to retweet and share the survey in order to reach an even larger audience. Second, I sent the survey link to kindergarten teachers via WhatsApp, who then sent it to parents with children at their schools and to acquaintances with children in the target age group. Along with the survey link, respondents received a simple explanation of the purpose of the study, including information about the researcher, the objectives of the research and the inclusion criteria (Saudi parents of children aged 3-6 living in Saudi Arabia or the UK).

The use of SurveyMonkey enables researchers to create open and closed questions and makes data entry, collection and analysis quick and flexible (Rogelberg, 2017). One of the advantages of online surveys is that they do not let the respondents leave empty fields and thus minimise the proportion of returned surveys which need to be excluded (Hewson, 2017). Higher completion rates increase the likelihood that reliable statistical results will be obtained (Hewson, 2017).

To ensure that respondents were from the required sample, five questions were asked to which a 'No' response meant rejecting the questionnaire as the respondent would not meet the inclusion criteria: respondents had to be Saudi, with a child or children aged 3-6, living in Saudi Arabia or the UK, and from families whose children watched YouTube. For example, the first question was 'Do you agree to participate in the survey?', and if the respondent agreed, the second question was 'Are you Saudi?' and a 'Yes' response led to the next question, and if the respondent answered 'No', the questionnaire was discarded; the third question was 'Do you have children

from 3-6 years old?' After excluding the ineligible responses from the 3733 completed surveys submitted to the SurveyMonkey website, there were 2813 eligible responses in the final sample.

Online Survey Sample

Sample data were collected using the convenience sampling or non-probability method. Fricker (2017, p.166) stated that "convenience samples occur when either the probability that every unit or respondent included in the sample cannot be determined or when it is left up to each individual to choose to participate in the survey". Using this method, the researcher selects the sample based on easy access to its members (Creswell, 2014) and decides how the survey is distributed. For example, the researcher might choose to distribute the survey via a website, and the recipients have the right to choose whether or not to participate (Fricker, 2017). The bias ratio for the answers cannot be measured using this method because the survey is distributed in more than one way and from more than one source (Hewson, 2017).

Fricker (2017) also stated that it is not possible to generalise the results of a convenience sample. Generalisation was not an issue for the present study because the study was exploratory and was not intended to lead to generalisation; in order to reach the largest possible number of participants from most regions of Saudi Arabia, the online survey was published through social media, specifically WhatsApp and Twitter.

Janetzko (2017) suggested that data collection through social platforms could become an alternative to traditional mail and telephone data collection techniques. Dillman, Hao and Millar (2017) recommend that using more than one platform to distribute a survey can help the researcher to reach a larger sample population, reducing errors in ensuring that the sample is representative of the target population and improving the response rate. This method was therefore used in the present study to help to gain a clearer view of parents' opinions about their children's use of YouTube.

SurveyMonkey was selected because it is easy to use on smartphone screens. Several factors helped to speed up the survey responses in most Saudi regions. Janetzko (2017) pointed out that although publishing surveys on WhatsApp for data collection purposes is still in its infancy, the recent rise in smartphone usage and the ease of using smartphone applications for surveys has led to high response levels. In addition, Janetzko (2017) noted that although there is common agreement that Twitter does not represent a community or a country, as a relatively modern data collection method it helps researchers to reach the largest possible segment of respondents.

Fricker (2017) stated that a large sample size can reduce sample collection errors. Due to the large geographic size of Saudi Arabia and its many regions, respondents from all areas were targeted, even at low rates, to get data on how young children there watch YouTube. The population of

Saudi Arabia in 2018 was 20,768,627 (General Authority for Statistics, 2019), and 86.8% had an active internet service (General Authority for Statistics, 2019).

Table 3-1 shows that the total number of respondents for the present survey was 2813, of which 2594 were based in Saudi Arabia and 219 were from Saudi families in the UK. Figure 3-2 shows the sample distribution throughout Saudi Arabia and the UK. I live in Makkah, and most of the people I know are from this region; this could be why 48% of the respondents were from the Makkah region. The Makkah region is the second-largest region in Saudi Arabia and the population was 411,065 in 2019 (General Authority for Statistics, 2019), which represented 22% of the total population (General Authority for Statistics, 2019). In addition, 27% of the respondents were from the Riyadh region, the largest region in the country, with 4,296,745 inhabitants in 2019 (General Authority for Statistics, 2019) representing 22.97% of the whole Saudi population (General Authority for Statistics, 2019). The number of Saudi citizens as a whole was 18,707,576 in 2019 (General Authority for Statistics, 2019).

Table 3:1. Geographical distribution of the sample population

Saudi Arabia	2594	92.22%
UK	219	7.78%
Total	2813	100%

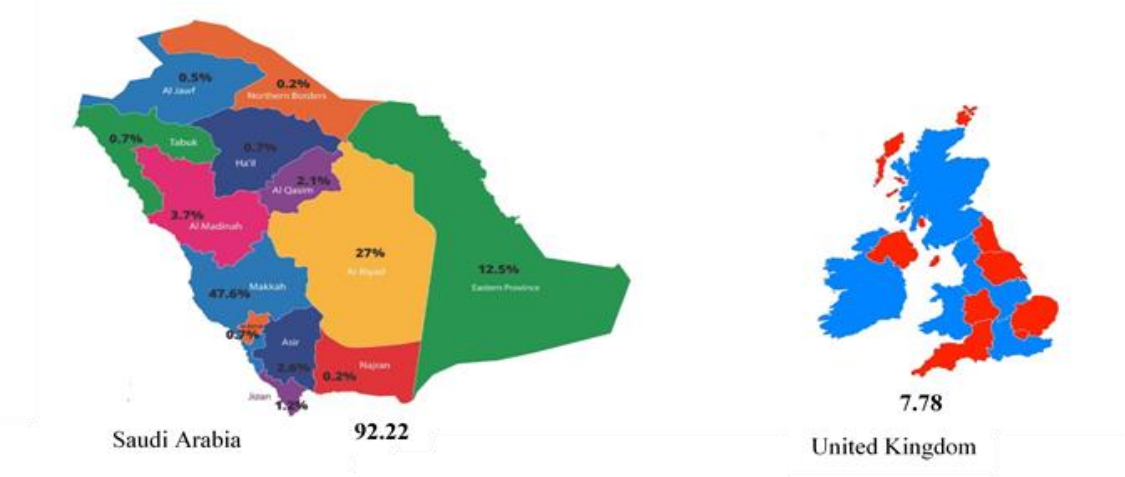

Figure 3.2. *Geographical distribution of the sample population*

Only 7.78% of the respondents were fathers and 92.22% were mothers for the two samples in Saudi Arabia and the UK (see Appendix A-1). Responding to the age question was optional but all 2813 respondents answered this question. Of those, 49.41% were 31-40 years old for the two samples. For the optional question about employment status, all 2813 respondents again answered that 46.6% were employed, 45.25% were not, and the smallest percentage of respondents 8% were students. The lower percentage of unemployment among the males at 45.25% might be because most of the sample were female. Usually in Saudi culture, men are the main family breadwinners and women's need to work full time is optional. In the percentages of the respondents' male and female children in the two samples, it should be noted that the number of boys (54%) exceeded the number of girls (46%) (see Appendix A-2 and Appendix B-1).

The gender distributions for the respondents' children grouped according to location. In Saudi Arabia, 45.90% were girls to 54.10% boys and the ratio was 48.82% girls to 51.18% boys in the UK (see Appendices A-3 and B-2). The age distribution of the respondents' children in the two samples was as follows: 32% of the children were six years old, 27% were three, and the percentages of children aged four and five were each approximately 21% (see Appendix A-4).

In the respondents' children's age distribution grouped according to location, there was a significant difference in the number of participants, in Saudi Arabia it was 2594 and in the UK it was 219 (see Appendices A-5 and B-3).

Despite taking into account how to collect the online survey sample to avoid sampling errors, the sample had a number of limitations that should be mentioned. The results cannot be generalised because the sample type was a convenience sample (Fricker, 2017). In addition, as shown above, the percentage of respondents who were fathers was only 7.78% of the total sample of the study, so the results do not fully represent the opinions of both parents, but predominantly those of

mothers. In addition, there was no consistency between the samples of Saudi respondents in Saudi Arabia, whose total amounted to 2594, and Saudis in the UK, whose total amounted to 219 out of the total number of the sample, which amounted to 2813, which means that the comparison may not be fair between the two samples, but it was significantly more difficult to reach a large number of appropriate Saudis in the UK. On the other hand, the data in the online survey sample included most of the regions of Saudi Arabia, as shown in Figure 3-2, which provided a diversity of parents' opinions due to the large size of Saudi Arabia and the different cultural diversity between regions. The sample covered most of the regions in Saudi Arabia.

Online Survey Analysis

The quantitative analysis in the present study was limited to descriptive statistics only, which SurveyMonkey provided in the form of tables and graphs. Moreover, each question had an open-ended answer space to give parents an opportunity to provide answers which were not listed among the options; for example, 'What type of device does your child use to watch YouTube: tablet, smartphone, laptop, smart TV, other, mention them', so that if they chose 'other', the parents could state the name of the other device(s) which their children used. I noticed that most of their 'other' responses fell under one of the options presented in the question; for example, the parents would state an iPhone, in which case, I added the device under the option which I listed as 'smartphone', and the only 'other' device which parents mentioned outside the options provided was a PlayStation. For the open questions, such as 'Mention more videos that your child prefers to watch on YouTube', the answers were collected and analysed using NVivo to compile them into themes. For example, when parents mentioned cartoon names such as *Masha and the Bear*, *Peppa Pig*, *PJ Masks* and *My Little Pony*, their responses were placed in a 'Cartoon' category and then the percentages of each type of video were calculated for individual categories such as 'Cartoons', 'Nursery rhymes', such as *Baby Sha*rk, 'Children's programmes', such as *Sesame Street*, 'Opening Boxes', such as *Opening Kinder Eggs* and 'Game review' channels; this will be discussed in more detail in the Quantitative Data chapter.

On the other hand, in the open questions, for example, 'Give three skills your child learned from YouTube' and 'Give three of dangers that you fear that your child will be exposed to from watching YouTube', the phrase 'mention at least one' was included in the question, so some parents gave one answer, some gave two answers and some provided three answers, but they could not move on from that question unless at least one answer was given. The purpose of this was to provide freedom for parents so that they would not give answers simply to fill in the blank, as their child might prefer only one or two types, such as cartoons and nursery rhymes, but I did not need more than three answers from each respondent. The results of the survey will be discussed in detail in a later chapter.

3.4.2 Case Studies

The case study approach was chosen, which involved collecting in-depth and detailed information about the research subject, considered new in Saudi research, and combining quantitative data with qualitative data in order to understand Saudi children's use of YouTube. The qualitative research approach is suitable for research which depends on collecting data from people and places related to the research issue and analysing data using interpretive methods based on the previous literature and theories for a deeper understanding of the phenomenon being explored. Furthermore, case studies help us to understand why and how things happen and give us a deeper understanding (Creswell & Poth, 2018; Priya, 2021). A case study is a qualitative research approach which can provide a rich, deep understanding of a social phenomenon (Hamilton & Corbett-Whittier, 2014); it is a comprehensive description and analysis of a single social situation or phenomenon. The case study method can include interviews and observation (Mills et al., 2010).

A case study is also an investigation which explores a phenomenon in the context of real life, as the real task of social research is to explain social phenomena in detail in their natural environment (Priya, 2021). In the following section, the process of collecting data for the case study and the sample and the detailed analysis of the data will be explained.

Case Study Data

A case study provides a rich and deep understanding of the case because it relies on the collection of different types of data, in this case such as interviews, observations, questionnaires, video and audio recordings and online discussion, and from different perspectives, such as those of pupils, parents and teachers (Hamilton & Corbett Whittier, 2014). To collect the data for the case study, I relied on several sources, one of which was an interview with an adult responsible for a child, be it a father, a mother, an aunt, a grandmother or a nanny. So, I shall refer to them in the current study as ‘the family’ or ‘the adults’, to refer to the person principally responsible for raising and caring for a child because it differed in the study sample. The data sources also included observing children in their homes while they watched YouTube. I also used WhatsApp chat to communicate with families for them to send images of the child's watch history to me on YouTube.

Table 3-2 shows a description of the data collected from the interviews and observations, in addition to the WhatsApp chat, which will be explained in detail in the following sections.

Table 3:2. Case study data

Pseudonyms	Interview	Observation	History Record (WhatsApp)
Rose Child 1	• First interview with mother: 36 minutes • Second interview with mother: 35 minutes.	• First observation: 1 hour • Second observation: 1 hour • Third observation: 1 hour	• History Record watch on YouTube 1 in UK • History Record watch on YouTube 2 in UK • History Record watch on YouTube 3 in UK • History Record watch on YouTube 4 in SA
Noura Child 2	• First interview with mother: 35 minutes • Second interview with mother: 40 minutes.	• First observation: 1 hour • Second observation: 1 hour • Third observation: 1 hour	• History Record watch on YouTube 1 in UK • History Record watch on YouTube 2 in UK • History Record watch on YouTube 3 in UK • History Record watch on YouTube 4 in SA
Yara Child 3	• First interview with mother: 40 minutes • Second interview with mother: 38 minutes.	• First observation: 1 hour • Second observation: 1 hour • Third observation: 1 hour	• History Record watch on YouTube 1 in UK • History Record watch on YouTube 2 in UK • History Record watch on YouTube 3 in UK • History Record watch on YouTube 4 in SA
Omar Child 4	• First interview with mother: 35 minutes • Second interview with mother: 45 minutes.	• First observation: 1 hour • Second observation: 1 hour • Third observation: 1 hour	• History Record watch on YouTube 1 in UK • History Record watch on YouTube 2 in UK • History Record watch on YouTube 3 in UK • History Record watch on YouTube 4 in SA
Elyan Child 5	• First interview with father: 30 minutes • Second interview with father: 45 minutes. • Third interview with nanny: 30 minutes	• First observation: 1 hour • Second observation: 1 hour • Third observation: 1 hour • Fourth observation: 1 hour	• History Record watch on YouTube 1 • History Record watch on YouTube 2 • History Record watch on YouTube 3

	• Fourth interview with nanny: 45 minutes.		• History Record watch on YouTube 4
Waleed Child 6	• First interview with mother: 30 minutes • Second interview with mother: 40 minutes. • Third interview with grandmother: 38 minutes • Fourth interview with grandmother: 44 minutes.	• First observation: 1 hour • Second observation: 1 hour • Third observation: 1 hour	• History Record watch on YouTube 1 • History Record watch on YouTube 2 • History Record watch on YouTube 3
Maria Child 7	• First interview with aunt: 45 minutes • Second interview with aunt: 50 minutes.	• First observation: 1 hour • Second observation: 1 hour • Third observation: 1 hour	• History Record watch on YouTube 1 • History Record watch on YouTube 2 • History Record watch on YouTube 3
Laila Child 8	• First interview with mother: 40 minutes • Second interview with mother: 53 minutes	• First observation: 1 hour • Second observation: 1 hour • Third observation: 1 hour	• History Record watch on YouTube 1 • History Record watch on YouTube 2 • History Record watch on YouTube 3
Dania Child 9	• First interview with mother: 38 minutes • Second interview with mother: 40 minutes. • Third interview with grandmother: 53 minutes • Fourth interview with grandmother: 59 minutes.	• First observation: 1 hour • Second observation: 1 hour • Third observation: 1 hour	• History Record watch on YouTube 1 • History Record watch on YouTube 2 • History Record watch on YouTube 3

Semi-structured Interviews

Interviews are widely used in social research, and there are many types of interviews, but they all involve asking questions and receiving answers from the participants (Roulston, 2018). An interview is defined as a structured conversation to obtain the required information. It is an important way to get people to talk about their experiences, feelings and thoughts (Gubrium & Holstein, 2011) and the goal of any interview is to gather reliable information which is valid in a socially interactive situation (Goldie & Pritchard, 1981).

In this study, interviews were conducted with the persons responsible for caring for the children in the family, sometimes more than one person, such as Elyan, whose father and nanny were

interviewed because they were both responsible for following up on Elyan while she was using YouTube (this case will be discussed in detail later). Interviewing was deemed an appropriate method in the current research because it helps to access information which cannot be obtained in other ways from the participants, such as expressing their personal experiences (Tavory, 2020). My interviews were all individual, each involving only one interviewee. Goldie and Pritchard (1981) recommended that a one-on-one interview gives the participants a feeling of comfort and allows them to talk easily about topics which they cannot discuss in the presence of others. It also enables the interviewer to repeat or explain a question and to make sure that the respondent understands it, which provides greater flexibility in the interview (Goldie & Pritchard, 1981).

I drew up the interview questions to obtain information from the participants to answer the research questions. I prepared a draft of the questions and presented it to my supervisor, and after receiving approval, I prepared a final version (see Appendix B). The interviews contained two or three parts. The first part comprised questions about children's use of YouTube from the adults' perspective regarding the hours a child watches YouTube, the devices used and the videos which the children prefer. The families were also asked about the advantages and disadvantages which they thought their children got from YouTube.

In the second part of the interview, adults were asked about the types of parental/family mediation which they used with their children while they were watching YouTube. The questions explored the attitudes of families to their children's use of YouTube and how they sought to ensure that their children were safe while using YouTube.

The third part of the interview was only for Saudi families living in the UK in order to know their children's habits of using YouTube in the UK and Saudi Arabia in order to determine the influence, if any, of the environment and culture on children's use of YouTube. There were also questions asking families about the difference in the application of parental/family mediation in Saudi Arabia and the UK in order to find the effect of the environment on parental mediation as well.

After completing the final draft of the interview questions, I discussed them with my colleagues in early childhood studies from my home university (Umm Al Qura University) to get their opinion on the questions and their clarity and relevance after translating them into Arabic to ensure clarity of wording. After that, I tested the interview format with one family which did not participate in the main study to ensure that the questions were clear and easy to understand.

I then contacted people I knew who had children aged 3-6 by telephone to ask if they would like to participate after giving them a simplified explanation of the study. I chose people from my broader family and relatives because the research required visiting the participants and recording

videos of their children. Because of the conservative nature of Saudi society, I knew that it would not be easy to conduct these procedures with people whom I did not know personally. After the people I contacted agreed to participate in the research, I organised appointments which suited them and visited them at home, as all the interviews were conducted in the participants' homes. I started with a group of Saudi families who were living in the UK where I was living at the time of the study. After that, I went to Saudi Arabia for three months to interview Saudi families there.

I conducted two interviews with each participant; the interview durations ranged between 35 and 59 minutes. On the first visit, I explained the research objectives to the participants and gave them a printed copy of the research information. I also explained to them that the interview would be audio-recorded (with their consent), in addition to the video recording of the child, and that they had the right to withdraw from the research at any time. They were also reassured that all of their rights as research participants would be respected. After obtaining their approval, I asked them to sign an informed consent form. I tried to make sure that the children agreed to participate in the research by explaining to them in a simple way that I would be with them watching YouTube and filming them with the camera, and that they could ask me to stop if they wanted to stop. In addition, after each visit, I was keen to communicate with the family to know the child's acceptance of my visit and my observation, and their welcome to the next meeting when arranging the next appointment with the family. For example, Noura's mother told me about Noura's request to continue observing her, but she refused to be filmed for the video. I fulfilled the girl's request and completed the observation with her without filming a video.

After that, the interviews began. I asked them the prepared questions and I concentrated on listening to their responses and not writing down what they said because I intended to use the audio recordings later to analyse their responses. The recordings enabled me to review their interactions in the conversation repeatedly (Mills et al., 2010) because video and audio recordings provide rich, detailed data which can be displayed, analysed, re-analysed and annotated (Heath et al., 2010). Recording the interviews also helped me to pay close attention to the participants' responses and to encourage them to continue if they hesitated. I also made sure that after asking each question, the participants understood it. I also left room for the participants to add information by asking them 'Are there any additions which you think are related to your child's use of YouTube which were not mentioned in the questions?'

I used the open-ended question method in the interviews in order to obtain more in-depth responses and give the participants freedom to express and produce answers which I had not anticipated. During the interviews, I urged the participants to expand their comments by asking questions such as 'What do you think?' I followed the advice of Roulston (2018) to listen to the participants more than talking to them, and to encourage them to express their opinions and to

dwell on their answers to remind them of something which they might have forgotten. I also sought to show the participants that I was listening to their responses through my facial expressions, by following up on their conversation and by showing understanding in order to obtain the optimum amount of information.

After completing the first visit, I transcribed the entire interview in the original Arabic and wrote it in a Word file. On the second visit, I read through the transcript with each of the participants, and after reading each question and its answer, I asked them whether it was a true record; if they answered in the affirmative, I asked them if they had anything else to add. Reading the interview in this way helped some of the participants to remember some details which they had forgotten to mention in the first interview, and I added these additional comments to the record. The purpose of the second interview was to ensure the correctness of my transcription and my understanding of the participants' answers and to remind them of any information which they might have forgotten to refer to in the first interview. Roulston (2018) stated that the goal of a research interview is to create data to produce knowledge in the future by seeking to understand what the participants have already said about their personal experiences. I was therefore keen to ensure that what I wrote was what the participants had meant, and that they had not forgotten any details.

After adding additional material in this way and ensuring that the participants agreed with everything which was recorded in the interview transcript (see Appendix F), I then saved a Word file containing the interviews of all the participants under their anonymised names and organised them to facilitate the subsequent analysis.

Observations

I collected data from children by observing them, as Green (2016) stated that observation is a tool for collecting information about children in the early years, and Clark (2005) had previously commented that the importance of observation increases the younger the child's age. Observation is therefore an appropriate technique for studying various aspects of children's lives. Clark (2005) added that observation depends on the observer being familiar with the children and spending time with them and observing and recording their interactions. Wellington (2015) stated that observation is helpful for acquiring knowledge and understanding of children's world.

In the current study, I employed two types of observation: direct observation of children by sitting with them but without interfering in any dialogue unless the child began to speak, and indirect observation by filming the children with a video-camera, which was always recording whether or not I was present in the room. Wellington (2015) commented that technological devices such as cameras help to improve access to observational data, as they help to record children's behaviour and interactions. Visual recordings provide rich, detailed data which can be viewed, analysed and re-analysed (Heath et al., 2010). The researcher's presence inevitably affects how children behave,

and even the presence of a camera can create stress (Green, 2016). I gave the children a choice of whether to be filmed or not by putting the camera in one place and the children were free to sit in front of the camera or far from it. Green (2016) pointed out that cameras such as the GoPro, being light, flexible and providing a clear image, are a good option for accurately recording children's behaviour. I always asked the family for permission before recording the children, but I still left the children free to refuse to be the subject of the film or not by carefully watching their reactions to the camera's presence. I purposefully made the camera visible to the child because this is necessary to give the children the freedom to accept or reject the videography (Larson et al., 2021). I also explained to the children that I would film them and that the red light on the camera meant that it was filming them. Noura was the only child who objected to being filmed. On my second visit, Noura told her mother that she agreed to be observed but had refused to be filmed, so I respected her decision. I did not film Noura, but I asked her if I could audio-record the interview using her voice, and Noura agreed to this, so I observed her and wrote notes in my field-book. With her permission, I also took a screenshot of the history of her YouTube use.

Before visiting the children, I asked their families about what the children liked and took them relevant gifts to build good relationships with them. For example, Walid's mother told me that he loved dinosaurs, so I bought him a dinosaur; Dania's mother told me that she liked colourful dresses, so I bought her a dress, and I gave similar relevant gifts to all the children. I was keen on forming good relations with the children, so before I started observing them, I explained to them in a simple way that I would film them and watch YouTube with them. During the observation, I preferred to sit quietly and remain silent, observing the children and recording my observations. If the children wanted to talk, however, I would respond to them, and Elaine, Rose and Maria liked to share with others the content which they watched.

The aim of observing the children was to learn about the videos which they watched on YouTube, the activities which they did while watching, and the devices on which they watched YouTube. In addition to noting to any kind of parental/family mediation which the families might use with the child while watching, I was also flexible in paying attention to any details in my notes which could help to answer the research questions. I observed the children in their own homes, observing each child three or four times for about an hour for each observation. This might not in itself have been enough to get a complete picture of their use of YouTube, but it helped me to understand each child's use of YouTube when combined with the data from the adult interviews. In addition, the amount of time which I had for the whole study did not allow me to spend more time observing.

After completing the children's observations, I watched all the children's video recordings and made a file with each note number (such as 'Rose: first note'). I made a table in Word with two

columns, the first column containing the number of minutes as shown in the video, and the second column recording the behaviour which each child performed (for example: ‘Minute 5: The girl imitates the children's dance in the video’) (see Appendix E). I also wrote a list of the child's videos in each observation. After writing the notes, all the children's videos were arranged according to their names and added to the child's file with the mother's interview data for analysis.

The WhatsApp Chats

WhatsApp is a widely used, free application for mobile phones which enables users to send and receive pictures, video clips and voice messages (Abbas, 2013; Olson, 2013). WhatsApp is one of the cheapest alternatives to text messaging by mobile phone and provides messages for reader notification and delivery. It also tells you if the person with whom you are communicating has connections to other types of messages (Aharony, 2015). Because of the global popularity of WhatsApp, the number of users now exceeds one billion and researchers are using it to collect qualitative data due to its popularity, low material cost and ease of access for users anytime, anywhere (Garimella & Tyson, 2018). It offers the ability to send multimedia content, such as pictures and voice notes. Conversations can be stored, becoming analytical data which researchers can explore over and over again (Schwind & Seufert, 2018).

I used WhatsApp as a tool to collect data from the families who sent their children's YouTube viewing histories to me (see Figure 3.3), which I saved in the children's files.

When the data collection for each case had been completed, there was an individual file for each child containing written notes about the videos, the interview with the family, and the history of YouTube views. I organised the files for analysis using NVivo.

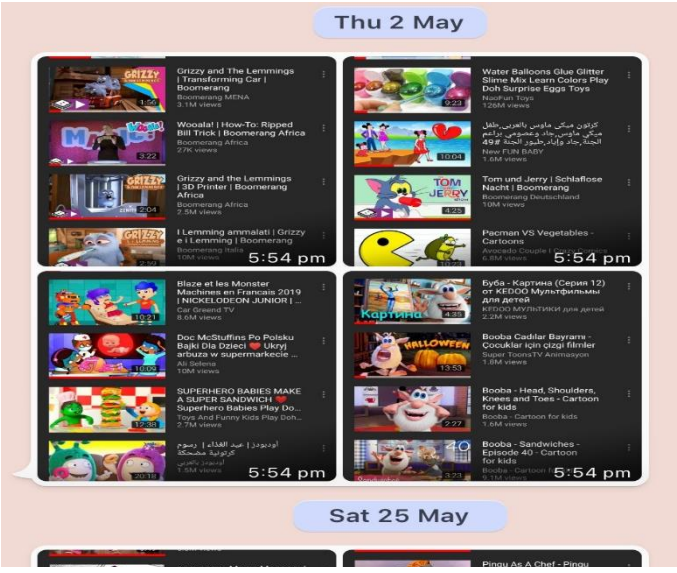

Figure 3.3 *An example of WhatsApp chat*

The Case Study Sample

A case study was conducted for each of the five Saudi children in Saudi Arabia and the four in the UK. I recruited five families in Saudi Arabia on the basis of the diversity of their composition. For example, some children lived with their parents, others lived with an aunt and a grandmother, and others lived with the parent(s) but spent most of the day at their grandmother's house. This diversity caused me to increase the number of families in the sample in Saudi Arabia. In contrast, the Saudi families recruited in the UK all had children living at home with their parents or with the mother alone.

I took into account the advice given by Priya (2021) that when selecting a sample, it must be ensured that the sample is closely related to the research objectives. To be eligible to participate in this study, the children needed to have the freedom to use their devices as they pleased. I visited each family three times, and some of them four times if I felt that I needed extra information, such as a family in which the child spent half a day with the grandmother and half a day with the parents, so I visited the parents' house twice and the grandmother's house twice.

I recruited nine families because I knew that the amount of qualitative data would be large as it would depend on my observation of the child both alone and in my presence, my record of these observations, and meeting the family and the child and my record of WhatsApp conversations with the family. The diversity of data collection methods for each case was regarded as sufficient to form a clear picture of the children's use of YouTube, in addition to the fact that increasing the number of cases would be stressful and there would not be enough time to analyse the data within the time limitations of a PhD study.

Since I am from Saudi society and I grew up in this society, I realise the difficulties posed by Saudi culture. It is difficult to interact with families and their children without a pre-existing personal connection, which was why I decided that a sample of my friends and extended family would be easier to visit, and their children would feel sufficiently comfortable to act naturally around me. All of these reasons led me to recruit the sample from my friends and my extended family.

The Case Study Sample in the UK

All of the parents in the UK case study samples were Saudi students studying in Sheffield. The families travelled twice a year to Saudi Arabia during the summer vacation and at Christmas time. In addition, all of the children were studying at an English school in Sheffield. The data for the four UK cases were collected between 1 December 2018 and April 2019. There was a brief break due to the Christmas vacation, and the interviews were frequently delayed because the mothers, being students, were often busy, and coordinating schedules with them was a time-consuming

process. In addition, since it was winter, the children frequently had colds and some interviews had to be postponed until they had recovered.

i. **Case 1 (Rose)** Rose was a Saudi girl aged three years and nine months. Rose's mother was studying for a bachelor's degree and her father was studying for a doctorate. Rose spoke Arabic and English, but from my observations and my discussions with her mother, it seems that Rose preferred to communicate with her family members and to watch digital content in English. Rose's mother pointed out that Rose did not understand the content well if she watched YouTube in Arabic. Rose's mother also told me that Rose had started watching YouTube when she was one year old. When I visited Rose's family, the television was switched off and the mother told me that she opened the laptop for Rose in the playroom to watch YouTube because the mother often preferred to watch television herself in the living room. In all my observations, Rose used the laptop to watch YouTube. I interviewed the mother twice, each interview lasting for about thirty minutes, and observed Rose three times, each time for approximately an hour, at their home with an audio recording, after receiving their permission. During the hour-long observations, I sat with Rose sometimes and left her watching alone sometimes, but the video recording continued throughout the entire observation. I also acquired four YouTube watching histories at intervals of about a month, and one of these histories was made when Rose had returned to Saudi Arabia on vacation; this enabled me to know whether she watched the same videos as in the UK, or whether she watched different content; these histories were made by Rose's mother taking a screenshot of the YouTube app and sending the images to me by WhatsApp.

ii. **Case 2 (Noura)** Noura was a six-year-old Saudi girl; her mother was studying for a PhD. Her father still worked in Saudi Arabia and visited the family from time to time. Noura had a younger brother aged three. She spoke both Arabic and English, but from my observations and my discussions with her mother, it seemed that Noura preferred to communicate with her family members and to watch digital content in English. During my observations, Noura watched YouTube in English. Her mother said that Noura had started watching YouTube at the age of two. When I visited Noura, the television was on in the background, and Noura was watching YouTube on her mother's phone; the mother told me that she preferred to leave the television on when the child was awake even if nobody actually watched it. The two interviews with the mother each lasted for about half an hour at their home and were audio recorded with her permission. Noura was also observed at their home four times for an hour each time; she agreed to me making a video-recording only once and then refused after that. I decided to increase the number of observation times for Noura and to audio-record our conversations, which she did agree

to. One of four records of her watching YouTube at monthly intervals was made after she had returned to Saudi Arabia on vacation, which enabled me to know whether she was watching the same videos as in the UK or whether she watched different content: this was made possible by her mother taking a screenshot of the YouTube app and sending me the image by WhatsApp.

iii. **Case 3 (Yara)** Yara was a three-year-old Saudi girl. Her mother was studying for a master's degree in the UK and her father was studying for a PhD. Yara had a younger brother who was eight months old. She spoke Arabic and English, but from my observation and my discussions with her mother, it was clear that Yara preferred to communicate with her family members and watch digital content on YouTube in English. The television was on in the living room when I visited them, and Yara was watching YouTube: in all my observations, Yara used the smart television to watch YouTube.

I interviewed her mother twice, each time for about half an hour. I also observed Yara three times at their home, and I video-recorded her, with the family's permission, for an hour each time. During the observations, I sometimes sat with Yara and I also left her watching alone sometimes, but the video recording continued during the entire observation. One of the four YouTube watching histories at intervals of about a month had been taken when Yara had returned to Saudi Arabia on vacation; this enabled me to know whether she watched the same videos as in the UK or whether she watched different content, and Yara's mother took a screenshot of the YouTube app and sent the image to me by WhatsApp.

iv. **Case 4 (Omar)** Omar was a six-year-old Saudi boy who lived with his father and mother and his younger brother who was aged three. His mother was studying for a PhD. Omar spoke Arabic and English, and from my observations and my discussions with his mother, he preferred to communicate with his family members and watch digital content in both Arabic and English. His mother told me that Omar had started watching YouTube at nine months old.

I interviewed the mother twice and observed Omar three times at their home, making a video recording after obtaining the family's permission. During each hour-long observation, I sometimes sat with Omar and I also left him watching alone sometimes, but the video recording continued during the entire observation. One of the four YouTube watching histories at intervals of about a month had been taken when Omar had returned to Saudi Arabia on vacation; this enabled me to know whether he watched the same videos as in the UK or whether he watched different content, and his mother took a screenshot of the YouTube app and sent the image to me by WhatsApp.

The Case Study Sample in the SA

There is a difference in a Saudi family's structure in terms of the people responsible for a child and in the sample, they were not always the father and mother but sometimes a grandmother, an aunt and in one case a nanny were responsible for the child. This diversity in the family structure was for several reasons, including the existence and proximity of the extended family and the use of them by parents to help with supervising the child. It could also have been the consequence of parental divorce which had left the child living with one of the parents and the rest of the extended family. None of the children in the case study in Saudi Arabia went to school because kindergarten is not considered a mandatory education stage in Saudi Arabia, so some families prefer not to send their children to a kindergarten. I scheduled visits during the summer vacation, between the end of July and the beginning of September 2019. I contacted the families before beginning the data collection process, and they sent me the child's history of YouTube watching three times over several months to share what the children preferred to watch.

i. **Case 5 (Elyan)** Elyan was a Saudi girl aged three years and one month who lived with her father, three older brothers and a nanny. The nanny was responsible for taking care of Elyan as the child spent most of the day with her nanny. Elyan's family members spoke Arabic; her father and nanny told me this and I also noticed it on my visits to the family. From my observation and my discussions with her father and nanny, Elyan used both Arabic and English to communicate with her family and she watched digital content in Arabic and English. The nanny and father also told me that Elyan had started watching YouTube when she was one year old.

   When I visited the family, Elyan was watching YouTube on an iPad in all the observations. I interviewed the father once for half an hour and the nanny for half an hour separately, and audio recordings were made of these interviews with their permission. I observed and video-recorded Elyan four times in her home for about an hour each time. I observed her four times because she was the only child in the family who spoke fluent English even though no-one else in her family spoke English. I wanted to understand how she used the language and interacted with others in the family, such as her older siblings and the nanny with whom she used to spend most of her time. I also acquired four YouTube watching histories at intervals of about a month by Elyan's father taking a screenshot of the YouTube app and sending the images to me by WhatsApp.

ii. **Case 6 (Waleed)** Waleed was a Saudi boy aged three years and four months who lived with his father and mother. His mother and grandmother said that because the mother worked for long hours as a nurse, Waleed spent most of his time at his grandmother's house, so I interviewed the mother and grandmother at the grandmother's house. I also

observed Waleed in the grandmother's house as his mother told me that Waleed often did not go back to his own house until bedtime.

Waleed's family members spoke only Arabic; his mother and grandmother told me this and I noticed it on my visits to the family. From my observations and my discussions with Waleed's mother and grandmother, Waleed used Arabic to communicate with his family. The mother and grandmother said that he watched YouTube in English and Arabic, but he watched YouTube only in English during my observations. His grandmother and mother also said that Waleed had started watching YouTube at the age of one.

When I visited Waleed, the television was on in the background, but he was watching YouTube on his grandmother's iPad; his grandmother told me that she preferred to leave the television on most of the time even if nobody was watching it. In all my observations, Waleed used the iPad to watch YouTube.

Waleed spent half the day with the grandmother in her house, so the mother and grandmother were both interviewed twice, separately, for about half an hour each time and audio recordings were made, with their permission. I observed Walid at the grandmother's house three times as the most appropriate time to visit was within the time the child spent there. After obtaining permission from the family and the child, video recordings of the three observations were made. I also obtained three YouTube watching histories taken a month apart by Waleed's mother taking a screenshot of the YouTube app and sending the images to me on WhatsApp.

iii. **Case 7 (Maria)** Maria was a four-year-old Saudi girl who lived with her father, grandmother, aunt and an older brother aged eight. Maria's family spoke only Arabic; Maria's aunt told me this and I also noticed it on my visits to the family. Maria therefore used Arabic to communicate with her family. At the same time, however, Maria's aunt said that Maria watched YouTube in English, Arabic and other languages because she was trying to learn some languages from YouTube, such as English, Turkish and Russian. During my observations, Maria watched YouTube in several languages. Her aunt also said that Maria had started watching YouTube when she was one year old.

Maria was watching YouTube on an iPad in the first and third observations when I visited the family and had used a smartphone in the second observation. Her aunt explained that Maria watched YouTube more on the iPad and the smartphone than on the smart television.

I interviewed Maria's aunt twice for about half an hour each time and also audio-recorded the interviews, with her permission. I observed Maria three times for an hour each time, and the observations were video recorded, with the family's permission. I also obtained

three YouTube watching histories taken at approximately monthly intervals, by Maria's aunt taking a screenshot of the YouTube app and sending the images to me on WhatsApp.

iv. **Case 8 (Laila)** Laila was a Saudi girl aged four years and ten months who lived with her father, mother and older sister aged eight. Laila spoke Arabic and English, and from my observations and my discussions with her mother, it seems that Laila preferred to communicate with her family members and watch digital content in both English and Arabic. The mother said she encouraged Laila to watch in English to learn English and added that she and her husband both spoke English fluently and wanted their children to learn English; during my observations, Laila watched YouTube in English and Arabic. Laila's mother also told me that Laila had started watching YouTube when she was one and a half.

When I visited Laila's family, she was watching YouTube on an iPad and her older sister was watching YouTube on television at the same time.

I interviewed Laila's mother twice at her home for about an hour each time and I audio-recorded the interviews, with her permission. I also observed Laila at home three times for an hour each time, and the observations were video-recorded with the family's permission. I also acquired three YouTube watching histories spaced approximately at monthly intervals by Laila's mother taking a screenshot of the YouTube app and sending the images to me on WhatsApp.

v. **Case 9 (Dania)** Dania was a Saudi girl aged three years and seven months who lived with her father and mother. Her mother explained that Dania spent the mornings with her grandmother because the mother was studying; Dania did not go to a kindergarten. Her mother and grandmother said that the family spoke only Arabic and during my observations Dania spoke and watched YouTube in Arabic. Dania's mother also told me that Dania had started watching YouTube when she was one and a half.

I observed Dania once at her grandmother's house and twice at her mother's house. Dania watched YouTube on an iPad at her grandmother's house and on a smart television at her own home. I observed Dania in her parents' house and in her grandmother's house, and I interviewed her mother and grandmother in their own homes for about an hour each time, and the interviews were audio-recorded after obtaining permission from the mother and grandmother. Dania was observed three times for an hour each time twice in her own home and once at her grandmother's house, and these observations were video-recorded with the family's permission. I also obtained three watch histories on YouTube taken at monthly intervals by Dania's mother taking a screenshot of the YouTube app and sending me the images on WhatsApp.

3.4.3 The Case Study Analyses (by Thematic Analysis)

The purpose of data analysis is to make sense of acquired data by categorising it and connecting various concepts (Gray, 2014). Thematic analysis is one of the principal methods for analysing qualitative data and is known for its flexibility (Braun & Clarke, 2006). Thematic analysis was deemed to be the most appropriate method for analysing the data gathered during the case studies. The analysis involved six stages (Braun & 2006, p.16). For analysing the data, I chose a combination of inductive and deductive strategies (Mills et al., 2010).

Preparing for the Data Analysis

During this stage, I read widely about how to analyse qualitative data from several references (Braun & Clarke, 2006; Mills et al., 2010; Elliott, 2018; Creswell & Poth, 2018) and then entered all the data as Word files after transcribing them in full in the original Arabic and saving each case with its anonymised name and data type (for example, 'Rose (mother's interview)', 'Rose observation 1', 'Rose observation 2', 'Rose observation 3', 'YouTube views records, Rose', and my general notes on Rose's case). I chose NVivo as the analysis software; I took an NVivo course at the University of Sheffield and trained with a female colleague in the department on using the programme. In addition, I made a number of decisions regarding my data analysis during this phase. To prepare for the analysis, I created a folder for each case. Each folder contained the data from the interview(s), observations and YouTube viewing histories saved as Microsoft Word files. I then imported all the files into NVivo.

Becoming Familiar with the Data

During this stage, I immersed myself in the data, listened to the interviews repeatedly and watched the children's video-recordings repeatedly, following the advice of Wellington (2015). Braun and Clarke (2006) recommended that immersing themselves in the data helps researchers to understand the content in depth and added that reviewing the data helps to identify common ideas and to link them during the next stage of data analysis. Frequently listening to the interviews and watching the video-recordings helped me to identify common themes and to connect related themes (for example, getting an initial perception of most of the benefits which Saudi adults think that their children get from YouTube). The repeated listening and watching also helped me to correlate adults' opinions with the actual behaviour of their children when watching YouTube. These actions helped me to shape the initial analysis of the data and enabled me to gain a more comprehensive understanding of the data (Braun & Clarke, 2006).

This stage also included taking notes which were useful for the analysis. I wrote all these notes in NVivo so that all the data would be in the programme window and available for easy reference.

During this stage, I recorded my initial impressions of the data, which came in handy during the subsequent data analysis. NVivo made this move more manageable: I used NVivo to objectively encode, organize and analyse the data (Braun & Clarke, 2006). This stage was in Arabic only in terms of writing notes and dealing with the acquired data written entirely in Arabic.

Generating Initial Codes

Encoding is identifying the basic ideas in the data, and coding is analysing qualitative text data by isolating subjects and relating them to the research questions. The coding is scalable and can be rearranged (Braun & Clarke, 2006). Codes should provide an overview of the quantitative data and should be arranged by topic for analysis (Elliott, 2018). Coding is an almost universal process in qualitative research; it is an essential aspect of the analytical process and enables researchers to divide their data in order to do something new: "Coding is the process of analysing qualitative text data by separating it to see what it produces before putting the data back together in a meaningful way" (Creswell, 2014, p.156).

I used descriptive notation, which summarises the basic subject of qualitative data traffic in a word or short phrase, most often as a noun (Elliott, 2018). Thus, the initial codes were generated from my first impression of the data. Sometimes a single snippet could be summed up by one code whereas others needed more than one code. During this stage, I encoded all the data by pointing to long sentences with a code. For example, when an adult mentioned that a child had learned to scream from vloggers on YouTube, I would shade the sentence and put it under the 'Negative Vloggers' code, and when an adult said that a child was watching cartoon content, for example, *Peppa Pig*, I put it under the 'English cartoon' code. After this process, a large number of codes had been generated for each child. I also referred to each type of code and linked them to their source, whether the interviews or my observations of a child. All of the codes at this stage were in Arabic, as shown in Figure 3.4. Some codes were directly related to the research questions (such as what the child watched) whereas others were unrelated to the research questions (such as the stories which adults mentioned about their relatives and their exposure to dangers as a result of YouTube content). At the end of this stage, I had many codes which the NVivo software helped me to deal with because of NVivo's efficiency in organising, saving and retrieving data and showing connections between data (Braun & Clarke, 2006). I encoded my search data in two stages. First, I used a data-driven process by inductively looking at the data and the coding was based on the research questions. In this stage, each case was analysed separately.

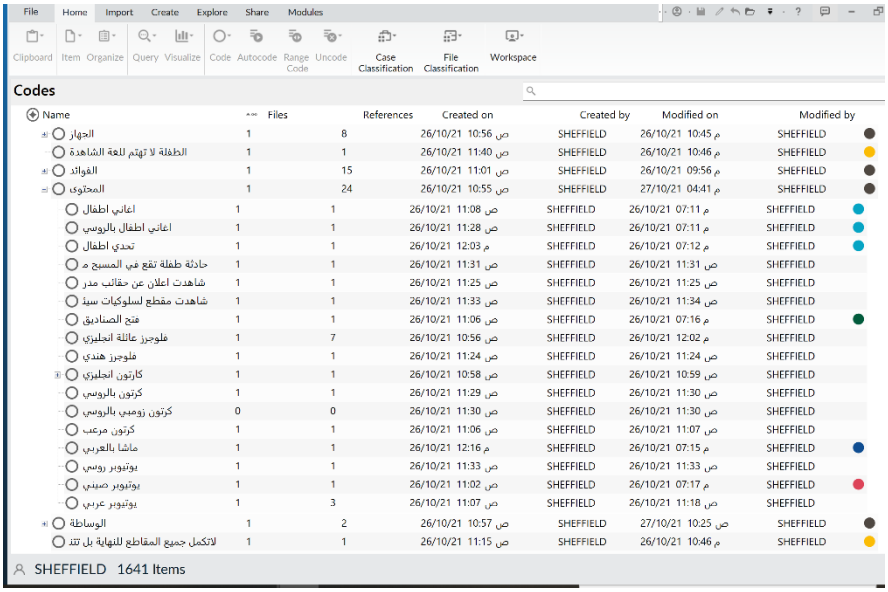

Figure 3.4. *The first step of data coding*

Searching for Themes

During this stage, a researcher looks more deeply into the codes and begins to draw connections between them; it is common in this stage to merge some codes to create a manageable number of themes which are logically linked. Codes are aggregated in more general groups to facilitate the analysis (Braun & Clarke, 2006).

The previous stage had generated an extensive list of codes and I grouped these by research question, by codes relating to the children's favourite viewing or by how much time they spent on YouTube. I isolated instances of their behaviour in separate sections according to whether they were watching with others or watching alone. The data were disaggregated at this stage. NVivo made it easier to manage the data and review and rearrange the codes and themes. Braun and Clarke (2006, p.91) stated that the need to re-encode from the data set is to be expected because coding is an ongoing organic process. I encoded additional data within some subjects which had not been previously encoded because the picture gradually became clearer. I did this stage for each case separately until I had a clear conceptual map divided into clear themes (content, benefits, negatives, positives and parental mediation) (Appendix B-22).

Mills et al. (2010) recommended that graphics and diagrams facilitate the analytical process as the essence of qualitative analysis is to reduce qualitative data in a visual representation. Therefore, after defining the codes and selecting themes, I clarified them in mind maps so that the data became clear, which helped me to link the data together, thus determining the results. Mills et al. (2010) added that the choice of analysis strategies is not random but depends on the nature

of the research, the data and the analytical skills of the researcher. Therefore, after analysing the data and identifying the final themes, I drew a comment map for each case which included all the case data, such as the positives which the adults believed would accrue, the videos which the child watched and the behaviours which the child performed while watching, as shown in Figure 3-5, and I also clarified the source of all these data, whether from an interview, from my observation of the child or from the record of children's viewing on YouTube. Mills et al. (2010) pointed out that NVivo is an organisational and analytical tool for case study research which helps to collect relevant codes; it also helps to explore new codes. NVivo made this step of mind mapping easy for me because of its capabilities to organise and classify data.

Refining and Filtering Themes

Refining and filtering themes enables a researcher to acquire a more precise and objective view of the data. In this stage, it is appropriate to add themes and codes when necessary, but researchers should be careful and know when to stop, otherwise the coding process might become endless (Braun & Clarke, 2006).

After dividing and organising the themes, I conducted a review and deleted some of them; some themes were clearly sub-themes of other themes. In this stage, my understanding became clearer as I grouped together some of the topics, added several sub-themes and deleted topics which I found were repetitive or had similar meanings. I also collected similar themes for all cases in separate mind maps by topics.

Defining Themes

In this step, the researcher must have a clearer view of the data and define the results deemed necessary to answer the research questions. During this stage, the data are arranged so that the researcher can perceive how the topics are logically related to the research topic (Braun & Clarke, 2006). Braun and Clarke (2006) added that unimportant subjects should be omitted in preparation for arranging the themes into a logical sequence. I arranged the data into mind maps which fitted their presentation in the results chapter in a coherent, logical sequence. This provides the reader with an understanding of how I reached the results. I also reviewed each topic and made sure that they represented the data. Also, using mind maps made it easy for me to understand the data, such as the practises of adults with Saudi children living in the UK on their temporary return to Saudi Arabia. I organised the data as necessary so that the presentation was logically sequential, as will be clarified in the results chapter. I took the advice of Braun and Clarke (2006) that the topics should be short and expressive and should immediately convey the correct meaning to the reader.

3.4.4 Ethical Considerations

Ethical issues in any case study are an important element of the research to ensure that no participants suffer harm (Priya, 2021). As a researcher at the University of Sheffield, I attended lectures on the ethics of social science research offered by the university. In addition, I read widely on the ethics of research with children and families, as my proposed research involved observing children and interviewing family members. I understood the need to implement the appropriate steps of scientific research ethics set out by Priya (2021), namely, obtaining official permission for the study, obtaining informed consent from the participants, and anonymising the identity of the participants, in addition to taking into account the impact of working with the participants and explaining to them their right to withdraw from the study at any time without explanation (Priya, 2021).

Official Permission

The first stage involved obtaining official permission to conduct the research (Wellington, 2015). A research proposal was submitted to the School of Education's Ethics Committee at the University of Sheffield, which conducted an ethical review and gave official approval for the study (see Appendix G). Permission to carry out the research was also sought and obtained from Umm Al-Qura University in Saudi Arabia. I requested permission from Umm Al-Qura University to have an official body supervise data collection and follow up on the data collection process as required by the Saudi embassy.

Informed Consent

Informed consent is the participants' consent to participate in a research project voluntarily with a full understanding of the nature of the study, the obligations involved in participating and their rights as research participants (Einarsdóttir, 2007). The rights of the participants in a research study include knowing full information about the research, their right to withdraw from the research at any time without explanation, their role in the research and what is required of them as participants. I made sure to explain the full research protocol to the adult participants and why the research required audio and video recordings, and I provided them with a paper explaining all their rights. I asked all the participants to read it and to ask me about any points which they did not understand, and then I asked them to signify their approval by signing an informed consent form. It was also necessary to obtain informed consent from the children involved (Sheila & Hogan, 2011), so I explained to the children what was required of them in the research and the observations which I would carry out with them in the presence of adults and ensured their understanding and their consent. Obtaining informed consent directly from children can be

complicated, but I took great care to ensure that they felt comfortable by observing their interaction and their emotions (Einarsdóttir, 2007).

I also explained to the children their right to withdraw from the research whenever they wanted and that they were free to do so without having to give any reason. I also explained that they were free to participate and continue or to withdraw. So when Noura refused to be video-recorded, I respected her wish and completed the research procedures as Noura chose. In addition, I showed the children the angle at which they could sit to avoid being filmed directly if they did not want to. I also clarified to all participants that all of the acquired data would be used only for specific scientific research and would be destroyed after the research is completed. All of the participants were treated with respect and emphasis was placed on their freedom to stop participating at any time.

Anonymity and Confidentiality

I took into account the ethical need to maintain the anonymity of the participants and the confidentiality of their data; Mei and Brown (2011) stressed that one of the most stringent requirements of any research involving people is to maintain the anonymity of the participants and the confidentiality of the information which they provide. I also promised the participants that they would not be mentioned in the research in any way which could lead to them being identified (Greene & Hogan, 2011). Pseudonyms were used for all the participants in the research and their real names were never used.

As already explained, I used video recordings to record the observations and audio recordings to record the interviews. I also respected the conservative nature of Saudi society, which does not accept the filming of females in order that strangers do not see them if females appear in a video accidentally (which was what happened during the children's observations), so I was careful to ensure that no-one else saw the recordings but me. As I personally belong to this conservative Muslim community, and I know some people have reservations about taking pictures or filming women without a *hijab*, especially since women in Saudi Arabia do not wear the *hijab* at home, and all my observations were made at home, so when filming the observations, a number of female family members appeared. I also saved all the videos on an external hard drive which I bought specifically for this purpose and saved them securely to make sure that no-one could access them. I also explained how I would save the videos and audio recordings to all of the participants and I assured them that I would destroy all the data after completing the research and that no-one else would ever see it. I did not save any of the video or audio recordings on my computer or on any cloud space.

Power Relations

When children participate in research, the relationship can become complicated because children are more susceptible to unequal power relations with adult researchers regarding age, status, competence and experience (Einarsdóttir, 2007). Power relations can affect the results, so I took this into careful consideration. In any study involving children, it has been reported (Sheila & Hogan, 2011) that children might feel afraid to act comfortably or express their opinions when they are around adults. At the same time, Einarsdóttir (2007) advised that children deal more comfortably with people whom they know. Although the children recruited for this study were children of my friends or my extended family, my relationship with the adults involved was greater, as some of the children did not know me well, especially since I had been living in the UK for two years and some of the children did not know me personally. I therefore sought to form a good relationship with the children. They might feel comfortable partly because they were sure that their family knew me, but I nevertheless tried hard to form a good relationship with the children by buying them small gifts which they would like and by trying to talk to them and play with them a little before starting to explain the research to them. Even so, it can be difficult to argue that the power relationship can be completely avoided (Einarsdóttir, 2007). I therefore reminded the children continuously that they were free to participate or withdraw from being filmed or taking part. Wellington (2015) stated that researchers often claim that children get used to a video recorder after two days and behave normally. However, perhaps this is because there is no option to turn it off, or they feel that they have to accept another layer of adult monitoring (Wellington, 2015). I did my best to ensure that the children knew that they could leave whenever they wanted and that I was not bothering them by being there or filming them.

As I explained earlier, I knew the adults personally. Personal knowledge, however, can influence data analysis, so I tried to be impartial about the data and to form perceptions by combining data from the interviews with my observations to reach a neutral position, but it is difficult to say that I was able to avoid such bias entirely due to my personal knowledge of the research sample. It would not have been possible to conduct the research with people whom I did not know personally because of the conservative nature of Saudi society, as I mentioned earlier. When interviewing and asking research questions, I endeavoured to follow the advice of Wellington (2015), who said that a skilled interviewer can assess the required balance between task participation and social participation. So I tried to keep the focus of the interviews on the interview questions and away from personal relationships.

Ethical issues in visual data

Collecting visual data from children in private spaces such as their homes can be challenging and requires careful consideration of a number of ethical issues. Researchers need to respect the privacy and dignity of the children and their families and ensure that their well-being is not compromised (Harden, 2019). In the data collection for this study, I sought to make sure that the children accepted the observation and the video recording. I communicated fully with the families before each observation to ensure that the child agreed to the research procedures and was willing to complete the observation. Through this communication, I knew that Nora would not accept video recording so I respected her wish without making any attempt to persuade her to change her mind or to talk to her about her willingness to complete the session with the audio recording or to withdraw. In this way, I always took the children's comfort very much into consideration.

Another important consideration is the potential impact of the research on the children and their families, particularly in terms of privacy and confidentiality. Researchers must ensure that children and their families are comfortable with the use of video in their homes and that their privacy is respected (Peters et al., 2021). This might involve asking the children and their families to choose the areas of their homes where filming can occur and setting clear boundaries for what can and cannot be filmed (BERA, 2018). I therefore left the freedom of choice to the family to choose the place where I would record the video of the child and monitor the child.

Also, it is essential to be aware of the cultural and social context in which the research is conducted. Researchers should be sensitive to the potential cultural and social factors which might have an impact on the children's participation and experiences in the research. They should also ensure that the research is conducted in a manner which is respectful of the children's cultural and social backgrounds (Peters et al., 2021). I took great care to respect the social and cultural context which provides the uniqueness of the Saudi society to which my sample belonged and used my knowledge of the sensitivity of privacy in filming videos in private places, since I belong to this society.

Collecting visual data with children in private settings requires careful planning and full consideration of a wide range of ethical issues. Researchers must prioritise the well-being and dignity of children and their families and ensure that their participation is voluntary, informed and given the proper respect.

3.5 Ensuring Trustworthiness

A measure that I used to enhance the trustworthiness of the research was portability. To achieve the portability criterion which Lincoln and Guba (1985) described as the similarity between the original phenomenon under study and other phenomena to which the research results can be transferred, the results were supported by direct quotes from the words of the participants in the research. According to Santos et al. (2015), translating whole data from the native language into English can be time and labour intensive. Naturally, translating from Arabic to English was difficult, particularly some Arabic expressions by which respondents conveyed specific attitudes. I also compared the research results with those of previous studies on the same topics, which improved the evaluation criteria, data quality and search results (Gray, 2014). As suggested by Wellington (2015, p.151), this consisted of examining the results of previous studies in order to assess the extent to which the current results agreed with them. I therefore referred to previous studies drawn from the literature which had addressed similar issues. Specific criteria were also set in the selection of the sample to ensure the recruitment of an appropriate sample for the study and I described this sample in great detail earlier so that the reader can understand the link between the context of the research and its sample and its attitudes, and thus transfer these results and benefit from them to other similar contexts and societies (Gray, 2014).

3.6 Producing the Report

After completing the stages described above, I was ready to write up the results. The final steps involved organising the data in a logical format which would enable me to relate the disparate observations to convince readers of the validity of the findings (Braun & Clarke, 2006). Creswell (2014) advised that the interpretation of qualitative results should take a form adapted to the study design. Both quantitative and qualitative results were therefore combined in the final report to most effectively illustrate the findings of the study.

3.7 Data Translation

All the sample members' interviews were in Arabic because not all of them spoke English and their mother tongue was Arabic. In qualitative research, doctorate students or researchers collect data in their native language, then analyse and interpret them in English (Santos et al., 2015). As data collecting in one language and results presentation in another is now widespread among qualitative researchers in many theses (Sawani, 2017), and to maintain the ethical conditions of the research, no-one else had access to the private data acquired. I translated the responses myself. I consulted acquaintances about phrases whose meaning I questioned. Due to the vast amount of data, I evaluated it in Arabic and subsequently translated the results and cited texts into English

using the Invivo application. According to Santos et al. (2015), translating data from the mother tongue to English can be time-consuming. The translation from Arabic to English was difficult, especially for some Arabic terms used by some participants and I sometimes struggled to find a suitable English synonym for them.

3.8 Summary

In this chapter, I have described the chosen research model, highlighting why the mixed-method approach was appropriate for the research aims. I have discussed the acquisition of data from semi-structured interviews, from my observations of children and from the records of children's YouTube watching histories. I have explained and justified how I chose and recruited the sample. Ethical issues have also been discussed in detail. Finally, I have presented my personal way of analysing the data. In the next chapters, I shall present and discuss the findings.

Chapter 4 Quantitative Data

4.1 Introduction

The current study was based on quantitative and qualitative data as explained in the research method chapter. The current study was based on quantitative and qualitative data, as explained in the research method chapter. Some findings will be contextualised and discussed in this chapter, and I shall discuss some quantitative data with qualitative data in the next chapter (Chapter 5). Because quantitative and qualitative data are related, qualitative data will provide an explanation for some quantitative results. As for the key findings, qualitative and quantitative data complement each other. I shall discuss them in more detail in the discussion chapter (Chapter 6).

In this chapter, I shall present data from the survey of children's use of YouTube from the perspective of their parents, including the devices on which children watch YouTube, the hours they spend watching YouTube, the content which they watch on YouTube and the advantages and disadvantages that their parents think their children get from watching YouTube. In addition, I shall show results regarding parental mediation in terms of the types of mediation which the parents used with their children while they were using YouTube.

4.2 Online Survey Sample

As explained in detail in the previous chapter, the online survey sample comprised 2813 participants with children aged 3-6, of whom 2594 were in SA and 219 in the UK. The ages of the adult respondents ranged between twenty and forty; 92% of the respondents were mothers and the rest were fathers.

4.3 Children and YouTube

In this section, the quantitative data from the survey related to children and their use of YouTube will be presented from several aspects. I shall start by presenting data which show the most used social media by Saudi children aged 3-6. I shall then present data which show the devices on which the children watched YouTube and their methods of finding the content which they watch on YouTube. Screen-time data will also be presented regarding the number of hours the children spent watching YouTube and the time(s) of day when they preferred to watch YouTube. The data also show the main reasons why children watch YouTube according to the parents' perceptions. Data provided by the parents about the content which their children watched on YouTube will also be set out. Finally, the advantages and disadvantages of their children watching YouTube will be presented according to the parents' perspective.

4.3.1 The Social Media Applications Most Preferred by Saudi Children

The sample was described in the methodology chapter, and it was stated that all of the parents who participated in the study thought that their children used YouTube, but families were asked about the applications most preferred by children from within social media platforms, and the results clarified that the majority of the children preferred to use YouTube (69.36%) in both samples. The second most popular application was YouTube Kids (28.51%), which means that most children preferred YouTube (whether YouTube or YouTube Kids) more than other social media platforms, and this result is consistent with those of many previous studies (Rideout & Robb, 2020; Mufti, 2022; Lozano-Blasco et al., 2021; Qutb & Shouey, 2021; Ofcom, 2020; Al-Shabeeb, 2017; Wahab, 2015) that YouTube is the most used platform by children for this age group.

The children's usage of other applications, such as Facebook, Instagram and Snapchat, was very low (see Appendix A-6). In the 'Other' category, 1.24% of the parents reported the use of PlayStation, Netflix, television, and TikTok (see Appendices A-7 and B-4).

4.3.2 Devices Used by Children in the SA and the UK According to Adults' Opinion

The respondents could choose more than one answer to this question, so the total number of answers was 5292. The range of digital devices used by the respondents' children in SA and the UK was clear. The most commonly used devices were smartphones (73.65%), followed by tablets (53.14%), smart televisions (46.39%) and laptops (14.11%). Only 0.81% of the respondents completed the 'Other' category, all of whom named PlayStation (see Appendices A-9 and B-6).

In terms of the digital device distribution between the children in the SA and those in the UK, smartphones were the most widely used devices in both locations, but the children in SA used tablets more than smart televisions whereas those in the UK used smart televisions more than tablets (see Appendices A-10 and B-7). Devices used by children will be discussed in depth with qualitative data in the qualitative data chapter.

4.3.3 How the Children Choose Content from YouTube

The 2813 respondents gave 4644 answers to this question for both Saudi samples because they selected multiple answers. The responses showed that 52.93% of the children asked adults to look for what they wanted to watch, perhaps because they were young and could not independently search due to their inability to spell. Almost equal numbers of children used the suggested video feature (42.98%) or found videos accidentally (41.73%) (see Figure 4.1).

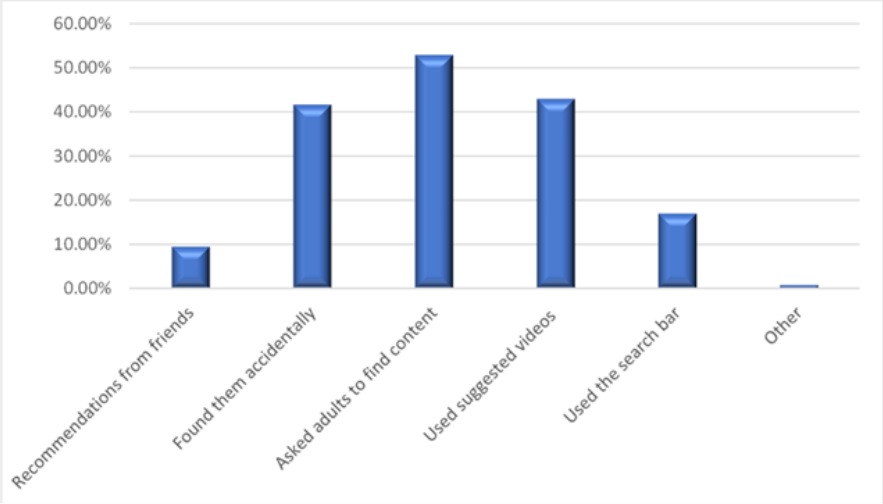

Figure 4.1 *The methods used by the Saudi children of the respondents to find YouTube videos*

NVivo was used to analyse the open-ended answers provided by 0.85% of the respondents for both sets of samples. Eighty-seven parents thought that their children used voice to search for videos, which some parents considered an excellent way to learn to use correct Arabic or English pronunciation. Only 12.5% said that their children chose videos using their smart television (see Appendix A-12).

In terms of the methods used to find YouTube videos by the children in SA and the UK separately, the highest percentage of children in SA asked adults to search for videos for them. The highest percentage in the UK used the suggested video features (see Appendices A-13 and B-9). This finding regarding how children get deeper content will be discussed in the next chapter with the qualitative data.

4.3.4 Screen Time

All 2813 respondents answered this question about the time that children spent on YouTube per day, both on weekdays and at weekends. In both categories, the highest percentages of parents noted that their children watched YouTube for two to three hours per day (37.33% on weekdays and 33.45% on the weekends). Approximately 25% watched for less than an hour during weekdays, and only 6% did not watch YouTube on weekdays, whereas 21% watched for more than four hours on the weekends and 7% did not watch YouTube on weekends (see Appendix A-14).

As for the time of day when children preferred watching YouTube, all 2813 respondents stated the usual time that their children watched YouTube. Since the respondents could choose more than one option, the total number of answers was 4212. Both the evening and the afternoon were

selected by approximately 52% of the respondents; only 18.17% reported devices being used before sleeping (see Appendices A-16 and B-10).

The open-ended 'Other' responses to this question were analysed using NVivo. The adults mentioned several other devices which were available to children most of the time, and some of them also mentioned that they set specific times for their children to watch YouTube. In addition, some adults indicated that they let their children watch YouTube while eating, and some even said that their children would refuse to eat without watching YouTube. Some adults also reported that they let their children watch YouTube while they were busy in order to keep the children calm (see Appendix A-17).

In terms of how long the respondents' children in SA and the UK watched YouTube, on weekdays, 37% of the children in SA and 39% of those in the UK watched YouTube for two to three hours a day. In contrast, 26% in SA and 30% in the UK watched for less than an hour. The lowest percentages of children never watched YouTube on weekdays, but on weekends, 33% of the children in SA and 38% in the UK watched YouTube for two to three hours. In contrast, 21% in SA and 22.86% in the UK watched for more than four hours (see Appendix A-15).

In terms of the usual time of the day that the respondents' children in SA and the UK watched YouTube, for those in SA, there were equal percentages for the afternoon and evening, whereas the highest percentage for children in the UK to use YouTube was during the evening (see Appendices A-18 and B-11).

The results showed that most children, as the adults believed, used YouTube for 3–4 hours a day. They also believed that the best time for children to watch YouTube was in the afternoon and evening. Screen time will be discussed and explained in more depth with qualitative data in the chapter on qualitative data.

4.3.5 The Motivation for Children's Use of YouTube

Only 2714 responses to this question were received from the participants in SA and the UK. The majority of parents (56.59%) thought that their children watched YouTube for entertainment, whereas 27.23% thought that their children watched YouTube as a pastime, and 27% thought their children's goal was learning (see Appendices A-19 and B-12). Less than 1% gave other responses, including helping their children to eat a meal, helping their children to stay quiet and occupied while the mother was busy, or helping their children to stop crying (see Appendix A-20).

The main reasons for watching YouTube among the children in SA and the UK were almost identical, with the majority watching YouTube for entertainment (56%), followed by watching

YouTube as a pastime (27% in SA and 28% in the UK) and for learning (15%) (see Appendices A-21 and B-13). All the results of the reasons why children use YouTube will be discussed in more depth in the discussion chapter, along with quantitative data which will provide a deeper interpretation of the results.

4.3.6 Content that Children Watch on YouTube

Regarding the content that children watch on YouTube, the online survey results will be presented in this part but will be discussed in more depth with qualitative data in the discussion chapter to link quantitative and qualitative data. The children watched various contents on YouTube, such as nursery rhymes, cartoons, vloggers and toys, in both Arabic and English. All 2813 parents responded to what their children watched (see Figure 4.2) and could select multiple answers; even so, 94.74% of the parents thought that their children watched cartoons. Some parents named some Arabic cartoon channels in the open-ended responses, such as Amona, Kdosheh, Serag, Zakaria, Dania, Azouz and Mansour. Parents also mentioned cartoons dubbed into Arabic, such as Masha and the Bear, Heidi, Adnan and Leena, Detective Conan, Rosie and Rumba, Mister Ben, Sponge Bob, Superheroes and Sami the Firefighter. They also mentioned cartoons in English, such as Peppa Pig, Masha and the Bear, PJ Masks, My Little Pony, Disney movies, Paw Patrol and Shaun the Sheep.

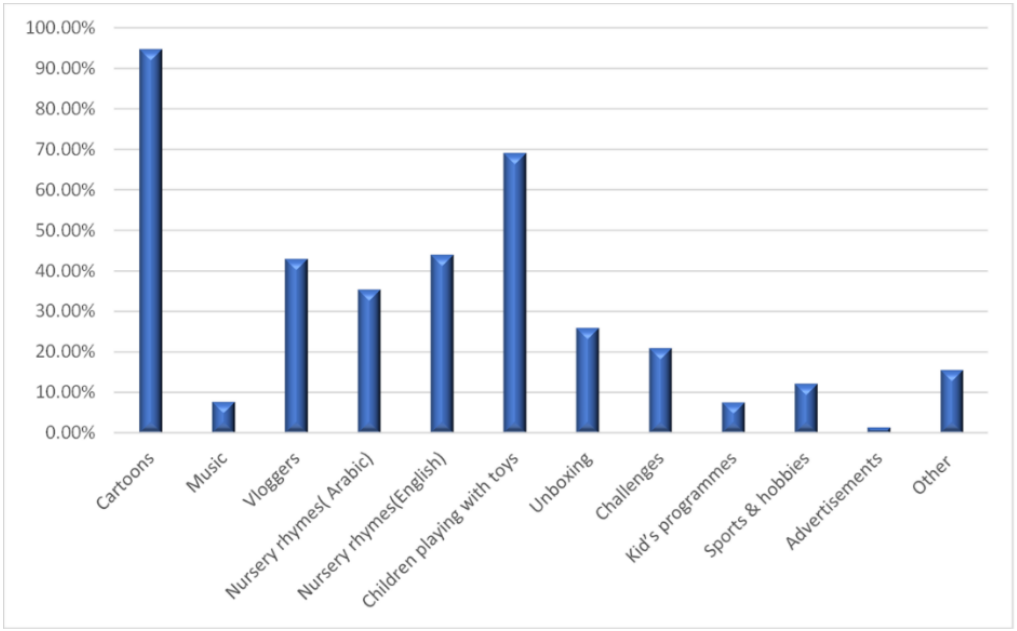

Figure 4.2 *The preferred types of videos of children of the respondents*

The second most popular videos were of children playing with toys (69.14%). Toys videos were also mentioned in which only toys such as cars and dolls appear without any characters, except for a hand which moves them.

Nursery rhymes in English were listed in about 43% of the responses; the parents mentioned some names of these channels, such as LooLoo Kids, ABC TV, Cocomelon and Pinkfong Kids' Songs & Stories and said that they helped their children to learn English.

About 35.44% of the parents believed their child preferred nursery rhymes in Arabic such as Toyor Al Janah, Karameesh, Glory Channel Songs, Space Toon, Chicks and Kindergarten Songs. Vloggers content was mentioned by 44% of the parents and the parents also named some Saudi vlogger families such as Riyad, Moshaya and Faihan. These families record their lives and trips and advertise products and toys. I found the recent popularity of this type of channel among children to be significant, as these videos have millions of subscribers and views.

The parents also reported that their children watched a range of contents, such as unboxing (25.99%), challenges (20.97%), hobbies and sports (15.61%), and music and children's programmes (about 8%) (see Appendices A-22 and B-14).

For the open-ended ‘Others’ category, 555 parents gave answers already in the list of channels provided in the question in both samples. Those responses were added to the Table in Appendix A-22, and the total became only 439 original answers with fifteen YouTube channels. The responses were compiled in a Word file and then entered into NVivo to find themes among the children's most favoured videos on YouTube (see Appendix A-23). This analysis resulted in fifteen themes, discussed here in order of popularity based on the number of responses for each type of video.

First, 25.51% of the responses were related to gamers (who make videos showing viewers how to play video games) such as Fortnight and Minecraft. Second, 15.26% of these channels provide content suitable for children, such as colours, numbers and letters. Third, 9.57% of the parents believed that their children liked to watch Arabic dramas, such as Tash Ma Tash and Shabab Al Bombe (a well-known and popular drama in SA). Fourth, Shelat (traditional Saudi songs) was popular with 9.34% of the children. Fifth, 8.66% of the parents mentioned channels presenting maths concepts, such as addition, subtraction and counting in Arabic and English. Sixth, 7.97% of parents referred to channels about animals, such as National Geographic. Parents also mentioned channels for educational concepts, with 1.59% of them mentioning educational documentaries, 1.37% stating invention programmes, 2.73% listing dinosaurs, 3.42% mentioning Learning the Qur’an and 2.73% listing information programmes (‘Did you know?’). Other

channels mentioned were comedy (1.59% of the parents) and stories (3.87%). Only 2.73% of the parents did not know what their children watched.

Regarding what the children watched on YouTube grouped by location, there was a common preference for cartoons in both SA and the UK (95.72% and 80% respectively). Children in both locations preferred channels which provided playing with toys, followed by vloggers channels. However, the children in the UK preferred nursery rhymes in English more than the children in SA, who preferred nursery rhymes in Arabic. Overall, the preferences did not differ much based-on location (see Appendices A-24 and B-15).

4.3.7 Parent's Opinions of YouTube

All 2813 parents responded to the question about whether their children gained useful knowledge and skills from watching YouTube videos. The approval rate was high (about 76%), indicating that YouTube contains content which the parents believed to be beneficial for their children (see Appendices A-25 and B-16).

Regarding the difference between the parents' opinions in SA and the UK about whether their children gained useful knowledge and skills from watching YouTube videos, the majority of parents in both locations found the content provided by YouTube to be useful (see Appendices A-26 and B-17).

Interestingly, when parents were asked whether they thought YouTube had posed a risk to their children, 87% of the 2600 who responded to this question said yes (see Appendices A-27 and B-18).

Regarding the difference between the parents' opinions in SA and the UK about whether YouTube posed a risk to their children, the majority of the parents in both SA and the UK thought that YouTube had posed a risk to their children (see Appendices A-28 and B-19).

This interesting result, representing the convergence of the percentages of adults who believed that YouTube is beneficial with the percentages of adults who believe that YouTube is dangerous for their children, agrees with qualitative data from many previous studies (Rideout & Robb, 2020; Ofcom, 2020; Marsh et al., 2019; Chen, Teo & Nguyen, 2019; Asmiarti & Winangun, 2018; Livingstone & Helsper, 2008) and will be discussed in more depth in the qualitative data chapter.

4.3.8 YouTube's Advantages from Parents' Perspectives

There were 4230 answers from 2013 parents in the two samples to the open-ended question about the benefits of YouTube, to which parents could give multiple answers. These answers were

analysed using NVivo and themes were identified (see Table 4.1). The data show that parents believed that their children learned many benefits from YouTube, such as language, hobbies and new information. They also thought that their children learned things related to the Islamic religion, such as prayer, the Qur'an and the characteristics of the Prophet Muhammad, in addition to Islamic values. There is a close relationship between the results of the quantitative data and the qualitative data about the benefits which the adults thought that their children were getting from YouTube, so all of the quantitative results will be presented in this section and then discussed and contextualised in depth in the quantitative data chapter and the discussion chapter.

Table 4:1 Skills which their children learned from YouTube, according to their parents

Skills which children learned from watching YouTube	***Percentage***	***Response***
Learning Arabic	47.64%	959
Learning English	32.79%	660
Sport	20.02%	403
How to play	15.80%	318
Hobbies	15.60%	314
Good behaviour	15.15%	305
Speech skills	15%	302
New information	10.58%	213
Revising nursery rhymes	10.23%	206
Thinking	7.45%	150
Maths concepts	6.85%	138
Imitation	6.06%	122
Qur'an	3.72%	75
Cooking	1.74%	35
Prayer	0.89%	18
Voices of animals	0.60%	12
Total Answers	**4230**	
Total Respondents	**2013**	

Learning Languages

The adults claimed that watching YouTube content with children aided their language learning, whether it was Arabic or English. The most frequent theme in the responses was learning Arabic, with 47.64%. Although the sample population spoke fluent Arabic, parents found that YouTube benefited their children greatly in learning new Arabic terms. As mentioned previously, the studied children were 3-6 years old, an age when children acquire new terminology. The children learned terms for colours, shapes and objects, and the alphabet from YouTube.

The second most common theme was learning English, with 32.79%. Some parents also noted that their children learned whole sentences in English. Additionally, their children memorised many nursery rhymes in English which they frequently repeated.

The parents also believed that children learned language skills from YouTube related to speaking, including fluency in speaking and the ability to manage dialogue and persuasion, according to 15% of the parents. Some parents stated that their children had become more fluent and tactful, imitating what they watched and absorbing how children talked on YouTube videos. They also learnt the etiquette of not speaking out and not interrupting others. The parents also believed that their children learned to pronounce letters and words correctly from YouTube. Because this result is so important to how children learn language, it will be discussed in greater detail with the qualitative data in the next chapter. This will help to connect the quantitative and qualitative results.

Movement

Parents found YouTube useful for learning sports (20.02%), such as gymnastics, dancing and football, and fitness exercises, which their children performed while watching the videos. Four hundred and three parents indicated that their children danced along to the nursery rhymes which they watched on YouTube, which they considered to be a form of athletic movement.

Learning Hobbies

Children learned how to use games correctly by watching videos which showed how to open the game boxes and operate the games; specific examples included concrete games such as puzzles, and video games such as Minecraft (15.80% of parents). In their responses, 15.60% of the parents said that their children learnt many hobbies through YouTube, including drawing, painting, crafting and making decorations. They also said their children loved to use Play-Doh and learned how to form shapes, and the children particularly enjoyed pug formation and playing with it. Some children mastered music and how to play instruments from YouTube videos or learned about professional photography.

Learning Polite Behaviour and Self-care

In addition, 15.15% of the parents thought that their children also learned good behaviour from YouTube videos, including self-care, such as brushing their teeth and washing their face. The children also learned how to make their beds and organise their toys by imitating what they saw on YouTube. Some parents believed that their children had learned politeness from YouTube, such as asking for permission, saying thank you and expressing greetings and farewells. They also reported that their children learned values and principles. Children learned compassion for pets and how to treat them properly to avoid causing harm to the animals. Some parents stated that their children had learned how to participate, work together and collaborate with others while playing, or to do household chores, such as helping their parents clean the house.

Learning New Information

Their children had also learned a great deal of new information from YouTube documentary videos, as 10.58% of the parents reported. They had learned about other cultures and peoples, including the ways of life, languages and flags of other countries. The children had also learnt many stories and gained much information about the Prophet Muhammad and his morals and qualities. They had also learned new information about technical details and how to operate and build devices, such as telephones, lamps and cars, and how these devices work. They also learned how to download apps, such as drawing and colouring apps, and how to use them, and they had also learned simple scientific experiments, such as chemical reaction experiments: some children were satisfied with watching and learning about scientific tests whereas others applied what they learnt and conducted experiments themselves.

Parents' whose children memorised and repeated nursery rhymes in Arabic or English (10.23%) indicated their satisfaction. They believed that learning these nursery rhymes taught their children concepts such as the days of the week and the names of the months, colours, numbers and letters. Some children also learned values when singing these songs, such as sharing, self-care, hygiene, tidying the house, personal responsibility, helping their mother, love of brotherhood and cooperation.

Also, 6.85% of the parents believed that their children had acquired the ability to understand mathematical concepts, including plurals, methods and classifications, and numbers and counting in Arabic and English.

Creative Thinking

Children had learned creative thinking from the videos which they watched, as 7.45% of the parents believed. Some parents reported that their children were more creative and imaginative

after watching YouTube videos, and others said that YouTube videos helped to increase their children's desire to learn new ways to solve problems and their ability to think innovatively. Some parents added that their children had learned new information because the videos which they watched contained a large amount of useful information presented entertainingly.

Other Advantages

Children had also learned to imitate the sounds of animals and sounds in nature, as reported by 0.60% of the parents. They had also learned simple cooking skills and how to prepare snacks from the videos which they watched on YouTube, as 1.74% of the parents added, and some of those children insisted on applying what they had learned and preparing meals themselves.

In addition, 3.72% of the parents pointed out that their children had memorised verses of the Qur'an from videos which they watched on YouTube, but only eighteen of the parents added that their children had learned to pray by watching the teaching videos for children on YouTube.

4.3.9 YouTube's Disadvantages According to the Parents' Perspectives

There were 2133 parents who gave 4865 answers in both locations about the perceived negative influence of YouTube because the parents could give multiple answers to this question (see Table 4.2). These responses were compiled into a Word file and analysed using NVivo. Parents mentioned several negatives which they thought that their children faced from watching YouTube. One of the negative influences on children which parents believed was caused by YouTube was the influence on children's behaviour and watching inappropriate content for their age, such as videos containing sexual scenes, violence or horror. The parents also believed that children's watching of YouTube might negatively affect their health and lead to a lack of social contact with others. In addition, parents pointed to the negative influence of content which presents misconceptions about Islam. They also thought that watching YouTube for a long-time affected children's mental health and had a negative influence on their speaking skills. Some of the results will be discussed in this part, and others will be linked and discussed in the qualitative data chapter and the discussion chapter later.

Table 4:2 Negative effects of YouTube from the parents' perspectives

Negative effects of YouTube	***Percentage***	***Response***
Impact on child's behaviour	49.74%	1061
Nature of the content	39.99%	853
Excessive use of YouTube	31.74%	677

Impact on child’s health	24.66%	526
Misconceptions about Islam	15.33%	327
Impact on child’s mental health	14.58%	311
Inability to control content	13.27%	283
Impact on speech and language	10.88%	232
Suggested video feature	9.19%	196
Unsuitable advertisements	7.92%	169
Dangerous videos	6%	128
Increased purchasing behaviour	2.67%	57
Interactions with strangers	1.22%	26
Neglecting homework	0.89%	19
Total Answers	4865	
Total Respondents	2133	

Vloggers' influence on children's behaviour

Most parents thought that the content of vloggers on YouTube and some cartoons had a negative effect on their children's behaviour. Behavioural problems raised concerns for 49.74% of the parents, including screaming, shouting, breaking toys, disrespecting others and emotional power struggles over the smallest situations. Parents also found that their children had learned to disrespect adults and yelled at them. Some parents were disturbed by their children learning inappropriate Arabic or English terms from YouTube and using them while talking to others or when they were angry. Some parents expressed concerns about their children imitating the violence which they watched in YouTube videos against their siblings or other relatives. Some parents found that their children had learnt to cry when asked what they wanted in order to manipulate their parents and get their wishes fulfilled. Some parents were afraid that their children loved to imitate others, such as celebrities talking inappropriately, and they also reported that their children mimicked the children of YouTube vlogger families who broke their toys in order to get new toys. Some parents were concerned about the impact of watching YouTube vlogger families on their children's values because of some vlogger children's desire for money, toys and travel and their belief that a life of fame is perfect and the way to get everything with ease. Parents feared that their children loved to imitate everything which they watched, including children

behaving in naughty ways towards their parents. They thought that children imitated unacceptable behaviour, including playing with and throwing food, pouring juice and milk on the floor in addition to messy play and hitting others, especially among children who watched the lives of celebrity children, because children believe that celebrities are peers of their own age and look like them, and that they do not have any commercial goals; they trust their opinions and imitate them (Folkvord et al., 2019).

From the online survey data, the adults showed great concern about the content of vlogger channels and what adults think that children acquire because of watching the content of vloggers, especially since it is one of the most popular types of content among children (Folkvord et al., 2019). This will therefore be discussed later with the qualitative data which will provide a more in-depth explanation of families' and adults' perceptions. Many Arab studies have focused on the negative influence of vlogger channels on children (Mufti, 2022; Qutb & Shouey, 2021; Al-Bibsi et al., 2020). The results of these studies have shown the negative orientation of families towards the vloggers' channels because of what they think of as a negative influence on the behaviour of their children, as they believe that their children imitate these celebrities in many impolite behaviors, such as shouting at parents and using rude words, in addition to increased purchasing behaviour, as the parents were also concerned about how watching YouTube affected the purchasing behaviour of their children (2.67%). This result will be discussed later with qualitative data which will provide a deeper explanation that the quantitative data, in which adults mentioned the behaviour that they thought that their children learned from the vloggers without giving any reasons.

Watching Bad Content

The second most common negative influence which the parents mentioned was related to bad content. From the parents' perspective, some of the content which children watched on YouTube was unsuitable for them, with inappropriate scenes including violence, sex and frightening situations (39.99%). Some of the respondents were worried that violent content might cause fear in their children. Some parents believed that YouTube was a waste of time because their children did not learn anything from it and others feared that their children could accidentally be exposed to sexual content, which might increase the likelihood of them asking questions which parents might be unable to answer in a convincing way for children at this young age. The parents' concerns about sexual content were considerable and included videos containing kissing, intimate relationships between the sexes, and practices which are unacceptable in a conservative Muslim society. Parents were also concerned about explaining childbirth or similar functions which might not be acceptable for young children to know about in Saudi society. Parents were especially concerned about classifying YouTube channels as appropriate for children, citing channels which

show adults dressed in Disney costumes and include content which they considered unsuitable, including sexual content. These channels are offered in many languages and are attractive to children in terms of the clothing, music and presentation of the characters portrayed by adults, such as Elsa and Spiderman. Parents also believed that children were exposed to inappropriate content, such as specific sex videos, negatively affecting them.

Children's viewing of inappropriate content, such as containing horrific scenes or sexual suggestions, has been one of the most common concerns among adults for their children in many studies (Qutb & Shouey, 2021; Al-Bibsi et al., 2020; Neumann & Herodotou, 2020; Papadamou et al., 2019; Hussein, 2018). There are also more concerns for Muslim families. As mentioned before, such scenes are an acceptable sight in other societies, but the conservative Muslim community refuses to let them be seen by their children (such as people wearing swimsuits) (Hussein, 2018). This finding will be discussed further in the qualitative data chapter.

Extensive Use of YouTube

The third most common negative was the excessive use of YouTube. Sitting and using YouTube for long hours without any movement or response to those around them might affect children's physical and mental development; this raised concerns for 31.74% of the parents. After sitting quietly for a long-time watching YouTube, some parents had noticed that their children's response to commands was slow. Another concern shared by many parents was that spending a long time on YouTube prevented their children from socialising, as they preferred isolation over playing with others or sharing activities. Parents expressed fears that social isolation would negatively influence their children's personalities and health. Some parents expressed fears about the severity of their children's desires to continue watching YouTube, as some children would not leave their devices without screaming and crying.

The fears of adults/families about their children's extensive use of YouTube is one of the most common reasons mentioned by many studies (for example, Qutb & Shouey, 2021; Alkhayat, 2020; Houda & Laaoui, 2020; Radesky et al., 2016; Abdullah, 2015). It will be discussed with the qualitative data later.

Health Issues

It is interesting to note that some adults believed in some health influences, but some of these concerns have not been proven to be directly related to YouTube use. Several adults (24.66%) pointed out a number of health risks, such as dry eyes and myopia. They also thought that sitting for a long time might affect their children's bones, the integrity of the spine and their neck muscles. In addition, parents believed that using smart devices for watching exposed their children to

increased electrical charges in their bodies, affecting their brains. Some parents noted that sitting for long periods watching YouTube could cause children to be easily distracted. Others thought that too much use of smart devices, which they called "addictive", could make their children lose their appetites, not want to eat or have trouble sleeping. Most of these fears that adults mentioned they had heard about from friends and relatives, and they thought that it might happen to their children (Plowman & McPake, 2013).

These are all fears which have been mentioned by some studies (for example, Chen et al., 2019; Al-Shabeeb, 2017), the results of which showed that families believed that the use of YouTube causes visual impairment for their children, and Alkhayat (2020) reported that adults indicated that watching YouTube for a long time has a long-term impact on the physical health of the child.

The fifth most common negative perceived by parents was mental health. The harm which children face from violent scenes of killing, torture and war will negatively affect them psychologically and induce fear, according to 14.58% of the parents. Some parents said that their children cried at night because they were affected by what they had watched on YouTube. When their children watched scary cartoons or movies, some parents added that their children were so terrified that they had night-fears which caused sleep disturbances. This finding is consistent with a number of studies that have found videos on YouTube which cause children to be afraid (Al-Shamari & Al-Balhan, 2019) and disrupt their sleep (Alzara, 2019). These are common fears among children at this age, and when children are exposed to violent or intimidating videos, it may cause them fear, which worries families or adults.

Influence on Islamic Values

The sixth most common negative was videos containing false ideas which were hostile to Islam; videos containing wrong and inappropriate ideas, such as terrorism and murder; and videos containing witchcraft, sorcery or ghosts. Children could not distinguish between true and false concepts, so these videos might affect their thinking and make them feel scared, which concerned 15.33% of the parents. The parents were worried about their children's exposure to content considered unsuitable in the Islamic religion, such as things which might affect their beliefs as Muslim children. Furthermore, since YouTube is an open platform and it is easy to upload videos, many channels present devastating and dangerous ideas. These channels broadcast false ideas, such as terrorism, extremism or conspiracy theories which present false facts to mislead viewers. The parents feared these ideas because they spread false and frightening ideas about Islam, and the children cannot fully understand what they are watching. Therefore, parents were concerned about their children's exposure to this content. It may also lead children to ask difficult questions for parents to answer in age-appropriate ways. In addition, advertisements also raised concern;

7.92% of the parents were worried that advertisements suddenly appear on YouTube videos which sometimes contain inappropriate sexual scenes. The parents considered watching people kissing or wearing indecent clothes which might appear in YouTube advertisements as inappropriate for children in the Saudi Muslim community.

Adults' worry about their children's Islamic values is a common fear among conservative Muslim societies which has been discussed in many Arab studies (for example, Mufti, 2022; Hadi & Rasheed, 2021; Houda & Laaoui, 2020; Al-Bibsi et al., 2020).

Uncontrollable Content

According to the parents, the seventh most common negative was the inability to control content. About 13% of the parents expressed general concerns about YouTube because of their inability to control the content which their children watched on YouTube. They added that one of their fears was that their children could accidentally move from one channel to another by clicking on suggested videos, which could expose them to violent or terrifying content.

In addition, the parents were also concerned about YouTube's suggested videos to their children (9.19%). The YouTube interface is easy to use and enables children to move from one video to another in a proposed playlist which appears alongside the viewed content, which makes the children vulnerable to videos inappropriate to their age. Some parents said that the suggested videos often have nothing to do with what their children were watching and, when parents are preoccupied, the children can easily move from one channel to another.

The inability to control content is a common concern of adults for their children and has been pointed out by several studies (Rideout & Robb, 2020; Ofcom, 2020; Marsh et al., 2019; Chen et al., 2019; Papadamou et al., 2019; Al-Shamari & Al-Balhan, 2019; Chaudron et al., 2018; Hussein, 2018; Livingstone et al., 2014) as it is difficult to control YouTube content. Moreover, children might accidentally access content which is not appropriate for their age (Marsh et al., 2019) by clicking on the suggested videos (Papadamou et al., 2019).

Influence on Speaking Skills

The parents also pointed out that children's use of YouTube might negatively influence their speaking skills, and 10.88% of them reported this concern. For example, they thought that not communicating with others while watching YouTube might negatively influences speech skills and the correct pronunciation of letters and the proper enunciation of words. Some reported that their children's speech sounded similar to that of a robot; some children chose not to speak correctly and others preferred not to speak at all. Some parents said that their children's mother tongue, Arabic, had been affected by long hours of sitting and watching videos on YouTube

because they are exposed to other languages such as English for a long time and thus imitate what they watch and hear. Some parents reported that their children spoke in very similar ways to what they saw. Furthermore, some children became confused between Arabic and English; some could not distinguish between the two languages and spoke using terms from both languages. Parents thought that this was because they watched YouTube without talking to others.

It is interesting that although a large percentage of the adults believed that YouTube had a significant effect on their children learning language, whether Arabic or English, a small percentage (10.88%) believed that YouTube negatively influenced their child's language. This is despite most studies indicating a positive impact of YouTube content on a child's learning of the language, whether acquiring new terms in the mother tongue or learning the second language. This result will be discussed in greater detail in the qualitative data chapter.

Dangerous Challenges

Some parents (6%) expressed concern that some YouTube videos show dangerous actions that their children might try to imitate but which could affect their safety and wellbeing and put their lives in danger, such as playing with fire or sharp tools. Many parents added that they were afraid of the dangerous challenges spreading on YouTube which celebrities depict as entertaining, enticing children to imitate the behaviour despite the danger.

Fear for the lives of children is considered one of the dangerous challenges on YouTube and one of the fears indicated by several studies (Ofcom, 2020; Alzara, 2019; Ouellette et al., 2019; Chaudron et al., 2018) in which adults/families expressed their concern about their children imitating dangerous challenges. The media have also published a number of stories about children affected by imitating these dangerous challenges, such as the Blue Whale Challenge on BBC News (13 January 2019), in addition to the recently published case of a child named Archie Battersbee, in which his mother said that the child was imitating challenges on Tik Tok called the 'blackout challenge' which had caused him to fall into a coma (25 July 2022).

Other Disadvantages

Parents thought that communicating with strangers makes children vulnerable to dangers, but only 1.22% of them expressed concerns that their children might communicate with strangers on YouTube, but children at this age often use YouTube to watch, not to communicate with others. Finally, 0.89% of parents mentioned that the long periods of sitting led their children to neglect their homework, negatively affecting their level of achievement.

4.3.10 Parental Mediation

In this section, I shall present the acquired data on the types of mediation which the parents used with their children when they were watching YouTube. The data on parental mediation were obtained by asking how parents monitor their children while they are using YouTube. The question contained five options in addition to an option to add any other methods which the parents used to monitor their children.

The 2813 respondents provided 5008 answers about their methods of monitoring their children while watching YouTube because they could give multiple answers (Figure 4.3). The results showed that parents used various types of adult mediation to monitor their children, such as co-use, restricted mediation and technical mediation, and these will be discussed in detail in the qualitative data chapter and the discussion chapter.

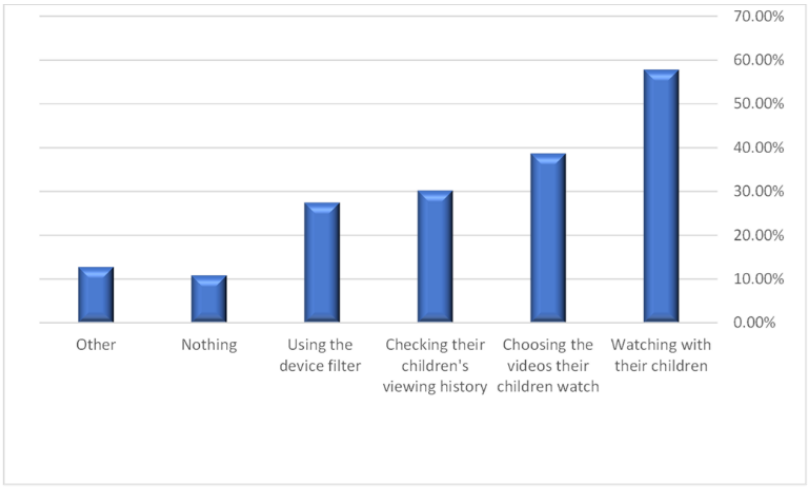

Figure 4.3 *Methods used by the parents to monitor what their children watch on YouTube*

The results showed that the largest percentage (57.54%) of parents employed co-use mediation, watching with their children, and 38.71% used restricted content mediation by choosing what content their children could watch. They also used two methods of technical mediation: 30.25% used a follow-up view history of YouTube use, 27.51% used content filters, and only 306 parents (10.88%) said that they did not use any means to monitor their child's watching of YouTube.

There were 12.83% who responded to this 'Other' option (see Appendix A-32). The data provided by the parents in the 'Other' option were analysed using NVivo. The parents' answers overall showed that they used co-use mediation, restricted mediation and technical mediation, whereas some used active distraction. One hundred and forty-three parents indicated that they used co-use mediation by watching YouTube with their child. Some said that they made the child watch

YouTube on the living-room television in order for them to be aware of what the child was watching, whereas others said that they asked the child to raise the volume so that they could listen to what the child was watching.

The parents also used restrictive mediation: 63 of them used time restriction, limiting the number of hours their children could watch YouTube. Nineteen parents used content restriction to choose what content their children could watch and sixteen prevented their child from using YouTube permanently.

The data also clarified the parents' use of technical mediation in several ways, such as blocking some channels, used by 24 parents who said that they preferred to block some of the vloggers' channels, believing that the content affected their child's behaviour. Concerning technical mediation, 24 parents used age filters to prevent content inappropriate for the child's age from appearing on YouTube while the child was watching. Ten parents also preferred that the child watched from their own (the parents') YouTube account in order to be aware of what the child was watching. Four parents preferred their children to watch only YouTube Kids.

Twenty parents explained that they used active distraction by providing their children with alternative activities. They said that they played games with them, took them out on a picnic and practised hobbies with them to reduce the hours of children watching YouTube.

The parents in SA and the UK mentioned the methods which they used to monitor their children (see Appendices A-33 and B-21). Parents' most common preference was to watch with their children, regarded as co-use meditation, followed by choosing the content which their children watched. Only about 10% of parents in either location did not monitor their children. These results will be further discussed with the qualitative data in the qualitative data chapter.

4.4 Summary

The results of the quantitative data have been presented in this chapter and some results have been discussed. They will be further discussed along with the qualitative data in the next chapter, as discussing them side by side will give a deeper understanding of the topics. This chapter has presented important findings regarding Saudi children's use of YouTube from an adults' perspective. Most of the adults thought that their children watched YouTube for entertainment and reported their belief that the most viewed content by children was cartoons in Arabic and English. It is interesting that a large percentage of the respondents (76%) believed that YouTube is useful for their children, but at the same time, a larger percentage (87%) believed that YouTube poses a danger to their children. The most prominent benefits that the respondents mentioned that their children got from using YouTube were learning languages (Arabic and English), and benefits

that have not been mentioned before in the Arabic literature were that YouTube content motivates their children to move and learn sports and to learn hobbies, self-care, polite behaviour and creative thinking. On the other hand, the respondents indicated a number of fears about what they believed their children are exposed to from using YouTube, the most prominent of which was the bad influence of vloggers on children's behaviour. They also pointed out a number of harms that they believed that YouTube causes to the health of their children. Moreover, there was fear about the influence on children's Islamic values, which is one of the most prominent concerns that many Arab studies have previously indicated. With regard to parental mediation, the results of the online survey indicated that the most common types of mediation used by adults were co-use and restricted mediation, which will be discussed in greater detail in the next chapter. Finally, with regard to the difference between the sample of Saudi families in the UK and in SA, there was no clear difference in the mediation practices used. It was difficult to compare any differences between the two samples, as mentioned before, because of the large difference in size between the two samples.

Chapter 5 Qualitative Data

5.1 Introduction

Following the presentation and brief discussion of the quantitative data in the previous chapter, the qualitative data will be presented, discussed and contextualised in this chapter. The combination of quantitative and qualitative data will provide a deeper understanding of some topics. This section will start by explaining the cases and some situations with the children to clarify information about each child. Then I shall present topics related to the children's use of YouTube, such as the devices they used and how they chose the content which they watched. In addition, the role of the different spatial contexts on children's practices in using YouTube will be noted. This chapter also presents the opinions of adults on children's motives for watching YouTube, which fall under the motives of adults for their children's watching of particular content. The results showed that there were motives for adults which made them encourage their children to watch specific content. The data on the content that the children watched will also be presented and discussed with the quantitative data and interpreted in depth. I shall then present the opinions of adults about their children's use of YouTube and discuss those results alongside the quantitative data to put them in context. Then the advantages and disadvantages of YouTube as presented by adults will be discussed. Finally, I shall present the data on parental mediation and discuss it alongside the quantitative data. Some results will be shown and discussed in this chapter. The rest of the important results will then be discussed more fully in the next chapter.

5.2 Case Study Samples

In this section, I shall describe the case study samples of the selected Saudi families in SA and in the UK. The case studies will be presented for all the families, four Saudi families living in the UK and five living in SA (see Table 5-1). All of the names of the children in Table 1 are pseudonyms in order to protect their anonymity.

Table 5:1: Case study sample

Case		**Name**	**Age**	**Language(s) spoken (Child and adults)**	**Family structure (Who were included in the research)**	**Relationship to me**
UK	Child 1	Rose	Three years and nine months	Arabic and English	Mother and father	Friends
	Child 2	Noura	Six years	Arabic and English	Mother, father and one brother	Friends

	Child 3	Yara	Three years	Arabic and English	Mother and father	Friends
	Child 4	Omar	Six years	Arabic and English	Mother, father and one brother	Friends
SA	Child 5	Elyan	Three years and one month	Arabic	Father, nanny and three brothers	Family
	Child 6	Waleed	Three years and four months	Arabic	Mother and father, half the day with grandma	Friends
	Child 7	Maria	Four Years	Arabic	Father, grandma and aunt	Family
	Child 8	Laila	Five Years	Arabic and English	Mother, father and one sister	Family
	Child 9	Dania	Three years and seven months	Arabic	Mother and father, half the day at grandma's house	Family

5.2.1 Introducing the Case Study Children and the Adults in their Families

Cases in the UK

i. Case 1 (Rose)

When I visited Rose's family, Rose was in the playroom, where her mother had put a laptop and a chair for Rose to sit and watch it. In all of my observations, Rose used the laptop to watch YouTube. The television was off, and the mother told me that she opened the laptop for Rose in the playroom to watch YouTube because the mother often preferred to watch the television in the living room.

Rose welcomed me into the room with her while she watched YouTube every time I visited her. Rose's mother also told me that Rose loved to watch with others and to interact with others about the content which she watched on YouTube. Rose was also interested in watching Booba cartoons and opening Kinder Surprise eggs on YouTube.

Before visiting Rose, I had asked her mother what kind of toys she liked, and her mother told me that Rose loved transportation toys (cars and trains). I bought for Rose a set of small cars with a parking lot. In my first meeting with Rose, I gave her the cars:

Nadia: I've brought you a gift. I hope you like it.

Rose: Wow, it's beautiful. I love it. Let's play with it.

Rose: This is a red car; this is a green car. Let's play a race.

Nadia: Let's play.

I played with Rose for about six minutes, and then Rose took two cars and sat on the chair watching YouTube. She was playing with the cars and she directed me to what she was watching and said, "Look, it's funny". I sat and watched her.

Figure 5.1 *Case 1 (Rose)*

ii. Case 2 (Noura)

Noura did not mind when I joined her in watching the content which she was watching on YouTube. Her mother told me that Noura was currently very passionate about watching the Full House series and videos teaching gymnastics, as I noticed while observing Noura.

When I visited the Noura family, the TV in the living room was on YouTube while Noura was watching YouTube on her mother's phone. Noura was the daughter of my friend and she had seen me sometimes with her mother, but Noura and I had had no discussion before, so I was keen to build a relationship with her before starting the interview. I had asked Noura's mother about her favourite toys, and she said that Noura loves stories of princesses and Kinder Surprise eggs, so I took her Elisa's story with characters in addition to a Kinder Surprise egg.

Nadia: I've brought you a gift, I hope you like it.

Noura: Thank you.

Noura opened the bag and thanked me again, and I offered to help her make the Kinder Surprise toy:

Nadia: Can I help you?

Noura: Yes, I don't mind

I would give her the pieces, and she would put them together, then put them on the table, and she would eat the chocolate, open the story and name the characters.

Noura: Look, this is Elisa, and this is her sister Anna.

Nadia: Did you like the story?

Noura: Yes, I loved it.

She put the characters on the table and opened the phone and started watching YouTube

I sat next to her and asked, "Do you mind if I join you in watching?"

Noura: No, I don't mind.

She indicated that I could sit next to her in the chair to watch, so she sat and was playing with toys and watching YouTube.

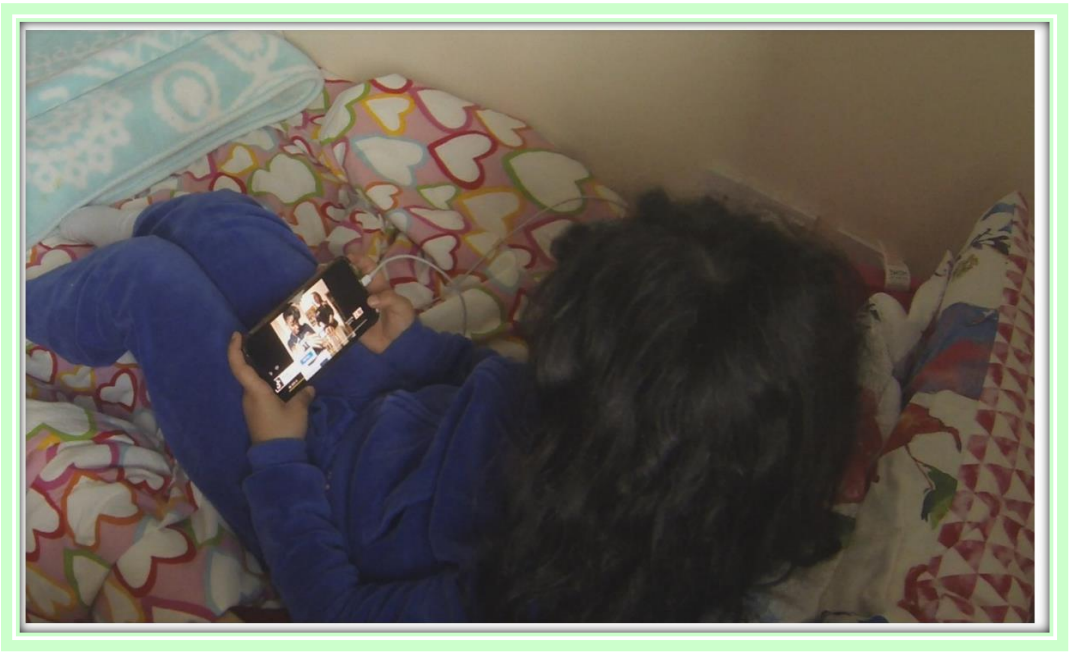

Figure 5.2 *Case study 2 Noura*

iii. Case 3 (Yara)

When I visited Yara's family, the television was on in the living room and Yara was watching YouTube. In all of my observations, Yara used the smart TV to watch YouTube. Her mother also told me that Yara loved to watch nursery rhymes and imitate dances in the video, and she added that Yara had recently been watching Vloggers families.

Yara was used to me visiting them at home and sitting with her mother in the living room, but on the day, I started observing her, I was keen to have a conversation with her and let her know that I wanted to sit with her and not with her mother. I took a Kinder Surprise egg for Yara, which I knew she loved, and gave it to her:

Nadia: Look, Yara, I've brought you a Kinder Surprise egg.

Yara: Thank you.

Nadia: Do you want me to help you open it?

Yara: Yes.

I opened the egg for her and we made the toy together, and after the completion of making the toy, I asked her "What are you watching?" Yara pointed to the TV without any response. She went back to watching YouTube on TV and eating the chocolate and I sat watching YouTube with her.

Figure 5.3 *Case 3 (Yara)*

iv. Case 4 (Omar)

When I visited Omar's family, the television was not working and his mother told me that it was broken but that she planned to buy a new one as soon as possible. Omar was currently watching YouTube on an iPad. He used the iPad for that first observation, but he used the new smart television to watch YouTube during the subsequent observations.

Omar's mother said that Omar loved to watch nursery rhymes in addition to the gamers' channels. She added that she encouraged him to watch YouTube in Arabic, such as Sesame street and the Arabic cartoon Mansour.

Before my visit, I had asked Omar's mother what toys he liked, and she told me that he had nothing in particular so I chose puzzle toys for him to share with his brother. I gave the game to Omar:

Nadia: I've brought you a gift.

Omar: Thank you very much.

Nadia: Do you want me to show you how to play with the toys?

Omar: Yes [he called for his brother] Ahmed, Come and see what she brought for us.

We opened the toy box together; it was rubber balls that can be combined to create different shapes.

Nadia: Look, the pieces can be joined together to make a cat. There are a lot of shapes in the instruction book.

Omar: Thank you.

Omar took the pieces and built them with his brother and watched YouTube on the iPad, and I sat watching them play and watching YouTube.

Figure 5.4 *Case4 (Omar)*

Cases in SA

i. Case 5 (Elyan)

When I visited Elyan's house, she watched YouTube on an iPad in all of the observations. Her father and nanny said that she preferred watching YouTube on her iPad.

The nanny told me that Elyan loved to watch English-language vlogger channels. Elyan and her family lived in the house next to my family's house, and I used to watch YouTube with her sometimes, but the day I decided to start to observe Elyan after agreeing with her family, I found Elyan watching YouTube on the iPad while she was sitting with the nanny in the bedroom.

Nadia: Hi, Elyan. Can I watch YouTube with you?

Elyan: Yes, I don't mind.

Nadia: What are you watching?

Elyan: The girl makes slime with her dad; look [she points at the screen].

I sat next to her and watched her watching YouTube on the iPad after putting the camera in a place to enable video capture.

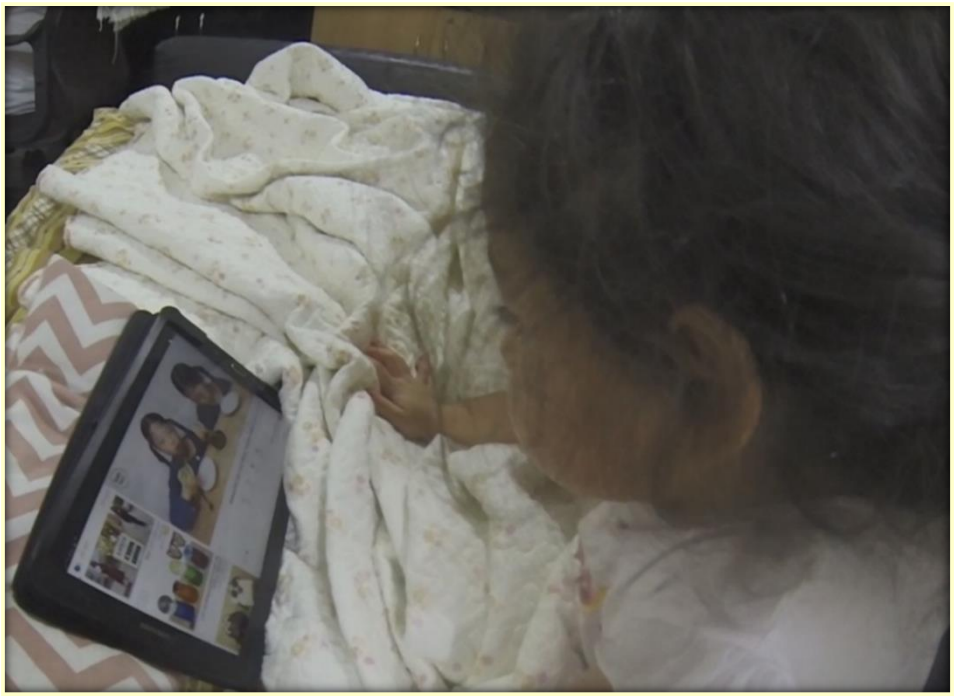

Figure 5.5 *Case5 (Elyan)*

ii. Case 6 (Waleed)

When I visited Waleed's family, the television was on in the background, but Waleed was watching YouTube on his grandmother's iPad. The grandmother told me that she preferred to leave the television on most of the time even if nobody was watching it. In all of my observations, Waleed used an iPad to watch YouTube.

Although Waleed was the son of my friend, I had never met him before, and he did not know me, so I made sure to form a relationship with him before starting to observe. I asked Waleed's mother about the toys he preferred, and she told me that he loved dinosaur toys. I brought Waleed a dinosaur doll which made noises and gave it to him on my first visit. When I visited Waleed for the first time, he was watching YouTube on the iPad for cartoons about dinosaurs:

Nadia: Hello Walid, my name is Nadia, and I am your mother's friend. It was a pleasure to meet you, and I've brought you a surprise [I took the dinosaur out of the bag and gave it to him].

Walid [smiled happily and opened the toy box], Thank you.

Nadia: Do you like it? [he nodded in agreement].

Nadia: The doll makes noises. I'll show you how to do it [I pointed to the buttons he had to press to make the noises].

Waleed started playing with the toy and went back to watching the dinosaur cartoon on YouTube. I asked, “Can I watch YouTube with you?” Walid pointed to me in agreement and moved a little so that I could sit next to him in front of the iPad screen.

Figure 5.6 *Case6 (Waleed)*

iii. Case 7 (Maria)

When I visited Maria's family, she watched YouTube on an iPad in the first and third observations but used a smartphone during the second observation. Her aunt explained that Maria watched YouTube more on the iPad and a smartphone than on the smart television.

Maria's aunt told me that Maria loved to watch Vloggers in Arabic and regularly followed Riyad's family on YouTube, which I noted during my observations. Maria's aunt added that Maria loved watching children dancing and imitating them. She also told me that Maria loved to watch videos of children playing with Barbie dolls and would get out her own Barbies so that she could copy what the children were doing in the videos.

Maria was the daughter of one of my relatives, and she used to see me visit them, but on the visit when I decided to start my first observation, I asked her permission to join her in watching, and Maria was watching YouTube on the iPad:

Nadia: Can I watch YouTube with you?

Maria: Yes.

Nadia: Can I turn on the camera to take a video of us watching YouTube?

Maria: I don't mind.

I sat next to Maria watching YouTube on the iPad and put the camera in a place that allowed filming what Maria was watching on YouTube.

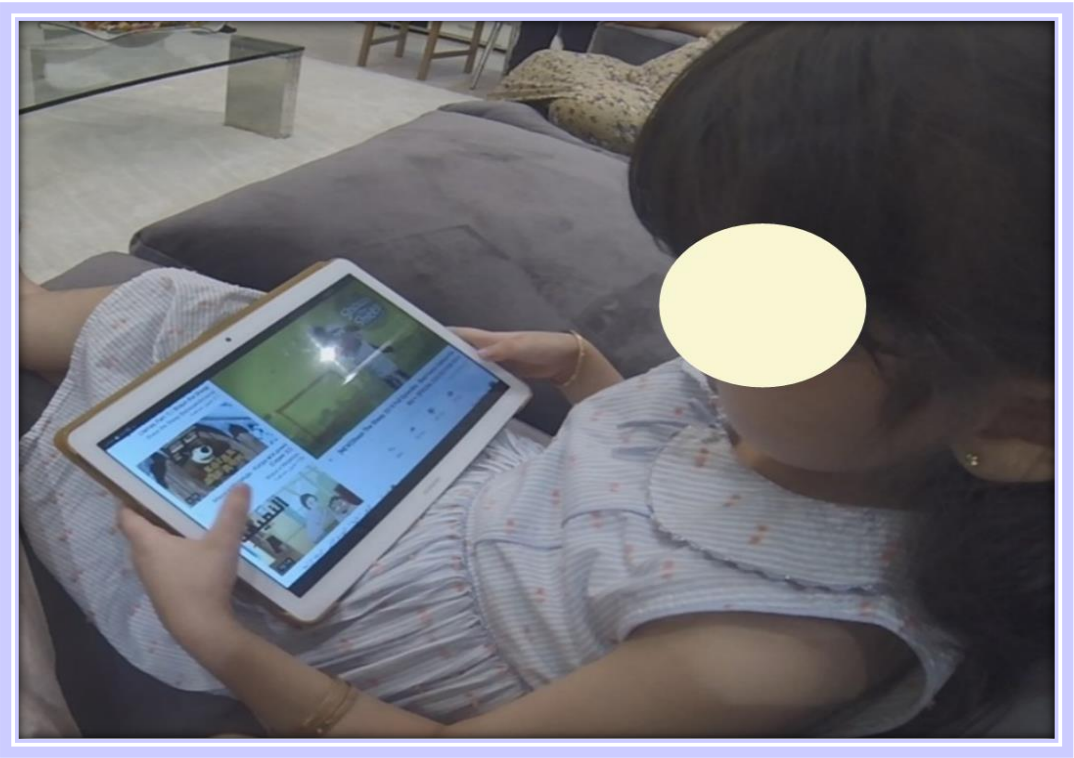

Figure 5.7 *Case7 (Maria)*

iv. Case 8 (Laila)

When I visited Laila's family, Laila was watching YouTube on an iPad while her older sister watched YouTube on a television at the same time.

Laila's mother said that she prevented her children from watching Arabic videos because she wanted them to learn English. As I noticed during my observations, her mother added that Laila liked to watch Masha and the Bear and Roblox gamers, and her mother added that Laila liked to learn Roblox strategies from YouTube.

Laila was the daughter of one of my relatives, and she was used to seeing me visit them, but on this visit, I decided to start observing. The two sisters were sitting in the living room; I sat on the sofa next to Laila, watching YouTube on the iPad.

Nadia: Hi Laila, how are you? I've missed you so much.

Laila: Me too.

Nadia: What are you watching?

Laila: Masha and the Bear.

Nadia: Would you mind if I watch with you?

Laila: I am glad that you are watching with me [she asked me to sit next to her].

Nadia: Would you mind if I turn on the camera to film what we're doing?

Laila: I don't mind, you can put it here [pointing to a nearby table]

I put the camera on the table and sat next to Laila watching Masha and the Bear.

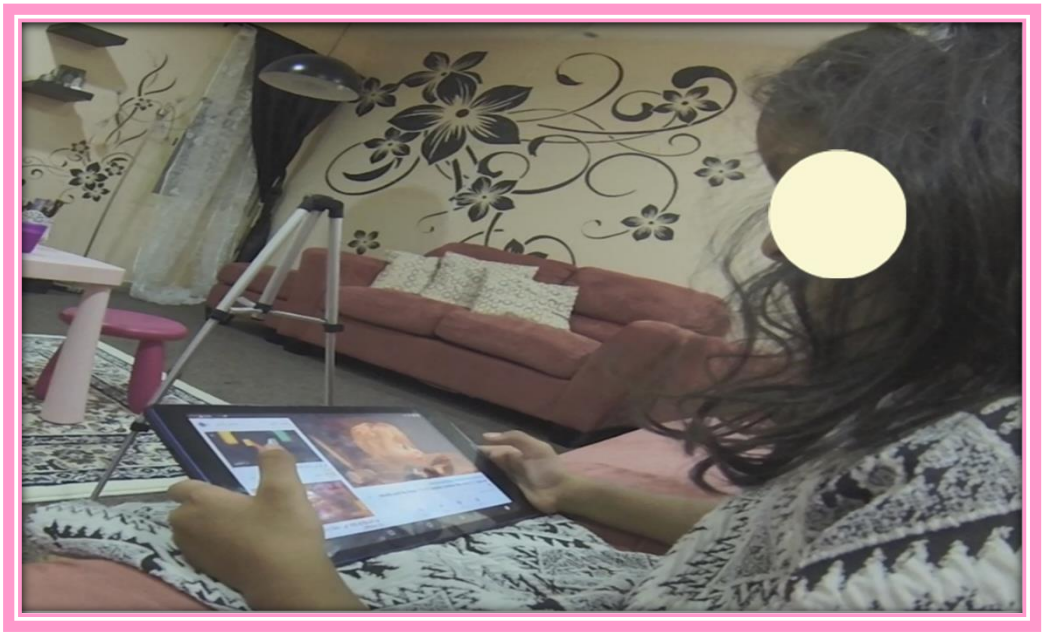

Figure 5.8 *Case8 (Laila*)

v. Case 9 (Dania)

When I visited Dania's family, she watched YouTube on an iPad at her grandmother's house and on a smart television at her mother's house.

Both Dania's mother and grandmother told me out that Dania loved to watch Arabic Vloggers, especially Riyad's family. Her mother added that Dania loved Riyad's family very much, imitated the way they spoke, and asked to be taken to the same places which Riyad's family visited.

Dania was the daughter of one of my relatives, but I had never met her before, so I was keen to form a good relationship with her before starting to observe. I asked Dania's mother what toys she liked, and Dania's mother told me that Dania loved Disney princesses' clothes, so I took her a Cinderella dress. When I first met her, she was watching YouTube on her iPad, so I introduced myself first:

Nadia: Hi Dania, my name is Nadia, I'm your relative, but I'm studying abroad, so we haven't met before.

Dania: Hello,

Nadia: You told your mom that you love Disney princesses a lot.

Dania: Yes, I love them.

Nadia: I've brought you a Cinderella dress, I hope you like it.

Dania smiled happily and looked inside the box and took out the dress, saying, "Wow, it is very beautiful". She looked at her mother and asked her: "Can I wear the dress now?"

Mom: No, you can wear it at home.

Dania took the dress and was happy and she saw it in the mirror and looked at me and said: "Thank you".

Nadia: I'm glad you like it.

Dania: I like it very much. I'll keep it safe and put it in the box again.

Nadia: What were you doing?

Dania: I was watching YouTube.

Nadia: Can I watch with you?

Dania: [smiling] Yes.

Nadia: Can I turn on the camera to record what we are watching?

Dania: Yes, there is no problem.

I sat next to her watching YouTube on the iPad.

Figure 5.9 *Case 9 (Dania)*

5.3 The Children and YouTube

In this section, I shall present findings on the children's use of YouTube and the attitudes of the adults in the family to their children's YouTube use.

5.3.1 Device Use by Children

All the families/adults indicated that their children used a Smart TV daily, but from my observations, not all the children watched YouTube on a Smart TV while it was on. Some children watched YouTube on their tablets or on adults' smartphones at the same time as the Smart TV was on. Some adults (Omar's mother, Noura's mother, Walid's mother, Dania's mother) told me that they preferred to keep the television on in the background while the children were awake, even if they were not watching what was being shown on it, which is the most common practice in families (Nichols, 2022; Thompson & Tschann, 2016; Anderson & Pempek, 2005).

Despite what adults/families said, from my observations, the tablet was the device most used by the children, as adults/families believe that its size is suitable for the safety of the eyes of children, so they had bought their children their own tablets (see Appendix B-31). All of the adults/families indicated that their children used the smartphones of family members, but none of the children had their own smartphone (see Appendix B-30).

The results of qualitative data are consistent with the quantitative data in the type of device that the children used, showing that the most used device by children was a smartphone, followed by a tablet, and then a smart TV. Whilst it is true that the most used device was a smartphone, the adults added that they did not let their children use it for long hours, and that none of the children owned their own smartphone, unlike the tablet owned by children, which means that the most used device was actually the tablet. These results are consistent with those of a number of studies (Hadi & Rasheed, 2021; Marsh et al., 2019; Hussein, 2018; Abdel Wahab, 2015; Oliemat et al., 2019; Smahel et al., 2020). Adults/families believed that that children preferred to use mobile devices in general, whether smartphones or tablets, because they are easy to carry and available most of the time (Chen et al., 2019).

5.3.2 How the Children Chose Content from YouTube

The methods used by the children to select the content which they watched on YouTube varied, as they were influenced by two factors: their age and the type of device they used. Older children used devices more independently and were able to search for the content they wanted to watch, such as Noura and Omar, by typing the first two letters and relying on automatic suggestion to get the videos which they wanted to watch. There was also the voice search on YouTube, as I witnessed during my observation with Laila when her mother explained that she was trying to teach Laila to use voice search because she believed that it is a good way to learn correct pronunciation of English. According to my observations and the interviews with adults, younger children needed help searching for content they wanted to watch on YouTube. Young children, such as Yara and Walid, also used auto play, by which YouTube automatically switches from one video to another. Some children also chose from the suggested videos.

During the observation, Walid, for example, sometimes stopped what was playing automatically and chose one of the suggested videos instead. As for independence in using the device, my observations of children and interviews with adults showed that the children needed help while using the smart TV; for example, Yara sometimes asked her mother to play a specific video from the suggested videos by pointing at the TV to choose what she wanted to watch. Although they were more independent in their use of touch devices such as tablets and smartphones, they moved between videos and chose what to watch by selecting from the suggested videos. Also, from my observations, the children sometimes needed help when they wanted to watch particular content, for example, Yara, Laila, Dania and Walid asked adults only to search for specific videos for them because they did not know how to write it themselves (see Appendix B-30-31-32).

The children were more independent in using touch-screen devices such as smartphones and tablets compared to using a smart TV. According to the quantitative and qualitative data, the

children needed help when searching for a specific video because they were unable to write and they also chose from the suggested videos to watch the content they wanted to watch, as was also found by Marsh et al. (2019).

5.3.3 Children's Responses to Advertisements

Regarding dealing with advertisements, some children closed advertisements as soon as they appeared. In contrast, the younger children, Waleed and Yara, ignored advertisements as they were busy with other activities such as playing with toys. This was also reported by Marsh et al. (2019) and Ofcom (2020). Therefore, it can be considered that adults' fears about advertisements that appear on YouTube are unjustified because the children aged 3-6 years in the sample were not attracted by advertisements.

5.3.4 Screen Time

The time the children spent watching YouTube on weekdays was different for the children who went to school, as was the case with all of the families in the UK. All the adults in the UK said that their children watched YouTube at the weekends for longer than on weekdays: the length of watching time could reach six hours on weekends, as Rose's and Omar's mothers told me. In addition, Laila's mother explained that although Laila did not go to school, her older sister did, so she used the same rules with both girls and stopped Laila from watching for long periods on weekdays.

Estimating the time children spend watching YouTube was a difficult matter as it depended on the adults' estimation of time and was therefore not an accurate calculation of the number of hours (see Appendices A-34 and B- 33). From my observations, it was not possible to be sure that the time stated by the adults was exactly the time that their children spent watching YouTube because my observations were only one hour long. There were also disagreements over the time when more than one person was responsible for the child. The difference can be seen in Elyan's father's claim that the child spent four hours whereas the nanny said that she spent two hours watching YouTube. Dania's grandmother said two hours whereas her mother said two to three hours. This difference could indicate that children could differ in their use of YouTube depending on where they are or who they are with. The results of the quantitative data showed that most children, as the adults believed, used YouTube for three to four hours a day, and they also believed that the best times to watch YouTube for children were at noon and in the evening. But the quantitative data could not confirm that children watched YouTube for this exact number of hours because the answers of the adults often depended on estimates of time, which was also found by Barr et al. (2020).

5.3.5 The Spatial and Social Context

The spatial and social context can influence the number of hours that children watch YouTube, such as travelling on vacation or visiting grandparents or other relatives. Some of the adults in the UK explained that the time their children spent watching YouTube during their visits to SA on vacation differed from the amount of time they spent watching it in the UK. Both Rose's and Nora's mothers commented that the time could be longer than they intended because grandparents pampered the children and let them watch YouTube for longer, and children often had unrestricted access to social media in the grandparents' home (Marsh et al., 2019; 2015). Even so, returning to SA did reduce screen time, as some adults believed. For example, Yara's mother said that Yara watched for fewer hours when they returned to SA because the child liked to play with other children instead of watching YouTube. Omar's mother said that she had registered her children in a summer club in SA to distract them from using devices in general.

Rose's mother added that Rose's desire to watch for long periods was due to her wanting to copy her relatives' children. As children often imitate relatives and adults in the family when dealing with devices, they acquire habits and skills from them in an unintended way by imitation (Zaman et al. 2016; Plowman et al., 2008).

The child's position in the family can also affect the screen time which the children watched YouTube, such as being the only child. The adults would think that the child is bored so they let her/him watch YouTube for longer. Waleed's mother explained that she let him watch YouTube for a long time because he was on his own and bored, and Dania's mother had a similar view. On the other hand, when Dania and Waleed were in their grandmother’s houses, the grandmothers believed that Dania and Waleed would spend less time watching YouTube if they found alternative activities for them. Both grandmothers said that they would prefer to provide alternative activities for the child if s/he had spent too much time watching YouTube.

According to the qualitative data, the children watched YouTube when they were bored or lonely and adults would leave their children to watch YouTube to reduce loneliness This result confirms that one of the motives for using media in general is to reduce loneliness and boredom (Katz, Haas & Gurevitch, 1973; Rubin, 1984; Shade et al., 2015; Bayoush, 2016; Galpin, 2016). Since the children did not use YouTube to communicate with others (Rideout & Robb, 2020) but only to watch videos, their use of YouTube can be considered similar to children's use of media such as TV and watching videos on YouTube reduces the child's feelings of loneliness and boredom. Children use YouTube for entertainment.

5.3.6 Motivation for Children's Use of YouTube

According to the adult participants, their children's motives for watching YouTube were different. It should be noted, however, that the motives described in this section for watching YouTube are based on the perspectives of adults, which might not represent the motives of children for watching YouTube.

Adults' Perceptions of Children's Motivations for Engaging with YouTube

All of the adults stated that the motive behind their child watching YouTube was fun. They believed that the content on YouTube is entertaining and that children are attracted to watching YouTube for entertainment.

Adults' Motivations for Encouraging their Child to Engage with YouTube

The adults explained their motives for encouraging their children to watch YouTube, such as learning the Arabic language. Despite the fact that all the individuals in both samples spoke Arabic, the adults believed that YouTube helped their children to acquire new Arabic vocabulary, as indicated by Waleed's mother and grandmother. In addition, some adults encouraged their children to watch YouTube in English to learn the language, such as Laila's and Dania's mothers. These adults believed that their children's learning of English at a young age would be better for them acquiring the language.

Some adults also encouraged their children to watch some content on YouTube to explain various things to them, believing that YouTube provides appropriate information for children, as indicated by Maria's aunt and Omar's mother. Laila's mother said that when Laila asked questions, she found it difficult to answer them, so she searched on YouTube for a way to explain them to a daughter of Laila's age: "One day, Laila asked me how they make a smartphone, so I searched on YouTube for how to explain the making of a smartphone to children from the age of five, and we watched the video".

She added, "I always use this method with my children when looking for new information".

Results Related to Children's Motivations

All of the adults in the case studies believed that the main motive which drove their children to watch YouTube was entertainment, and this result is consistent with the results of quantitative data, which indicated that the highest percentage of adults (56.59%) believed that their children watched YouTube for entertainment, which is consistent with the results of several previous studies (Mufti, 2022; Jaakkola, 2020; Al-Bibsi et al., 2020; Izci et al., 2019; Marsh et al., 2019; Hussein, 2018; Tőkés, 2016; Haridakis & Hanson, 2009). This result is also consistent with the

previous finding in section 3.5.3 that children watch YouTube for entertainment and to reduce loneliness and boredom.

Also, the adults in the case studies said that their children used YouTube for learning, and the quantitative data also showed that the children used YouTube for learning as well (27%), which confirms the findings reported by Listiani et al. (2021), Yusuf and Agung (2021) and Lichter (2012). There is a positive role for animation in the development of the speed of information processing in children by presenting it in child-friendly scenes which suit the child's imagination and interests (Singer, 2019).

Although the results show that the main motives mentioned by adults which they believed were the motives which led their children to watch YouTube were entertainment and learning, it cannot be certain that these motives are the real motives of children to use YouTube, as the quantitative data were based on adults' opinions only. In addition, the qualitative data were also based on adults' opinions only because the observations were only for a short period of time during which it was not possible to confirm that the motives mentioned by the adults were the real motives of the children. In addition, it is difficult to pinpoint young children's motives precisely (Tamborini et al., 2011). The adults also indicated their own motives for motivating their children to watch specific educational content, such as learning information, skills or language. For example, the adults wanted their children to learn English, so they motivated them to watch English-language content on YouTube. Several studies have indicated the positive role of YouTube in children learning a second language (Blum-Ross et al. 2018; Hussein, 2018; Asmiarti & Winangun, 2018; Alkhawaleh, 2018; Al-Shabeeb, 2017). At the same time, it is not possible to be sure that the motives mentioned by the adults were the real motives of children. For example, children’s preference for unboxing videos might be because of an attraction to the mystery which arouses their curiosity (Marsh, 2016). Due to the diversity of YouTube content, the children’s goals may depend on the type of content, but it was difficult to ascertain the main motives of the children because the observation of children was for a short period, so studying children's motives for watching YouTube requires longer studies, such as ethnographic research, to ascertain the true motives of children.

5.3.7 Content that Children Watch on YouTube

The children in the sample cases watched various contents such as vloggers, nursery rhymes, cartoons and unboxings and watched these contents in Arabic, English, Russian and Chinese. Data about the content were collected from my observations of the children, my interviews with the adults and the viewing histories sent to me by their mothers on WhatsApp. I asked the mothers who were living in the UK to send me a history of their child’s viewing of YouTube when they

returned to SA on vacation. These viewing histories could help to determine whether the environment had an influence on the content viewed by the child on YouTube. Also, age might affect what children watch, so the adults were asked about any differences between the content which their children watched now and when they were younger. In this section, all the children's watching on YouTube will be reviewed.

Vloggers

All of the children in the study watched vloggers. It was also common content in the quantitative data, as 44% of families said that their children watched vloggers' channels, a finding widely reported in the literature (Qutb & Shouey, 2021; Al-Bibsi et al., 2020; Neumann & Herodotou, 2020; Folkvord et al., 2019; de Veirman et al., 2019). The data on their engagement with vloggers is particularly interesting. The children all spoke predominantly either Arabic and English or Arabic alone, but they watched vloggers in four languages: Arabic, English, Chinese and Russian. The adults offered some interesting insights into how and why young children become interested in particular YouTube vloggers. They suggested that although the children did not always understand the language of vloggers, they were attracted to the costumes and colours in the videos and by the sounds, as indicated by Maria's aunt and Elyan's nanny. Maria's aunt said that most of the vloggers that Maria watched did not depend on dialogues but on sound influences. The results of the quantitative and the qualitative data showed that the content of the Moshaya family channel was considered the most watched content by Saudi children, a result confirming the literature (Qutb & Shouey, 2021; Al-Bibsi et al., 2020).

Some adults added that one of the reasons why their children were attracted to the content of vloggers was the influence of relatives. For example, Dania's grandmother said that Dania got to know about the Riyad family from her relatives and talked about the content of the Riyad family vlogs with them. This confirms the role of relatives and peers in the practice of dealing with technology and its applications (Padilla-Walker et al., 2020; Plowman et al., 2008). Children learn from relatives and imitate them, whether in the content they watch or the applications they use.

The adults agreed that the children who watched vloggers in Arabic wanted to watch three particular channels of Saudi family vloggers, Moshaya, Riyad and Faihan. The adults did not mention any specific English vloggers channels that the children watched because they tended to watch English vloggers randomly.

The adults did, however, express some concerns about their children's engagement with Vloggers on YouTube. Dania's mother explained that Dania was very attached to her father and when her mother wanted to share some activities with her, the child would refuse and say, “The children in Riyad's family only play with their father”. Dania's mother discussed this with her and explained

that the mother of the Riyad family was present but did not appear on the screen because, according to Saudi tradition, in some families, filming women is not acceptable.

The results also showed that children watched adult vloggers dressed as Elsa and Spiderman. Noura watched them but her mother expressed her annoyance with the content, as her daughter had watched an explicit sex scene (according to her mother) in one episode and had tried to imitate it. Both Rose's mother and Omar's mother said that they were disturbed by their children seeing this content which contained inappropriate behaviour such as sexual scenes. The mothers of these three children had intervened to prevent their children from following the content of Elsa and Spiderman. Restricting vloggers' content will also be discussed in the Parental Mediation section later. As Rose's mother said, “YouTube has to remove these bad videos”.

Some adults pointed out the benefits which they thought that their children had obtained from watching vlogger videos, such as developing their imagination. Maria's aunt said that Maria imagined family characters playing with her, talking to them, and imitating what happens in the videos, such as playing out some of the scenes from the Riyad family vlogs.

Children's follow-up to vloggers raised many adults' concerns because they believed that it was the most attractive content for children, and children watched it for long hours. Children are attracted to the vloggers' videos in which children are recording their daily lives, so the watching children are attracted to them because they are children of the same age and share the same interests (de Vairman et al., 2019) and children imitate peer behaviour (Bandura, 2002). Therefore, children's imitation of vloggers raised many issues for adults in terms of the effects of negative and positive vloggers on children. The influence of vlogs on children's behaviour will also be discussed in the section on negative views of YouTube, according to the adults, but it is useful here to show the popularity of vlogs content among Saudi children in this age group.

Cartoons

Children's cartoons were also common on YouTube as the qualitative results showed that all of the children watched cartoons. The cartoon was also the most viewed content by children according to the quantitative data (94.74%). This is consistent with the results of several studies on children in this age group's preference for watching cartoons (Higaze, 2020; Izci et al., 2019; Hussein, 2019; Marsh et al., 2019; Hussein, 2018; Nikken & Schols, 2015). Children are attracted to the visual effects in animations, so it is considered one of the most preferred types of content by children (Singer, 2022).

As was the case with children watching vloggers in different languages, the children also watched cartoons in Arabic, English and Russian. The adults agreed that the children often watched cartoons in English.

The adults gave various reasons for encouraging their children to watch particular content, including instilling positive values and behaviour, as was the case with the Peppa Pig cartoons, which children watch in English because there is no Peppa Pig Arabic version. It should be noted here that the character of a pig is unacceptable in the Saudi Muslim community, but the adults confirmed that what mattered to them were the values which children learn from this cartoon. Children's watching of Peppa Pig will be discussed in greater depth later in the Discussion chapter, as it is linked to a number of issues related to the cultural and social background of the Saudi Muslim society, which is something which deserves more discussion. All of the families whose children watched Peppa Pig said that they admired the values depicted in the cartoons and encouraged their children to watch it because they found that their children learned good behaviour from it. For example, Omar's mother said that he had learned to knock on the door and use polite words from Peppa Pig, and Rose's mother said that Rose began cleaning her room and helping her mother clean the house because she copied the cartoon's characters; she added that Rose had learned to choose appropriate clothes for the winter and copied the dialogue in the cartoons, such as: "It is raining, and I need rain boots". Laila's mother also encouraged her children to watch Peppa Pig to learn good English and manners.

It is interesting with regard to the language of the cartoon content that children can move randomly from one video to another and watch cartoons in multiple languages. For example, during my second observation of Laila, as she switched between Masha and the Bear videos, she played a video of Masha and the Bear in Russian, so I asked her "What is the language?" and she replied, "It is English".

Some adults expressed their annoyance with some cartoons from which their children learned bad behaviour or which might contain ideas which are not suitable for children. For example, Rose's mother said that Rose had learned bad behaviour in dealing with food from the Booba carton, because in one episode, Booba threw away a pizza and ate the box. The child had imitated him, throwing away sweets and eating the wrappers. She therefore forbade Rose from watching Booba, but Rose still watched it during one observation. Similarly, Laila's mother told me that she had seen in one Gumball episode that he was asked to commit euthanasia and Laila had asked her what 'euthanasia'; meant, her mother said "When she asked me about euthanasia, I found that the concept was too complex to comprehend, so I ignored her question and began stopping her from watching Gumball. On the other hand, I think Gumball wrongly portrays the family, as he portrays the father as a lazy, irresponsible person. In contrast, the mother is the person who controls the family. Furthermore, I think this is an inappropriate role model for children, so it is better to ban them from watching the Gumball cartoon".

This result shows the advantages and disadvantages that adults believe that YouTube content has, which is learning good behaviour as a benefit on the one hand but being exposed to bad behaviour on the other. Concerns included exposure to unsuitable content that shows inappropriate ideas (like bad role models or suicide), which will be discussed in more detail when we talk about YouTube's advantages and disadvantages.

Nursery Rhymes

Nursery rhymes were the most popular content viewed by the children in the case studies. The adults all said that their children watched nursery rhymes except for Noura, who was the oldest child in the sample; her mother said that nursery rhymes no longer attracted the girl. In terms of language, all of the children watched nursery rhyme programmes in English, such as Coco Million, Pinkfong Baby Shark and LooLoo Kids (Johany Johany), and some of them also watched nursery rhymes in English and Arabic, such as Rose, Maria, and Yara who watched Toyor Aljanah TV and Little Chicks. This result confirms the finding from the quantitative data that children prefer watching nursery rhymes in English more than Arabic nursery rhymes. The adults indicated that children preferred watching English nursery rhymes (43%) whereas 35.44% of the adults reported that their children watched English nursery rhymes in Arabic. Also, the adults referred to the same Arabic nursery rhymes (Toyor Al Janah, Karameesh, Glory Channel Songs, Space Toon, Chicks and Kindergarten Songs) and English nursery rhymes (LooLoo Kids, ABC TV, Cocomelon and Pinkfong Kids' Songs & Stories) in the case studies, which confirms the interest of Saudi children in these channels. The result that nursery rhymes content is the preferred content for children in this age group confirms the findings of a number of studies (Alkhayat, 2020; Rideout & Robb, 2020; Marsh et al., 2019; Papadamou et al., 2019; Asmiarti & Winangun, 2018; Hussein, 2018).

The adults believed that the reason why their children did not watch nursery rhymes in Arabic was because they found it unattractive. Even though there are English nursery rhyme channels which are dubbed into Arabic, the adults thought that the children would rather watch them in English. Also, the reason for this may be the motive of adults for their children to learn the English language, and this played a role in children's preference for watching in English, as was mentioned earlier. Because adults choose nursery rhymes in English for their children, therefore, the children watch them frequently and are attracted to them.

The adults also praised the good behaviour that their children had learned from nursery rhymes, in addition to learning English, and this will be discussed later in the section on the positive aspects of YouTube.

Unboxing

Unboxing content exclusively in English was equally popular with the children (see Appendix B-37). The Kinder Surprise egg videos, which are popular with children, were classified as unboxing videos because they involved opening the eggs and showcasing the toys inside. The children also enjoyed channels such as Rain World and Family Fun Pack. The percentage of children's preference for unboxing content in the quantitative data was 25.99%. This indicates the popularity of unboxing content among the Saudi children in the sample. This result is consistent with those of previous studies which showed children's preference for unboxing videos (Lozano-Blasco et al., 2021; Nicoll & Nansen, 2018; Neumann & Herodotou, 2020; Jaakkola, 2020; Marsh et al., 2019; Ofcom, 2020; Rideout & Robb, 2020; Marsh, 2016). One of the most obvious attractions can lie in the mystery involved in this process of discovering what is inside the wrapping as children enjoy the mystery and suspense (Marsh, 2016).

Other Contents

The children watched other various videos on YouTube (see Appendix B-38). The adults spoke about the different motives for these videos, such as playing video games to learn game strategies: Omar's and Laila's mothers said that their children played Roblox and Minecraft video games, so they watched gamers' channels to learn some tips. The popularity of player content such as Minecraft confirms the results of the quantitative data showing that the percentage of children's preference for gamers' channels was 25% as reported by adults under the heading of 'Other content' preferred by children. Children follow players' channels to learn game strategies (Marsh et al., 2019; Marsh, 2015).

The families in the UK said that their children watched some traditional Saudi songs (SHELAT) in order to overcome the feeling of homesickness, as mentioned by both Omar's and Noura's mothers. The percentage of children who watched SHELAT according to quantitative data was 9.34%, which means that it was not a very popular choice among children in this age group.

The adults added that all of the children watched educational content especially in English in order to learn colours, shapes, letters and numbers in English, such as the Color Monsters channel and Nao Fun Baby. The quantitative data also showed that the children viewed various educational contents, for example, learning colours and shapes (15.26%), mathematical concepts (8.66%), and documentaries (7.97%), in addition to learning various information, memorising the Qur'an, invention programmes and educational videos. This means that the children watched a variety of educational content according to what the adults thought, and children's demand for

useful content leads to learning a lot of skills and information, as will be discussed in the section on the benefits of YouTube.

5.3.8 Content Changes According to Age

The adults reported that the content which their children watched changed according to age. The most common content among all the younger children had been nursery rhymes, but as they grew older, their most popular content now was vloggers (see Appendix B-39). This result confirms the relationship between the content which children watch and age, in agreement with the results of several studies (Rideout & Robb, 2020; Neumann & Herodotou, 2020; Marsh et al., 2019; Hussein, 2018).

In summary, the children in the present study engaged with a broad range of content on YouTube. The study offers some particularly interesting findings on the languages which Saudi children living in the UK and in SA intentionally engaged with on YouTube. There are also some interesting empirical findings in relation to complex cultural factors, which will be further discussed in the discussion chapter. The adult respondents gave a diverse range of perspectives on their children's choices of content. It was particularly interesting that the adults focused on behavioural influences, both positive and negative. The findings offer some insights into how social contexts influenced the participating children's viewing choices. Other children in the extended family often played an important role in influencing these choices.

5.3.9 Adults' Opinions about YouTube

Positives of YouTube are more than Negatives

Most adults said that there are more positives for children than negatives in watching YouTube, such as Omar's mother, who believed that preventing a child from watching YouTube might have a negative influence because it will affect the child's knowledge of technology, and she was aware that the current generation of children must know about technology. Dania's grandmother agreed and said that banning children from watching YouTube might negatively influence them and did not think that preventing children from using devices and watching YouTube would benefit them: "This is their generation, and it is not possible to prevent children from using devices because it will affect them negatively, but we have to teach children how to deal with them so that they are not exposed to any danger".

In addition, Laila's mother, Maria's aunt and Waleed's mother and grandmother all agreed that the positives for children from watching YouTube are more than the negatives.

The Positives and Negatives of YouTube are Balanced

Some adults believed that the negatives and positives of watching YouTube are equal. Noura's and Rose's mothers expressed this view.

The Negatives of YouTube are More than the Positives

The only adult who said that the negatives of YouTube outweighed the positives for the child was Elyan's father, although Elyan's nanny believed that YouTube was useful for Elyan for such things as learning English, learning polite behaviour, and self-care. Opinions can differ if more than one person is responsible for the child, but in the case of Elyan, the child spent most of her time with the nanny, who believed that YouTube was useful for her.

Depending on the Content

Some adults thought that whether YouTube is negative or positive depends on the content. Both Yara's mother and Elyan's nanny said that it depends on the content which the child watches. Elyan's nanny pointed out that “If what she is watching is good, it is useful, and if what she is watching is bad, it will affect her badly, so I prevent her from watching some Vloggers' families because she learns bad behaviour from them”.

Summary of Adult Opinions

The adults in the sample believed in the benefits of YouTube and expressed their fears of its potential dangers to their children, as was indicated before in the quantitative data, where the percentage of those who believed that YouTube is beneficial for their children reached 76%. However, the proportion of adults who indicated that YouTube negatively influenced their children was 87%. In other words, the adults in the sample believed that YouTube is beneficial for their children but might cause them potential danger at the same time. This is a unique trend in the results of Arab studies which have previously focused on the negatives and the fears of adults about YouTube (Abdel-Shafi, 2021; Qutb & Shouey, 2021; Hussein, 2018; Abdullah, 2015; Al-Bayati, 2015; Keeffe & Clarke-Pearson, 2011; Hiti, 2012; Algareeb, 2008), because the Saudi adults who participated in the current study believed in the benefits of YouTube but expressed their concerns at the same time. The results of the qualitative data showed that the adults believed that YouTube has more benefits than potential risks. Some adults also believed that the positives and dangers of YouTube depend on the content that their children watch. They said that their children learn a lot of good behaviour when they watch good content and vice versa. This confirms the importance of the influence of the type of content that children watch on their acquisition of knowledge (Flynn & Richert, 2015).

5.3.10 Adult's Perceptions of YouTube Positives

The adults mentioned several benefits which they thought that their children gained from watching YouTube, particularly learning languages, learning new information, entertainment, keeping active, good behaviour and self-care. There were also special benefits for the Muslim community as the adults reported that their children learned Islamic values from YouTube content. They believed that YouTube had helped to develop their children's imagination and reported that their children discussed the content which they watched. The acquisition of skills and knowledge in the pre-school stage is important for children as it helps them to understand the educational curriculum later (Marsh et al., 2020; Flynn & Richert, 2015). In addition, children imitate what they see (Yadav et al., 2018) and use the knowledge gained from society and the surrounding environment (Chesworth, 2016) which they learn by observation (Singer, 2019). YouTube therefore provides diverse content which can benefit children and those who watched useful content learned a number of skills and information, which will be discussed in this section.

Learning Languages

All of the adults believed that YouTube helped their children to learn a language (see Appendix B-40). They emphasized YouTube's help for their children to learn Arabic, English, French, Italian and Turkish. Even though the native language of all the children in the study was Arabic, the adults said that YouTube had helped them to acquire new Arabic terms. Waleed's mother and grandmother, Dania's mother and Maria's aunt all agreed that YouTube had helped the children to learn new Arabic terminology. Also, all the families in the UK said they encouraged their children to consume Arabic content because they believed that it would strengthen their Arabic mother tongue, especially because they were living and learning in an English-only environment. When they were in the UK, however, Omar's mother said that she encouraged him to watch Arabic cartoons to improve his Arabic language skills.

Concerning learning English, all of the adults in both SA and the UK believed that their children learned English through the videos which they watched on YouTube. In addition, during my observations, I found that some of the children in SA used both Arabic and English to communicate with others, such as Elyan and Laila. Some adults in the UK added that even though their children could speak English, they learned new English terms from Vloggers and Peppa Pig.

The adults also said that YouTube had helped their children to learn other languages. For example, Maria's aunt said that Maria had learned some words in Turkish and Russian. Noura's mother added that Noura was trying to learn Italian from YouTube by watching lessons to learn Italian letters and numbers. Omar's mother told me that he was revising what he knew in the French language which he had studied before.

Although all of the adults confirmed that their children learned English from YouTube, their positions differed in terms of encouraging their children to learn English, as there were some who encouraged their children to watch in English, such as Laila's mother and the adults in Dania's family, whereas there were others who said that they were trying to prevent their children from watching in English because they believed that it could affect the development of the Arabic language, such as the adults in Waleed's family. In addition, there were also adults who did not care about the language in which their children watched YouTube, such as Elyan's case. The interesting thing is that all the children had learned English despite the different attitudes of their adults towards the language of the YouTube content.

This result is consistent with those of a number of studies (Alkhayat, 2020; Chen et al., 2019; Akhmad & Saleh, 2019; Blum-Ross et al., 2018; Asmiarti & Winangun, 2018; Al-Shabeeb, 2017) which confirmed the role of the content language which children watch on YouTube in learning language. The results of the quantitative data also confirmed the role of YouTube in learning a language, whether Arabic (47.64%), where the adults indicated that their children learned new Arabic terms in addition to children learning English (32.79%). Saudi families living in the UK used YouTube with their children to preserve their Arabic mother tongue, which agrees with a number of studies which have shown that families are keen to preserve the mother tongue with the help of media such as television (Harwood & Vincze, 2015; Elias & Lemish, 2008). Language learning has been associated with adults' motivation, as it was mentioned before that they encouraged their children to watch in English in order to learn the language. There is a link between adults' encouragement of their children to learn English and the content which the children watched, which enhanced their learning of the language (Chaudron et al., 2018; Flynn & Richert, 2015). This result is consistent previous studies which have shown that Saudi children watch YouTube content in English more than Arabic: Hussein (2018), for example, reported that Egyptian children watched YouTube in English more than Arabic in pre-school, as the type of channel most preferred for children were nursery rhymes and cartoons in English because of the desire of their parents to teach their children English. This study supports previous findings such as those of Scott (2021) that adults claimed that children learn about digital technologies. Children learning a language will be discussed in more depth in the discussion chapter.

Learning New Information

Among the benefits of YouTube, the adults mentioned learning new information about Saudi and other cultures. Some added that they used YouTube to answer their children's questions when they found it difficult to explain or communicate a concept to them. Omar's mother said that her children had asked about Sheffield before travelling to the UK, so she had opened videos to learn about it. Also, Laila's mother and Maria's aunt said that before they travelled to any country, their

children would ask about it, so they would open videos on YouTube to learn about the country, such as its food, language and clothes.

YouTube had helped the children learn about Saudi culture, whether in the UK or in SA. The adults in the UK said that YouTube helped their children to learn about Saudi cultural activities such as celebrations and religious and social events, and about other Saudi regions and their differences because Saudi Arabia is a large country and society differs from one region to another. The adult participants in SA agreed with the use of YouTube to help their children to know about other regions of the country, as indicated by the adults in Dania's, Maria's and Laila's families.

The adults also considered YouTube to be a simple way to explain new information to their children. Maria's aunt said that every time she gave the child new information about anything, Maria would search for it on YouTube to see a video explaining the information that her aunt had given her. Laila's mother also said that YouTube explains things which she found difficult to explain to children. She said that Laila had asked her how they make a smartphone, so she had searched on YouTube for how to explain how a mobile phone works to a five-year-old. Dania's mother and grandmother and Noura's mother had similarly looked on YouTube for information which the children asked about. Omar's mother said that YouTube enabled her to provide information about animals so that he could identify them because some animals do not exist in SA or are difficult to see in nature there, such as whales.

The results of the current research, according to both the quantitative and the qualitative data, showed that the adults believed that YouTube had helped their children to learn new information, such as information about other cultures and animals, in addition to scientific information and mathematical concepts such as shapes and colours. In both the quantitative and the qualitative data, the adults agreed that their children learned many concepts from nursery rhymes, such as days of the week, colours, letters and numbers. The results also showed that the children watched some content that provides information on YouTube, such as documentaries for children and children's programmes which present information to children in a way that suits their age and in a simplified manner. Interestingly, some adults had used YouTube to introduce their children to information about Saudi culture and heritage as well. This finding that children learn information from YouTube supports many previous studies which emphasised the benefit of technology and YouTube in children's acquisition of information (Marsh et al., 2020; Rideout & Robb, 2020; Burns & Gottschalk, 2020; Ofcom, 2020; Izci et al., 2019; Oliemat et al., 2018; Dashti & Yateem, 2018; Al-Shabeeb, 2017). The results of the qualitative data also clarified the support of adults for their children to learn information from YouTube by searching for and discussing the information, which emphasises the importance of adults' support for children's interactions with

information technology at home for learning (Smahel et al., 2020). When adults participated in their children's YouTube searches for information, it helped the children to learn new information.

Entertainment

Among the benefits listed by the adults was entertainment. For various reasons, all of the adults in both the UK and SA samples said that YouTube helped to entertain their children, often at home while the adults in the family were busy: Dania's, Rose's, Noura's and Waleed's mothers mentioned this, as did Maria's aunt. Also, in the case of an only child, the adults said that YouTube provides appropriate and entertaining content, as indicated by Waleed's, Dania's and Rose's mothers, particularly if the weather is not suitable for outdoor activities, whether due to rain or extreme heat, as Noura's and Rose's mothers said.

YouTube also entertains children when the family goes out if the child is bored or if the adults fear that the child will get bored, whether while waiting to see a doctor, or in a restaurant, or shopping, as pointed out by Yara's and Rose's mothers and Maria's aunt. Watching YouTube also helped children to stay calm in the car, especially during a long journey, as Maria's aunt and Dania's mother pointed out. Some reported that YouTube has many entertaining stories for children. Maria's aunt said that Maria loved to listen to stories before bed, but when she found that the adults in her family were busy, Maria would open YouTube herself and watch stories to help her sleep.

It is interesting that the adults in the quantitative sample did not refer to entertainment as a benefit from YouTube. Although a large percentage of adults indicated that the main goal of children from watching YouTube is entertainment (56.59%), they did not refer to it as a benefit for a child. In the qualitative data, the adults considered YouTube to be a child's entertainment

tool, consistent with the results of previous studies (Chen et al., 2019; Oliemat et al., 2018; Marsh et al., 2017; Radesky et al., 2016; Tőkés, 2016). The adults explained a number of situations which make YouTube a means of entertainment, which were when there are no alternatives, or the child feels lonely and bored, in addition to difficult weather conditions which might prevent a child from playing outside (Lozano-Blasco et al., 2021; Tőkés, 2016). They added that it is a way to keep a child calm while waiting, especially since entertainment is an important need for children (Temban et al., 2021).

Movement

Several of the adults said that YouTube helped their children to move by imitating the dances which they watched in the nursery rhyme videos. The children's mimicry of the dances which they watched on YouTube appeared in the data from the interviews and in my observations. I saw

a number of the children dancing along with the videos and copying the dances in the songs, so they were not satisfied with just watching.

Noura's mother said that Noura loved gymnastics and liked to follow a gymnastics competition for children and to watch gymnastics lessons on YouTube. Noura had mastered several gymnastics movements as far as her mother encouraged her to do. Maria's aunt also said that Maria played nursery rhymes on YouTube and imitated the dance moves. I observed Rose copying the actions which she watched and interacted with; for example, in the second observation, she watched a monster chasing Booba and imitated the running in the video, and she laughed and said, “Let run away from the monster; it's scary”. Yara also imitated children's dances in songs most of the time in all of my observations.

It is interesting that although many studies, especially Arabic studies, have shown that YouTube reduced the movement of children (Hadi & Rasheed, 2021; Alkhayat, 2020), the results of the current study, according to both the qualitative and the quantitative data (20% and 2% respectively), indicated that the adults believed that some YouTube content helps children to move and engage in physical activity, such as imitating nursery rhyme dances (‘If You're Happy’), in addition to learning sports such as gymnastics. Given the importance of physical activity for children at this age stage, YouTube has provided an appropriate experience for children at home, in line with the results reported by Marsh et al. (2020).

Learning Polite Behaviour

Some of the interviewed adults said that their children had learned good behaviour from YouTube, such as asking for permission, sharing things with others and using polite terms such as ‘thank you’. The YouTube content from which the children had learned good behaviour included cartoons, Vloggers and nursery rhymes.

Maria's aunt said that the girl had learned from YouTube to knock on the door before entering, in addition to asking permission to use other people's things. Maria said, “I knock on the door as Samer does, to ask permission, just like Samer when he asks for things from others” (Samer is one of the children in the Riyad family vlog).

Omar's mother told me that one day when Omar's older brother wanted to watch the iPad on his own, Omar started singing to him a nursery rhyme, which was ‘Sharing ... sharing’ and then his brother allowed him to watch it. Omar's mother added that the boy had learned some polite behaviour from the Peppa Pig cartoon, such as knocking on the door.

As for children's learning of polite language, the adults responsible for Rose, Laila, Elyan, Dania and Waleed all said that the children had learned to ask permission and to say ‘thank you’ from what they had watched on cartoons and some Vlogger channels which depict good behaviour.

The quantitative and qualitative data showed adults' recognition of the role of the content that their children watch on YouTube in learning good manners such as helping the mother, thanking others, cooperating, and knocking on the door before entering. The adults also added that they believed that their children learned these behaviours from nursery rhymes and cartoons, especially the Peppa Pig cartoon. This shows the importance of watching good content because children learn from what they watch and imitate the behaviours which they watch.

Self-care Skills

Some of the adults said that their children had learned self-care skills from YouTube, such as hair brushing and body care. They had also learned to help their mother in cleaning the house. Some mentioned that their children had learned hairstyling from YouTube. For example, Noura's mother said that Noura watched hair-styling videos on YouTube and imitated them, and Elyan's nanny said the same.

Some adults said that their children had learned to care for their body. Omar's mother told me that she had tried several ways to teach him to go to the bathroom when he was younger, but she had been surprised one day when she found Omar listening to a Potty Training song about going to the bathroom on a Coco Mellon video which he copied and sang every time he went to the bathroom. Similarly, Elyan's nanny said that Elyan had learned how to brush her teeth from nursery rhymes.

Some children had learned to choose the right clothes for the weather from cartoons, as was the case with Rose, whose mother said had learned to choose appropriate clothes for the weather from watching Peppa Pig. Her mother said that Rose knew to choose the appropriate footwear for the rain, like Peppa Pig.

Rose’s and Laila’s mothers reported that their daughters had learned to help them in cleaning the house, something which they had also learned from watching Peppa Pig. Noura's mother told me that Noura had learned to help in cleaning the house from watching the Vloggers family.

Discussing the Content with Other People

One of the benefits which some adults thought that their children had gained from YouTube was discussing with other people the content which they watched. The children interacted with the videos, such as answering questions and commenting on the events and situations in the video

and naming the characters, animals and colours, and sharing their feelings, which was considered as educational for children.

Noura's mother said that Noura asked questions about the content, such as “Why don't you play with us like the YouTube Vloggers family?” Dania also explained a video to her mother, telling her what the children in the Riyad family did: “Asr's father and Samer went with him in the car, and she was telling about the events that happened”.

During one observation, Maria was watching Vloggers and she said to her aunt: “Look, they celebrate Eid like us; put balloons on and give out gifts”. Both Rose and Elyan memorised the videos which they watched; during one observation Elyan referred to a video, saying: “Look, it is sad. Look, it is running, look it is funny, look it is going to happen now”.

On my third observation, Elyan was watching a video in which a child asked an adult to go with him to the swimming pool, and she said to me “Look, I’m like him. I don’t go to the pool alone, so I don’t drown. I call the nanny to go with me”. During another observation, Elyan referred to a video which she was watching: “Look at the girl dancing. Look at her toys!”

The children were not satisfied with watching in silence but shared what they watched with others. Yara too was observed to refer to the television and name things: “… baby, toy, mother, father.” Also, Elyan referred to a recent video and had memorised some of it, and said “Look, the child will brush his teeth; look, he will eat sweets” … “Look, he doesn't swim alone, and I am not doing that too. Look, the little girl is combing her hair, and so am I”.

On one occasion Elyan stopped a video about English colours and opened a video of animals and started naming the animals in English with the video and pointing to the screen: “Elephant, giraffe, cat ...”. Waleed's mother said in the interview that Waleed would interact with a video which he was watching, for example in response to the question ‘Where are the red colours?’ he would point at the screen and say ‘This’, and she added that he would point at the screen and name animals because he really enjoyed animal videos.

As has been shown, the children discussed with others the content which they watched, whether by asking questions or discussing the latest videos, which shows that watching YouTube did not make children isolated from others. Some children memorised their favourite videos by watching them more than once so they could explain the action in the video to the people with whom they shared it. These discussion activities could be useful for children in terms of language development, and the children could express their opinions on what they watched and discuss it with others (Marsh et al., 2020; Al-Shabeeb, 2017; Marsh, 2016).

Islamic Goals

The adults mentioned specific benefits in regard to the Islamic community which YouTube helped to explain to their children. Among these benefits were memorising the Qur'an, learning about the teachings of the Islamic religion such as Hajj and Ramadan, and the Muslim holidays of Eid al-Adha and Eid al-Fitr.

The adults in both SA and the UK used YouTube to introduce their children to Islam, such as prayer, Hajj and Islamic values. Dania's, Omar's and Laila's mothers and Maria's aunt all said that they sometimes opened videos about pilgrims to teach their children about Hajj. Omar's mother told me that she preferred her children to watch Sesame Street in Arabic because the programme depicts many Islamic values which she was keen for her children to learn, such as charity, honesty and mercy. Some adults had used YouTube to help their children to memorise the Qur'an by watching YouTube videos which present the Qur'an to children in an attractive way for them to memorise. Dania's grandmother and Maria's aunt both said that listening to the Qur'an on YouTube had helped the girls to memorise sections of it. One of the benefits that pertain to the Muslim community is the role of the content that children watch on YouTube in learning these values, and some Arab studies have made similar findings (Oliemat et al., 2018; Alkhayat, 2020; Ali et al., 2022).

Developing their Imagination

Some of the adults believed that YouTube had helped to develop their children's imaginations through the content which they watched; they said that their children imitated the dialogues which they watched on YouTube while playing with toys, as mentioned by Noura's and Rose's mothers. They also said that their children copied how to play with toys from YouTube videos, such as playing with dolls, as mentioned by Rose's mother, Noura's mother and Maria's aunt. Dania's mother said that Dania would ask her to copy it with her when she recorded a vlog and imitated the families of Vloggers, and Dania also asked her mother to play Vloggers with her: "Come and play as if we are Vloggers".

Maria's aunt said that the child regarded the children in the Riyad Vlogger family whom she loved to watch as her imaginary friends and said that she had heard Maria talking while she was playing, saying "Be careful, Samer; look in front of you". This result explains the role of the content that children watch on YouTube in developing children's imaginations, as was also reported Asmiarti and Winangun (2018) and Marsh et al. (2020; 2015). Children learn creative play dialogues from their environment and then use them in their play (Chesworth, 2016).

Other Benefits

Some of the adults mentioned a number of other benefits which they thought that their children derived from the content which they watched on YouTube. Some of the adults in the UK stated that YouTube helped their children to overcome homesickness and sadness by watching traditional Saudi songs (SHELAT).

They also said that YouTube had helped their children to learn various hobbies, such as clay shaping, as indicated by Dania's mother. Noura's mother said that Noura had learned some simple recipes from YouTube and had asked her mother to help her make them. Laila's and Omar's mothers said that their children played video games and learned game strategies from YouTube. Watching players' channels is a common practice by children on YouTube (Marsh et al., 2019; Marsh, 2015), where children learn the strategies of the games they play. Also, in the quantitative data, 15.6% of the adults indicated that YouTube helped their children to learn hobbies such as drawing, consistent with several previous studies (Marsh et al., 2020; 2019; Ofcom, 2020. This indicates the role of YouTube in learning hobbies.

In addition, the adults believed that watching YouTube had encouraged their children to eat their meals and that some of the children liked to eat while watching YouTube, as Omar's mother and Maria's aunt pointed out. The adults added that YouTube helped to distract children when they were in pain. For example, Yara's mother said that Yara sometimes had stomach ache and cried, so she had switched YouTube on so that Yara could watch the content which she loved, and this would stop her crying. This suggests that watching YouTube helps to calm children (Lozano-Blasco et al., 2021; Marsh et al., 2020; Walker et al., 2020; Padilla, 2020; Izci, 2019; Gillen et al., 2018).

5.3.11 Adults' Perceptions of YouTube Disadvantages

As well as the positive aspects of watching YouTube, the adults also pointed out some negatives which they believed their children were exposed to because of watching YouTube. This included the influence of the content of vloggers on children's behaviour, the extensive use of YouTube and watching content which is inappropriate for children, and these concerns will be discussed in this section alongside the quantitative data.

Vloggers' Influence on Children's Behaviour

Among the negatives of watching YouTube which the adults mentioned was the influence which it could have on their children's behaviour. They said that their children wanted to buy everything which they saw the Vloggers families buy. Omar's mother said that Omar had wanted to buy a toy house which was expensive, but he insisted on having it because he had seen it in one of the

Vloggers family videos, so his mother promised to buy it for his birthday, but she told me that requests such as this had become expensive for them. Noura's mother told me that Noura no longer liked the toys and gifts which she had used to buy for her and had wanted expensive gifts: she even asked her grandfather to buy her a horse in Saudi Arabia because one of the Vloggers' families had bought their daughter a horse.

Some of the adults reported that their children copied the behaviour of Vlogger children and the ways in which they behaved with other people and their toys. They also said that the children had learned violent behaviour against others and handled their toys roughly, even breaking them. Dania's grandmother said that one day Dania had beaten the nanny and treated her violently and had copied a dialogue which she had seen in one Vloggers episode; after that incident, the grandmother had prevented Dania from watching that family. The children had also learned to scream while speaking by imitating how the children screamed in the Vloggers, which made the adults think that the children had learned this from imitating how the Vlogger children spoke. Noura's mother said that Noura even copied facial expressions as if she was impersonating the Vloggers which she was watching. Waleed's grandmother and mother and Omar's mother also said that the boys had learned to hit other people from watching the Vloggers. Noura's mother told me that one day she had found Noura trying to strangle her brother like one of the Vloggers she had watched, so the mother prevented her from watching that family.

Some adults reported their children throwing food onto the floor in imitation of Vloggers' children who handled their food unacceptably; this was mentioned by Elyan's nanny and Rose's and Laila's mothers. They also said that the children had learned to talk to their mother rudely. Noura's mother told me that one day Noura had responded to her by screaming and saying, "I don't love you; you aren't a good mother!" She had screamed in imitation of one of the Vlogger children, but the mother said that "It took only minutes for her to come back to me, and she apologised and said, 'I'm sorry, I know that what I said is not acceptable'", so her mother expressed her annoyance about the bad influence of the Vloggers on Noura. Omar's and Dania's mothers mentioned that their children had learned some impolite words which these Vlogger families repeat, and they were terms which were not common in the family. Some adults said that their children had learned to play practical jokes by imitating the Vloggers and playing messily, as the children do in the Vloggers videos. Noura's and Dania's mothers said that their children compared their own lives with the Vloggers families' lives, which made them feel sad. Dania's mother added that Dania felt sad and asked questions such as "Why don't we travel like them? Why don't I have as many toys as them?"

The results of the quantitative and qualitative data confirm the negative view of Saudi families towards the negative role of vloggers on children's behaviour, which has been reported previously

(Qutb & Shouey, 2021; Al-Bibsi et al., 2020). Families/adults gave a number of reasons that made them believe that vloggers have a negative influence on their children's behaviour, including imitation of the vloggers' style and the use of their words which are not used within the child's family, as Folkvord et al. (2019) had previously reported. The vloggers' content also attracts children because they think that they are similar to them and share interests and activities with them (de Veirman et al., 2019). Some studies have confirmed the influence of watching vloggers on increasing purchasing demands in children (Qutb & Shouey, 2021; Al-Bibsi et al., 2020; Folkvord et al., 2019) because children do not believe that these child vloggers have any marketing purposes because they consider themselves to be similar to them and trust what they say (Folkvord et al., 2019). Qutb & Shouey (2021) added that adults believe that children have become dissatisfied with their standard of living and want to own what vloggers have, which makes them sad.

Other YouTube Disadvantages

Some of the adults pointed out that their children might watch videos on YouTube which contain ideas which are not appropriate for children. Laila's mother said that Laila had watched in one Gumball cartoon episodes a character talking about suicide and asked her mother about this. Her mother said, "I didn't know how to answer her, but I told her that it was an unacceptable idea, and I stopped her from watching Gumball".

In addition, some of the adults mentioned scenes which might be acceptable in other societies but are not acceptable in Saudi Muslim society. For example, Rose's mother mentioned kissing or watching people wearing swimwear. Laila's mother said that Laila had seen a baby being born on YouTube and had asked her about it, but the mother had prevented Laila from watching similar content because she believed that it was not appropriate for the child's age. The family/adults expressed their fears of advertisements on YouTube that might contain inappropriate scenes such as people kissing or wearing skimpy swimsuits. Among the concerns mentioned by the adults about their children watching YouTube were misconceptions about Islam or ideas that might influence their children's values.

Concerns about Islamic values and religion were among the causes of concern presented by the findings of several studies that have focused on conservative Muslim societies, such as Arab-Islamic countries (Mufti, 2022; Hadi & Rashid, 2021; Huda & Lawy, 2020; Pepsi et al., 2020; Al Shammari & Al Balhan, 2019; Hussein, 2018). The results of the current study, in both the quantitative and the qualitative data, confirmed the fears of families/adults about the influence on their children's Islamic values. Muslim families are keen to teach their children Islamic values (Al-Naim & Hasan, 2018), and are afraid that they will watch any content that might negatively

influence these values (such as celebrations which do not belong to Islam) or ideas which are unacceptable in Islam, such as relationships outside marriage (Hassan, 2021).

Some of the adults believed that their children's YouTube watching had a detrimental influence on their Arabic language skills. Waleed's mother and grandmother maintained that YouTube had a detrimental influence on his language development and had delayed his language; they claimed that Waleed learned English first, which had harmed his linguistic development. I observed that Waleed spoke in a monotone and did not modulate his tone of voice but spoke robotically, and that he frequently pointed to things which he wanted without speaking. Waleed's family was the only family that indicated the negative influence of YouTube on his language learning, and a small percentage of adults in the online survey believed that YouTube had a negative influence on the child's language, as was reported in the previous chapter. A large number of adults did not believe this idea, and there may be other factors that affected the development of the child's language, but the adults believed that the reason was YouTube. It is a belief that may be incorrect.

Most of the adults believed that extensive use of YouTube had a negative influence on their children because they would watch YouTube for a long time. However, extensive use of YouTube is considered a disorganisation of time by the adults in the family and is not a negative in YouTube itself. According to both the quantitative and the qualitative data, extensive use of YouTube has raised concerns among adults, as most of them believe that their children watched YouTube for long hours. It was previously mentioned (Qutb & Shouey, 2021; Alkhayat, 2020; Houda & Laaoui, 2020; Radesky et al., 2016; Abdullah, 2015) that the extensive use of YouTube by children has been linked to a number of negatives that adults believe that the use of devices in general is related to, some of which are considered unreal, such as the effects on the children's attention and their physical and mental health, which are reasons that have not been proven correct or related to children's use of devices for long hours, but the Saudi adults in the samples believed that there is a relationship between the use of YouTube and the time the child spends watching it.

The finding about adults' fears about their children's exposure to content that is inappropriate for the Muslim community agrees with the quantitative data, as 39.99% of the adults indicated their concerns about their children watching scenes which are inappropriate for children of this age and are generally not acceptable in the conservative Muslim society, in addition to terrifying and violent scenes. In general, there has been a fear among adults reported in many studies towards content inappropriate for children that adults believe that their children might encounter on YouTube (Qutb & Shouey, 2021; Neumann & Herodotou, 2020). In the quantitative data, 13% of adults indicated their fear of not being able to control YouTube content. Children might watch inappropriate content through it, as 42.98% of the children used the suggested videos to watch on YouTube, and the use of the suggested videos was found to be the most common way among

children in the case studies to watch YouTube, so their families' fears are justified (Stockel-Walker, 2019). There is a 45% chance of a child encountering inappropriate videos after ten clicks on a child-friendly video (Stockel-Walker, 2019).

There were also concerns about children's eye health due to watching YouTube, specifically two negative impacts on the eye: dry eyes and short-sightedness. Eye health problems are among the health problems indicated by the results of several studies (Chen et al., 2019; Al-Shabeeb, 2017) as previously mentioned in the quantitative data part, but as indicated before, there is no proven direct link between YouTube and eye health problems despite what adults think (Plowman & McPake, 2013).

5.4 Parental Mediation

In this section, I shall discuss the findings on parental/family mediation, beginning with the adults' perspectives on mediation and the mediation tactics which they used with their children while using YouTube, as gathered from the interviews with the adults and my observations of the children.

5.4.1 The Importance of Parental Mediation

The adults in the study believed in the importance of using parental/family mediation strategies with their children when they were using YouTube in order to protect them from exposure to any content inappropriate for their age or religious values. Noura's mother said that "Parents should be aware that some content might appear to be for children, but it is not appropriate".

Furthermore, the adults' sources of information about parental mediation differed. Some, such as the adults in Maria's family, believed that they did not need help but others believed that they needed help to learn how to control their children's use of YouTube, such as Dania's mother, who told me that she needed information to know how to help Dania choose appropriate content and how to control her use of YouTube. Waleed's mother similarly believed that she did not have enough knowledge to control his use of YouTube and help him to choose appropriate content.

Some adults reported that they had obtained advice from the internet: Laila's mother told me that she obtained the information she needed about parental mediation by searching the internet for the opinions of specialists in childhood. Other adults had obtained information by asking relatives, such as Dania's grandmother who asked relatives about appropriate and useful content for Dania to make the child watch it on YouTube.

The adults understood the importance of mediation while their children are using YouTube. The goal of the adults in their mediation was to protect their children from the potential harm they

might face from the content which they watched on YouTube. At the same time, the adults believed that they needed help on how to manage their mediation for their children, such as helping children choose content, as had been previously reported (Marsh et al., 2020; 2019; Gillen et al., 2018; Chaudron et al., 2018). The adults obtained information about mediation from relatives and the internet, which has been found to be a common practice among adults (Ofcom, 2020). This finding indicates the importance of having professional advice to educate adults about how to use mediation with children, as well as raising awareness of the goals of mediation, which are not limited to keeping children safe while using YouTube but are important to teach children how to be independent users in the future, as well as how to benefit from the content that they watch on YouTube (Lee, 2012). This result indicates that the adults in the study, despite their belief in the importance of mediation, need more information about it.

5.4.2 Parental Mediation Strategies

The parental/family mediation strategies reported by the adults in the interviews will be presented and discussed in this section.

Active Mediation

Active mediation was defined by Zaman et al. (2016, p.12) as "mediation related to parent-child discussions with regard to time, device, content, and purchase". The adult interviewees' use of active mediation with their children over their use of YouTube appeared in several aspects of the data acquired from the interviews.

One of the active mediation methods used by adults was to discuss the content with the children. Some of the adults reported that their children occasionally discussed with them what was happening in the YouTube videos which they were watching, and I had also noticed this while observing the children. This included children's dialogue about what was happening in a video, as Maria's aunt and Rose's mother mentioned. In addition, I noticed the same comments from children during the observations when they named and referred to some of the actions in the video, as Rose and Maria did. The discussions included discussion of the Vloggers' content, as this was the most-watched content by all of the children, as was previously explained. The dialogue about Vloggers included clarification of the nature of the life of a Vlogger for children when they compared their own lives with the Vloggers' lives and expressed their sadness at not having what the children had on YouTube. Dania's, Omar's, Noura's and Laila's mothers explained to their children that these Vloggers do not actually have everything which they show on YouTube but receive and give them as gifts in order to advertise them. Omar's mother said that his desire to buy something would cost the family a lot of money, so she had explained to him that buying everything they see on the Vlogger channels was impossible. All of the adults who discussed the

lives of Vloggers with their children agreed that there is a difference between real life and the life which YouTube Vloggers depict, and a family cannot provide all the products which a child wants to own just because he or she has seen them on YouTube. Dania's mother said that the child's comparison between her life and the lives of the Vloggers made her sad because she felt that the Vloggers' lives were more fun than hers as they have a lot of toys and they travel a lot. Dania's mother therefore discussed with Dania that most of these toys are for advertising, and that the characters do not buy them but rather advertise them and get them for free.

The adults also said that the discussion about the content included the language. For example, Waleed's grandmother said that he watched the content in English, such as the names of animals, so his grandmother asked him to say animals' names in Arabic and to repeat them. She believed that this would help to develop his Arabic language. Laila's mother said that she discussed with Laila the importance of watching YouTube in English and encouraged her to watch YouTube in English and discussed the content with her in English.

Some adults said that they discussed the new information which their children asked about. For example, Omar's and Laila's mothers and Maria's aunt said that when the children asked about new information, they would open a video on YouTube about that subject and then answer their children's questions about it. Laila's mother said that her children were interested in Roblox games and that she had watched and discussed game strategies with them.

Noura's mother and Dania's grandmother said that they discussed with their children how to choose content and to criticise what they watched on YouTube because they believed that this was a useful skill for children.

The adults spoke about discussing the rules with their children, such as banning some content or reducing the number of watching hours. Dania's and Waleed's grandmothers and Omar's and Noura's mothers said that if they wanted to prevent their children from viewing any particular content, they would explain the reasons to them, such as preventing them from watching some Vlogger channels because of the bad behaviour depicted. Regarding rules about time spent watching YouTube, Dania's family members confirmed that they had great concerns about the influence on Dania's eye health, so both her grandmother and her mother constantly discussed with her the harmful influence on her eyes of watching for long periods.

Some adults believed that their child was still too young to understand their concerns about content, so they did not use active mediation. Yara's and Waleed's mothers believed that their children were still young and could not understand any discussion about the content, so they never discussed the content with them but simply blocked any content which they regarded as inappropriate without giving any reasons.

Some of the adults used active mediation with their children while using YouTube in a variety of ways, such as answering the children's questions and explaining some topics, which was also found in several previous studies (Scott, 2021; Storm-Mathisen, 2021; Warren & Aloia, 2021; 2019) . In addition, the adults discussed the content of vloggers channels with children to clarify the nature of their lives as a result of adults' concern about watching adult content and the consequent concern about the influence on their children's behaviour, in addition to the increase in children's buying demands, as mentioned above. The dialogue of adults with children is important to clarify that the content of vloggers is the deliberate marketing of goods and that discussing it helps reduce purchasing demands from children (Vanwesenbeeck et al., 2020; Boerman & Amsterdam, 2020). The results of the current study confirmed that the type of mediation depends on children's age, as previously reported by Garmendia et al. (2012) and Ofcom (2020), as some adults did not use active mediation with their children because they believed that their children were unable to understand dialogue because they were too young. Interestingly, the quantitative data did not indicate adults' use of active mediation. This could be due to the inability of adults to differentiate between active mediation and co-use mediation, and adults might practise active mediation by discussing with their children and answering their questions without realising that it is a type of mediation.

Co-use

Co-use is a parenting strategy in which parents share their children's use of digital technologies, such as watching television or playing video games together (Chaudron et al., 2018). Nikken and Schols (2015) identified two types of co-use. First, co-use can be used for assistance when, for example, a child encounters a technical problem and asks for help. Second, parents participate with their children for fun, such as watching their favourite cartoons or playing video games with them.

All of the adults reported employing co-use mediation when their children were watching YouTube in the same room as other family members who could monitor what the child was watching: their children watched YouTube in the living room while other family members were engaged in their own activities such as using a phone, reading or doing housework, but could still monitor what the child was watching from time to time to make sure that it was suitable. They reported that it could be difficult to follow what the child is watching on mobile devices (smartphones and tablets) because the screen size is small, so they increased the volume of the device to ensure that they could hear what the child was watching: Laila's and Noura's mothers employed this strategy.

The adults also said that their children asked other family members to watch some videos with them and see the toys in the videos because they wanted to own them; Dania's grandmother and mother and Maria's aunt told me this.

Most of the adults also said that their children sometimes asked for help from family members, such as searching for particular content. Yara's mother added that Yara also asked adults to close advertisements on YouTube.

According to the results of the quantitative (57.54%) and qualitative data analysis, co-use was one of the most common types of mediation used by the adults in the study. They considered that being with the children in the same room and watching what they watched on YouTube from a distance was enough to protect their children from potential harm, and that hearing the sound of the content that children were watching or just looking at the screen to check the content was enough to make sure that they were not watching inappropriate content, although just checking from a distance or looking at children's screens is not really enough to verify the content that children are watching (Chaudron et al., 2018). Also, some adults watched with their children for fun when the children asked them (Chaudron et al., 2018; Galpin, 2016) and helped their children when asked (Garmendia et al., 2012), such as a search request for specific content. The results also confirmed those of Zaman et al. (2016) on the difficulty of distinguishing between active mediation and co-use because in my observations, co-use mediation turned into active mediation when the children asked about a specific content sometimes and when there was a discussion between children and adults about the content. The adults used co-use mediation to follow up their children remotely while they were busy with housework and contented themselves with audio monitoring of the content that the children watched. This is not considered sufficient to protect children from inappropriate content. For example, some children watched adult vloggers Elissa and Spiderman without adults noticing that the content of these channels is not suitable for children. Therefore, adult follow-up of children while they use YouTube is not enough either to keep children safe from inappropriate content or because it does not develop the child's skill to be an independent user in the future and able to choose useful content on YouTube.

Restrictive Mediation

The adults used several restrictive mediation strategies, including content restriction, time restriction and device restriction, which will each be discussed separately in this section. Restrictive mediation "involves setting rules that restrict use of the medium, including restrictions on time spent, location of use or content (e.g., restricting exposure to violent or sexual content), without necessarily discussing the meaning of such content" (Livingstone & Helsper, 2008, p.583).

Content Restriction

Most of the adults said that they restricted their children from watching videos which they observed affected their behaviour, such as Vlogger channels. Almost all of the adults had banned their children from watching some Vlogger channels because they had discovered that their children were learning bad behaviour from them, such as violence: Waleed's family members said that they had banned him from watching one of the Vlogger's channels after noticing that he had learned to kick other people from watching it. Noura's mother had found Noura trying to strangle her brother in imitation of what she had seen on one of the Vloggers' videos, so she had prevented her from watching it. The adults also said that they had prevented their children from watching the adult Vloggers Elissa and Spiderman because they depicted a lot of rude behaviour; Noura's, Rose's, Laila's and Omar's mothers all told me this. They also prevented their children from watching some gamers channels because they used rude words: Omar's mother said that he had learned some rude words from these channels, so she had restricted him from watching them. The adults also said that they had prevented their children from watching some cartoons because they negatively affected their children's behaviour. For example, Rose's mother said that she had stopped Rose from watching Booba cartoons because Rose had learned chaotic behaviour from them, such as throwing food on the floor. The adults had also restricted their children from watching particular content for other reasons, such as preventing them from seeing terrifying videos which they believed affected the children's sleep negatively, as indicated by Elyan's nanny. They also prevented their children from watching a particular cartoon because it presented bad values to children. For example, Laila's mother had prevented Laila from watching Gumball because it portrayed the father as an irresponsible figure. As already explained, she told me that in one of the episodes of Gumball, he had discussed the idea of suicide, which she believed was not appropriate for children.

In addition, the adults chose the content which their children watched on YouTube for different motives because they believed that their children could not choose appropriate content for themselves, such as Yara's mother who explained that she always chose the content for Yara because she knew what suited her child. Some adults said that they sometimes chose content for children to teach them values. For example, Omar's and Rose's mothers asked their children to watch Sesame Street in Arabic to learn about the Islamic values presented in the programme. The adults also chose content for their children to teach them good behaviour. Rose's and Laila's mothers let their daughters watch Peppa Pig because it had a positive influence on their behaviour. They could also choose the language in which their children watched YouTube content in order to learn the language, such as Arabic, as in Waleed's case, English in Laila's case or French, in Omar's case.

Time Restriction

Some of the adults said that they had set time limits on YouTube usage by either limiting the number of hours the children could watch or preventing them from watching YouTube at particular times. They said that they set specific hours for their children to watch YouTube, and both Yara's mother and Dania's grandmother said that they allowed their children to watch YouTube for one hour a day, which I saw when I observed Dania, who closed YouTube at the end of the hour. In addition, the adults reported that they asked their children to stop watching YouTube if they found that they had been watching for a long time but did not specify a specific number of hours; Elyan's father, Waleed's grandmother and Laila's mother did this.

In addition, the adults said that they prevented their children from watching YouTube at particular times, such as during meals, as reported by the mothers of Laila, Yara and Rose, who preferred the family to eat a meal together and talk to each other without anyone watching any media. Some adults told me that they prevented their children from watching YouTube before bed because they believed that it negatively affected the children's sleep: Omar's mother and Elyan's nanny used this strategy. Some adults prevented their children from watching YouTube before completing their homework, such as Noura's mother. Laila's mother did the same, as although Laila did not go to school, her older sister was in first grade and their mother applied the same rules to both girls, so she did not allow them to watch YouTube until Laila's sister had finished her homework.

Devices Restriction

Some of the adults interviewed preferred to prevent the use of devices when their child went to visit relatives or in the garden because they wanted the child to enjoy playing with other children and doing other physical activities. Both Maria’s aunt and Waleed's mother said that they prevented the children from watching YouTube so that they could play with other children when visiting relatives. In contrast, Rose's mother said that she prevented Rose from watching YouTube when she took her out to the park to play with her.

The adults also said that they imposed restrictions on the device on which their child watched YouTube. For example, Elyan's father told her to watch YouTube only on their smart television. They also sometimes used tricks to prevent the child from using a device for a long time, such as not charging it completely: Dania's grandmother and Elyan's father said that they deliberately did not charge the tablet completely so that the child could not watch it endlessly. Dania's grandmother told me that she sometimes turned off the Wi-Fi without the child's knowledge to stop her watching. Some adults also prevented their child from watching YouTube as a punishment; Elyan's father said that he did this if she had watched content which he had told her not to watch.

The findings that the adults used restrictive mediation with their children extensively according to the quantitative (38.71%) and the qualitative data are consistent with several studies (Higaze, 2020; Marsh et al., 2020; Lee, 2012; Livingstone & Helsper, 2008) in different ways, such as restricting content, time and devices. The adults restricted content which they thought influenced their children's behaviour, such as some vloggers and cartoon channels. They also used restricted mediation by choosing the content because they believed that their children were incapable of selecting appropriate and useful content for their young age. They also reduced the number of hours because they believed that this would help to reduce the negative impact on children's health according to the health concerns which they pointed out and which were discussed previously. They also put some restrictions on their children's use of devices, such as preventing the use of devices when going out or visiting family, to reduce children's isolation and to encourage them to communicate with others. The imposition of restrictions might help to mitigate the negative effects mentioned by the adults, such as protecting children from inappropriate content, but it does not help the child to be an independent user in the future (Garmendia et al., 2012; Livingstone & Helsper, 2008).

Active Distraction

Some adults employed the strategy of active distraction, which included suggesting alternative activities to watching YouTube, such as playing games or sharing hobbies with the child to reduce the time for them watching YouTube (Chaudron et al., 2018). The adults said that they would suggest that the children participate in various activities to distract them from watching YouTube. For example, suggesting hobbies such as drawing and colouring, as suggested by Dania's mother, or reading stories, as Yara's mother told me. Both Waleed's and Dania's grandmothers said that they suggested that the children share playing with toys with them, as the goal of all of the adults in distracting their children was to reduce the number of hours spent on YouTube.

Technical Mediation

Technical mediation involves using restrictive methods such as content filters and parental control software to create a safe internet experience for children; it involves using parental controls to filter, restrict and monitor children's media use (Garmendia et al., 2012).

The adults preferred that their child should not have a personal channel for watching YouTube but that the children should watch YouTube from the accounts of other family members because they believed that this was the easiest way to monitor what the children were watching. Laila's mother was the only one of the interviewees who had created a special account for Laila to watch YouTube and she subscribed to the channels which she regarded as suitable for Laila because she had found that to be the safest way to reduce the appearance of inappropriate content.

Several adults reported that they had banned channels which had inappropriate content or which they believed had a negative influence on their child's behaviour, such as some Vlogger families channels. They also used an age filter to limit the content which appeared to their children and to prevent them from viewing adult content. Rose's mother said that despite her use of the age filter and YouTube Kids, sometimes the content of the adult Vloggers (Elissa and Spiderman) appeared because it was classified as children's content: consequently, she regarded the age filter as useless.

According to the results of both the quantitative and the qualitative data, the adults had used technical mediation with their children when using YouTube, such as age filters and banning some content which they regarded as inappropriate for their children, without the child's knowledge. The children's viewing history on YouTube was monitored by some adults to ensure that the content which their children watched was blocked without their knowledge, as reported in some previous studies (Nikken & Schols, 2015; Chaudron et al., 2018). Overall, the adults used technical mediation to make sure that their children used YouTube in a safe way.

5.5 Parents' Mediation on Return to SA

Concerning the use of parental mediation by the UK families on their return to SA, they all acknowledged that there was a difference. They all believed that the use of parental/adult mediation in SA was difficult because of the inability to implement the rules set to control their child's watching of YouTube in terms of the number of hours watched.

They gave two reasons for not using parental/family mediation with their children in SA. First, because the child insisted on imitating the other children in the wider family; Rose's mother said that Rose insisted on using her mother's smartphone to watch YouTube as the other children did, even though she did not normally use a smartphone. Yara's and Omar's mothers said that their children imitated other children's watching content.

The other reason was that the grandparents would fully comply with the child's requests and thus prevent the parents from controlling the child. The grandparents did not allow the parents to limit the hours of watching and did not agree with preventing the child from using the device, which Yara's, Noura's and Rose's mothers all considered to be a challenge. Family mediation is one of the important results of the current research (Scott, 2021; Rideout & Robb, 2020; Marsh et al., 2019) and will be referred to in more detail in the discussion chapter.

5.6 Summary

In this chapter, I have presented the results of the qualitative data obtained from observing children and interviewing their adults. Some results have been discussed by collating qualitative

and quantitative data, which has shown deeper results. The results showed that children use touch-screen devices such as phones and tablets, and that most of them relied on choosing content from the suggested videos on YouTube, which explains the adults' concern that their child is exposed to videos which are inappropriate for her/his age which might appear by chance when a child browses YouTube. The adults reported that the main motivation for their children to watch YouTube was entertainment, and the results showed that the adults also had incentives which might encourage their child to watch particular types of content which would achieve the goals that the adults intended, such as learning English and learning some values and good behaviour. The children watched different content on YouTube, the most popular of which were cartoons, nursery rhymes and vloggers. The content of vloggers was associated with many of the concerns held by the adults, such as the influence on their children's behaviour and their children imitating peer behaviour (Bandura, 2002). The children also watched the content in different languages, but mainly in Arabic and English.

The adults mentioned many benefits of the content that children watch on YouTube, such as language learning, entertainment, learning creative thinking and movement, indicating adults' belief in YouTube's positive influence on their children. They pointed out the importance of family mediation and commonly used co-use and restrictive mediation. The results also indicated the impact of the different cultural and social contexts on the type of mediation which the adults used with their children, and this will be discussed in more detail in the next chapter.

Chapter 6 Discussion

6.1 Introduction

This study was designed to explore the use of YouTube by Saudi children aged 3-6 years. The study is important because it looked into many different aspects of how Saudi children use YouTube. The purpose of the study was exploratory, not assertive. The finding that YouTube is the most used platform by children aged 3-6 years is consistent with the results of previous studies (Ofcom, 2020; Marsh et al., 2015; 2019; Rideout & Robb, 2020; Chaudron et al., 2018).

In Chapters 4 and 5, I described all of the study's quantitative and qualitative findings in some detail. In this chapter, I shall contextualise and discuss some of the findings. I have selected findings for further discussion in this chapter because they are of particular interest in relation to the existing literature. In brief, the thesis makes the following important contributions to knowledge.

First, parents of Saudi children have complex and varying views about their children's use of YouTube, but they do see many positives and these have not been explored in depth in past studies concerning Saudi children. Previous studies in other countries such as the UK and the US have, however, demonstrated a similar bifurcation of views among parents; that is, they have expressed negative opinions about particular aspects of their children's YouTube use, whilst also giving positive examples relating to the same thing. Second, parents of Saudi children have been shown to mediate their children's YouTube engagement in various ways specific to their culture and traditions. Third, the study employed the U&G theory to explore children's YouTube engagement in a Saudi Arabian cultural context, which is a relatively novel approach to this topic. Fourth, the Saudi cultural context is unique, and the current study thus foregrounds important tensions over the appropriateness of content as well as interesting findings about language.

In this chapter, I shall discuss these most significant results of the study. First, I shall discuss the results of the adults' attitudes towards their children's use of YouTube including both the positives and the negatives. The positives included a number of benefits of YouTube not previously discussed in the Saudi literature. For example, children learn through creative thinking and YouTube helps them to do physical activities. The opinions of the adults also included concerns about the negative influence of children's use of YouTube, most notably the fear of them encountering sexual content inadvertently, in addition to the role of vloggers' videos on children's behaviour.

Second, I shall discuss the most significant results in regard to family/adult mediation of their children's use of YouTube. The discussion includes the effect of differences in the social and cultural context on adult mediation by comparing the mediation differences of Saudi families when they are in SA or during their stay in the UK. I shall also discuss the most common type of mediation used by adults while their children are using YouTube, namely restrictive mediation. The mediation section also shows the difference between the types of mediation which families think they are using and the mediation they actually use.

Third, I shall present the most significant results of the U&G approach, which were represented in the challenges in interpreting the results of the research with a sample of children aged 3-6 years. Given the limitations of the U&G approach in interpreting the results of the current research on the cultural and social context, I found Bronfenbrenner useful for explaining the aspects of the cultural and social context.

6.2 Saudi Adults' Attitudes to their Children's YouTube Use were Found to be More Complicated than Previously Discussed in the Related Literature

Interestingly, what was clarified by the results of the analysis of the quantitative data gathered from the online survey and the qualitative data showing the agreement of all of the adults involved in the case studies is that they believed that YouTube has both advantages and disadvantages for their children. Five of the case-study families believed that the positives of YouTube outweighed the negatives. Although most previous Arabic studies have focused on the negative aspects of YouTube (for example, Aboromi, 2017; Abdullah, 2015; Rahmani, 2014; Habbh, 2015; Hadi, 2017), the adults in the current study expressed their views about the advantages which they thought that their children get from YouTube, which is consistent with the findings of studies in other countries, such as the UK (Marsh et al., 2019; Ofcom, 2020), the US (Rideout & Robb, 2020) and Singapore (Chen et al., 2019). In this section, I shall discuss the advantages and disadvantages for their children which the adults in this study discussed.

6.2.1 Saudi Arabian Adults Saw More Positives than Previously Discussed

The results showed substantial evidence of the positive influences of YouTube on children as reported by adults. The adults emphasised that they believed their children had learned a range of skills and information from YouTube. Some of the skills referred to by the adults in the current study have been mentioned before in some Arab studies (Alkhayat, 2020; Dashti & Yateem, 2018;

Oliemat et al., 2018; Al-Shabeeb, 2017), and some of the benefits reported by the adults were consistent with those of studies carried out in other countries but which have not been mentioned in Arab studies. Moreover, some benefits were reported which had not been mentioned before in any previous studies, as will be explained in this section.

The results of the current study showed some of the benefits which adults identified in the case studies and in their responses to the online survey which had been referred to before in Arab and international studies, such as language learning; the adults emphasised the benefit of YouTube in their children's learning of English in addition to acquiring new terms in Arabic, and this is consistent with the findings of previous Arabic studies (for example, Alkhayat, 2020: Dashti & Yateem, 2018) as well as studies in other such as the UK (Marsh et al. 2019), Europe (Lozano-Blasco et al., 2021), the US (Rideout & Robb, 2020), India (Attavar & Rani, 2018) and Singapore (Chen et al., 2019). The adults also emphasised the usefulness of YouTube in their children's learning of new information, according to the data from the case studies and the online survey, and this also affirms the findings of Arab studies (Al-Shabeeb, 2017; Dashti & Yateem, 2018) and of studies in other countries (Plowman et al., 2012; Chaudron et al., 2018; Chen et al., 2019). Moreover, the families welcomed the opportunity and encouraged their children to learn English and they were supportive of their children use of and enjoyment in the English language. The English language is perceived to be essential for the economy, science and tourism in SA (Al-Qahtani & Al- Zumor, 2016). It is also a requirement for study purposes in many Saudi universities (Al-Qahtani & Al-Zumor, 2016; Alotaibi, 2014). It seems that the families not only accepted learning English but also focused on using modern methods such as YouTube for teaching children English at an early age.

According to the case study data and their questionnaire responses, the adults also believed that YouTube can support their children's learning about Islam. This finding confirms previous identification of the positives which children get from YouTube in the Muslim community, such as learning the Qur'an and Islamic values (Ali et al., 2022; Alkhayat, 2020; Oliemat et al., 2018). Muslim families are keen that their children memorise the Qur’an from a young age for Islamic considerations and they need to memorise verses to recite them during prayer (Ali et al., 2022; Fadil, 2020; Tawfiq, 2018). In addition, the Muslim community is keen to teach its children Islamic values such as honesty, trustworthiness and sincerity (Mansour & Ismail, 2021) and learn the stories of the prophets (Ali et al., 2022). Saudi society is also interested in teaching children the Islamic values such as belief in God alone, in addition to dignity and good manners (Samara, 2021). All this means that children's learning of these Islamic values from YouTube is consistent with the goals of society and its vision for the socialisation and education of their children There is YouTube content which helps families to achieve these goals with their children.

The qualitative and the quantitative data showed positives of YouTube which have not been mentioned before in Arab studies but which have been indicated in many studies in other countries. Among these advantages, children learn about hobbies, such as photography, drawing and colouring, which is consistent with the findings of Marsh et al. (2020). Two adults in the case study (those responsible for Layla and Omar) said that their children had learned strategies for games such as Minecraft and Roblox, consistent with the findings of Marsh, (2015) and Marsh et al. (2019). Another benefit mentioned by the adults in the current study but not previously mentioned in Saudi studies was that YouTube had helped their children to learn to think creatively; they said that YouTube helped to develop creative thinking and imagination in their children, consistent with the findings of several previous studies (Asmiarti & Winangun, 2018; Marsh et al., 2015; 2020; Ofcom, 2020). Children's learning of the skills that were mentioned, for example, hobbies, in addition to creative thinking, is important for young children due to the importance of cognitive development in early childhood (Asmiarti & Winangun, 2018; Mohsen, 2012).

Another benefit mentioned by the adults but not previously highlighted in Saudi studies is that their children extended their use of YouTube off-screen, such as by recreating dialogues and scenarios which they saw on YouTube while playing. For example, Maria played with her Barbie doll while watching YouTube and imitated what she saw on the vlogger's channel. In addition, Maria's aunt said that Maria regarded the children of online vloggers as imaginary friends to whom she talked while she was playing. Also, regarding children's play, Dania's mother told me that Dania asked her to play with her by pretending that they are vloggers and trying to film the vlog on the mother's phone.

This finding is consistent with that of Marsh et al. (2020), whose results showed that children are creative in play and adapt to their environments while playing. In the current study, evidence was found for the positive nature of children's digital play because children recreate play dialogues which they get from the surrounding environment (Chesworth, 2016). This has a beneficial influence on knowledge, skills and creativity, and sharing technology was also seen to have helped to enhance play and imaginative role-playing skills.

The current findings also agree with those of previous studies about other benefits not previously found in Saudi or Arab studies generally, namely that YouTube provides content which can generate a meaningful dialogue between children and adults. The adults in the case studies said that their children participated with family members in dialogue about YouTube content by asking others for information about it. The children also asked adults to open a YouTube video for them; Omar's and Laila's mothers and Maria's aunt all reported this behaviour. Some of the adults

believed that YouTube provides rich informative content for children and also considered YouTube to be a good educational tool for children.

In addition, children can converse with adults while watching YouTube, either by commenting on a video, explaining to others what is happening, asking adults about things which they have not understood, or asking adults to simplify something for them. They also asked adults to join in watching for entertainment: Rose's mother, Maria's aunt and Dania's family members all reported that their children asked adults to join in watching for fun. This finding is consistent with those of Marsh et al. (2020) and Plowman et al. (2012) that YouTube provides opportunities for engagement and meaningful dialogue between adults and children. The dialogue of adults with children helps to develop their language skills (Al-Shabeeb, 2017) and improve the relationships of children with their families (Mizar, 2017; Burns & Gottschalk, 2008; Warren, 2001).

Another benefit which had not been previously identified in Saudi studies is the benefit of YouTube in motivating children to move (Plowman et al., 2012). Some of the adults said that their children were dancing and imitating the movements which they had seen on YouTube. In the case study observations, I saw several children dancing and imitating movements while watching YouTube, such as Yara, Rose and Maria, and Noura's mother added that Noura had learned gymnastics from watching YouTube. Given the importance of movement and physical activity for children at this age to prevent or reduce obesity (Cardon et al., 2008), physical activity for children also reduces the incidence of a variety of diseases and brings many psychological and emotional benefits to the child (Bailey, 2006). Although some studies in the past focused on children's lack of movement while watching TV (Janz et al., 2002), the results of the current study of YouTube use showed that children's watching of nursery rhymes stimulated physical activity and dance.

The current findings also confirm those of previous studies about the benefits of using YouTube as a method to calm children. All of the adults said that they had allowed the use of YouTube to keep their children calm and prevent them from becoming bored and had also used it at home while the parents were busy. This result is consistent with those of several previous studies (Lozano-Blasco et al., 2021; Marsh et al., 2020; 2019; Izci et al., 2019; Chaudron et al., 2018; Tokés, 2016). In addition to all of the adults in the case study, some responded to the survey questions that they had used YouTube to keep their children calm when they were out shopping, in the car, waiting in a hospital, or when the adults were busy at home with their work. Adults can therefore concentrate on their own activities without disturbing the children, who are focused on watching YouTube which contains diverse and attractive content for them (Marsh et al., 2020; Dashti & Yateem, 2018; Tőkés, 2016; Plowman et al., 2008) and so that the children do not become bored while adults are busy (Radesky et al., 2016). According to Neumann and Herodotou

(2020), YouTube and its features such as sound, text, special effects and animated characters capture children's attention.

Another related finding was that the adults believed that YouTube teaches children positive values and behaviour and that they had encouraged their children to watch particular content in order to learn values and polite behaviour. For example, Omar's mother had asked Omar to watch Sesame Street in Arabic because it contained Islamic values which she wanted Omar to learn. It is an interesting finding that adults had encouraged children to watch specific content to learn polite behaviour even though it was presented by a cartoon pig. Another advantage mentioned by the adults was that their children had learned self-care skills from YouTube such as combing their hair, brushing their teeth and helping their mother to clean the house. The adults added that their children had learned these skills from nursery rhymes and Vlogger channels, and from cartoons, especially Peppa Pig (Plowman & McPake, 2013).

Concerning the cartoon Peppa Pig, eating pig meat according to Islamic law is forbidden as stated in the Qur'an (المائدة,3) (حُرِّمَتْ عَلَيْكُمُ الْمَيْتَةُ وَالدَّمُ وَلَحْمُ الْخِنزِير). In this verse, the list of food forbidden in Islam includes pork, and since SA is a country which follows Islamic law, eating pork and all its derivatives is prohibited in SA, and it is illegal to import, possess or raise pork (General Authority for Food and Drug Administration, 2009).

In addition, a cartoon for children was not shown on Saudi TV featuring the pig character because the content shown on Saudi TV was subject to the laws of the state that prohibit displaying content which contradicts the values of society (Raba`a & Al-Qodah, 2021). But now, with the ease of children's access to the internet, it has become easier for children to watch cartoons which they have never seen before, such as Peppa Pig. Moreover, the families involved in this study welcomed their children's viewing of Peppa Pig and even encouraged them to watch it because they admitted that they believed that the content of the Peppa Pig cartoon stories benefits their children and that they learn a lot about values and polite behaviour from it. Despite the religious, cultural and social background to which the families belong, they accepted the Peppa Pig cartoon as a result of what the children had learned and there were no apparent reservations expressed by the families about the characters of a family of pigs.

The findings of current study have therefore shown some of the benefits of YouTube which previous studies had identified, such as learning a language and learning new information, in addition to Islamic goals such as memorising the Qur'an and getting to know Islam, but the findings also showed benefits which had not been previously found in Arab studies. The findings also concur with those of studies on the usefulness of YouTube in providing opportunities for meaningful dialogue between children and adults on the importance of YouTube in motivating children to move and dance and on the use by adults of YouTube as a technique for keeping

children calm and occupied. Finally, the adults in the current study spoke of benefits of YouTube which have not been mentioned in previous studies anywhere, such as learning positive values, good behaviour and self-care skills.

6.2.2 Saudi Adults Views on the Disadvantages of Children's YouTube Engagement

The adults in the current study expressed several concerns about the negative influences of YouTube on their children, the most common of which were, according to the case study data and the quantitative data, fear of sexual content, excessive use of YouTube and its influences, and the negative effect of vloggers on children's behaviour.

Saudi Adults Fears that their Children will View Inappropriate Sexual or Commercial Content on YouTube

The adults mentioned their fear of their children viewing sexual content, and this was expressed in both the qualitative results of the case studies and the quantitative data from the survey responses and is consistent with the findings of several previous studies (Livingstone & Haddon, 2008; Livingstone et al., 2014; Marsh et al., 2019; Chen et al., 2019; Ofcom, 2020; Chaudron et al., 2018; Papadamou et al., 2019; Rideout & Robb, 2020; Al-Shamari & Al-Balhan, 2019). Although none of the children involved in the study had actually been exposed to any sexual content on YouTube because the adults had imposed strict restrictions on sexual content, only Noura's mother told me that Noura had seen a video of adult Vloggers (Elissa and Spiderman) which the mother described as "sexual content". It should be noted, however, that some of the scenes referred to by adults were described as (sexual) kisses and revealing clothes (swimming costumes), which were considered by all the adults in the case studies and in the online survey as being unacceptable in their conservative Islamic society (Almalki, 2020). The adults also said that they were afraid of their children watching inappropriate scenes in the advertisements on YouTube, and this result had been reported in previous studies (Izci et al., 2019; Marsh et al., 2019; Rideout & Robb, 2020). However, in my observations of children in the case studies, all of the children either closed advertisements as soon as they appeared on the screen or did not view them with any interest. The children consistently preoccupied themselves with other activities during the advertisements, such as playing with their toys, so this could have been an unwarranted fear.

Saudi Adults had Concerns about their Children's Perceived Excessive Use of YouTube

Among the negatives expressed by all of the adults in both the case studies and their survey responses was that their children were sitting for a long time watching YouTube, a finding

previously reported by Chaudron et al. (2018) and Izci et al. (2019), and the fear that this would affect the health of the children's eyes, as was previously found in several studies (Tokés, 2016; Al-Shabeeb, 2017; Al-Shamari & Al-Balhan, 2019). The lack of time regulation by responsible adults can explain the use of YouTube for long periods, so this particular concern cannot be attributed to YouTube itself but rather to poor time management. The results of the current study also showed in both the quantitative data and the case study findings that touch-screen devices were the most frequently used devices by children, which was previously reported by Kabali et al. (2015) and Marsh et al. (2019), for ease of carrying and ease of use (Oliemat et al., 2018). Ease of carrying means that a device is available to children most of the time, which leads to excessive use.

Saudi Adults had Particular Concerns about Vloggers

The adults in all of the case studies agreed on the negative effect of vloggers channels on children, which is consistent with the findings of previous studies that children imitate vloggers, such as increasing purchasing demands (Marsh, 2016; Livingstone & Haddon, 2008; Izci et al., 2019; de Vairman et al., 2019; Castelló-Martnez & Tur-Vies, 2021; Alruwaily et al., 2020), inappropriate handling of food, yelling, stubbornness, speaking rudely to their mother and using bad language (Al-Shabeeb, 2017; Izci et al., 2019), in addition to drawing on walls, hitting others and playing practical jokes. Some of the adults in the case studies also said that their children compared their lives to the lives of the Vloggers: Omar's, Noura's and Dania's mothers all said that comparing themselves to the Vloggers had made the children sad that they could not have a similar life.

6.3 Saudi Adults Played Important Mediating Roles in their Children's YouTube Use

6.3.1 The Importance of Family Mediation

The quantitative data and the qualitative findings showed that the adults agreed on the importance of parental/family mediation during their children’s use of YouTube in order to keep the children safe from any potential dangers. This result is consistent with the recognition by Saudi adults of the importance of parental mediation for children while using YouTube reported in studies in other countries, such as the UK (Marsh et al., 2020; Ofcom, 2020), European countries (Gillen et al., 2018) and Singapore (Chen et al., 2019).

6.3.2 Saudi Adults Sought Advice from Multiple Sources, some of which are not Very Reliable or Helpful

The adults in the case studies expressed a need for information about parental/family mediation and their attitudes towards assistance regarding such mediation differed. Some expressed a need for information on the best way to support and help their children to use YouTube safely. For example, the mothers of Dania and Walid said that they needed information from specialists on how to help their children to choose appropriate YouTube content and the need for adults to know the best ways to meditate their children's use of YouTube. This result is consistent with those of studies in other countries such as the UK (Marsh et al., 2020) and other European countries (Gillen et al., 2018). Laila's mother told me that she had obtained information about parental/adult mediation from the internet, which is consistent with the findings of Marsh et al. (2020) in the UK.

Adults in the case studies also said that they had obtained advice about parental/family mediation from family members and friends (such as Dania's grandmother). This finding is consistent with that of the Ofcom (2020) report in the UK, but the same report cautioned that information from relatives and friends might be inaccurate. Other adults believed that they had extensive experience of ensuring their children's safety while using YouTube (for example, Maria's aunt) and this finding is also consistent with the Ofcom (2020) report in the UK.

6.3.3 Saudi Adults Mediate Differently in SA and the UK

Differences in the social and cultural context were found to influence adults' mediation. This result is consistent with that of Chaudron et al. (2018) but it has not been previously mentioned in the Saudi literature. Saudi families living in the UK reported that parental/family mediation posed a challenge when they returned to SA for a holiday and cited two reasons for this. First, the child's insistence on imitating other children in the extended family: for example, Rose's mother stated that Rose insisted on using the mother's smartphone to watch YouTube just as other children in the family did, even though Rose did not use a smartphone when in the UK. The mothers of Yara, Omar and Rose also told me that their children imitated other children in the YouTube content which they watched in SA. This finding indicates the influence of relatives on the content which children watch and has been reported in studies in other countries such as the UK (Marsh et al., 2019; 2020; Ofcom, 2020; Scott, 2021), the US (Rideout & Robb, 2020) and countries in Europe (Chaudron et al., 2018). The second reason why parental/family mediation was a challenge for Saudi families living in the UK on their temporary return to SA was that the grandparents tended to fully meet the child's demands and thus prevent the parents from controlling the child because the grandparents do not allow the parents to determine the hours which the children spend

watching and do not agree with preventing the child from using the device. This finding is consistent with that of Marsh et al. (2015; 2019) that children had unrestricted access to devices in their grandparents' homes. The current study also clarified the relationship between the role of grandparents in mediating the use of YouTube and the work of mothers (such as Walid's and Dania's mothers), which supports the findings of Scott (2021) in the UK. Nimrod et al.'s (2022) findings also confirm that despite the prominent role which grandparents play in caring for children, there is still a shortage of studies of the role of grandparents on parental mediation and the differences in their involvement with the children, as grandparents tend not to use restrictive mediation, which is consistent with the results of the current study in SA.

The results in the current study regarding the four children in the UK and the different parental mediation that their parents used when they returned to SA showed that these children had no extended relatives in the UK, so parents were the only adults responsible for managing their children's use of YouTube when they were in the UK. In contrast, whenever they returned to SA on holiday, the influence of relatives and grandparents arises and makes the application of mediation a challenge for the parents. This confirms the role of relatives and grandparents in mediation, which Scott (2021) termed "family mediation"; the results of the current study agree on this term since the mediation involved all the family members.

6.3.4 Active Mediation over the Content of the Vloggers

The adults in the case studies discussed things with their children and answered their questions, and this finding is consistent with those of studies in other countries such as the Netherlands (Nikken & Schols, 2015) and the UK (Haddon, 2015). However, according to the data from the case studies, the findings link active mediation with adults discussing YouTube content with their children, mainly about the content of vloggers, which was the most common content used by the children. The results of the case studies showed that those adults who emphasised the negative role of the vloggers and expressed their fears about the negative influences of the vloggers on children were prompted to discuss the vloggers' content with the children. They had discussed their children's increased buying demands with the children. The mothers of Dania, Laila and Omar had explained to their children the reality of the vloggers' lives and that the gifts which they received were purely for advertising purposes. This conclusion is consistent with the results of several previous studies (Garmendia et al., 2012; Nikken & Schols, 2015; Storm-Mathisen, 2016; Warren & Aloia, 2019).

6.3.5 Restrictive Mediation is the Most Commonly Used Method by Saudi Adults with their Children while Using YouTube

The analysis of the data from the case studies and the online survey showed that the form of mediation most used by adults in SA while their children watched YouTube was restrictive mediation, which included restrictions on content (Omar's mother), time restrictions by limiting hours or watching time (Dania's family and Laila's mother), and restrictions on the use of devices by preventing children from using particular devices. I think that the reason why restrictive mediation is the most used by Saudi families while their children use YouTube is the common negative view of Saudi families towards children's use of YouTube, as explained in section 6-2-2, and despite acknowledging the benefits of YouTube, the families expressed many concerns about their children's use of YouTube; previous studies have shown that there is a relationship between families' negative perception of the media and their use of restrictive mediation, as families which have a negative view of their children's use of the media tend to impose restrictions on them (Oliemat et al., 2018; Lee, 2012; Nikken & Jansz 2006), on digital devices (Zaman et al., 2016) or on watching television (Fujioka & Austin 2002). There was a correlation between families' use of restrictive mediation and a negative outlook towards all kinds of media.

The adults also used explicit restrictions such as preventing the child from watching specific content, and implicit restrictions such as not charging the device fully (Dania's family and Elian's father), turning the Wi-Fi off without the knowledge of the children (Dania's grandmother), and blocking some channels on YouTube without the child's knowledge (Laila's mother). The case studies showed that some of the children had resorted to watching content which adults had banned without their knowledge. This result is consistent with those of Marsh et al. (2020) in the UK, who confirmed that preventing children leads them to watch content which their parents have banned without their parents' knowledge.

The importance of restrictive mediation in maintaining the safety of children cannot be denied, but only applying restrictive mediation on their use of YouTube might not be useful for children in the long term to become responsible independent users and to learn critical thinking. Children's opportunities to develop critical digital literacy skills are reduced if they are not exposed to a broad range of media, a point raised previously in India (Banaji, 2010) and the UK (Scott, 2018).

6.3.6 A difference between what Adults Refer to as Types of Mediation and what they Actually Use with their Children

The results showed that the types of mediation which the participants spoke about focused on restrictions and monitoring what their children watch on YouTube, although the actions which

they had taken might have been more than what they mentioned in the interviews. This result is consistent with that of Scott (2021) in the UK and the practices identified in that study suggest that family mediation of children's digital media practices in the home includes a range of positive or educational strategies which are more diverse than has been previously recognised in much of the mediation literature. The presence of adults around children while they use YouTube, especially in the light of the findings from the case studies and the online survey, show that co-use was the second most-used type of mediation by the adult participants. The results of the case studies also showed that co-use which depends on the mere presence of adults with the child in the same room without any discussion about the content being watched might sometimes develop into active mediation when children have a question or want to talk to an adult about the content which they are watching, and this finding confirms those of Livingstone and Haddon (2008) and Plowman et al. (2012). These interactions between adults and children while using YouTube can stimulate a kind of positive mediation, which confirms the results reported by Scott (2021) and demonstrates that there are other types of mediation which adults carry out with their children but do not report explicitly. Instead, they said that they practised restrictive mediation, as the findings showed. The current findings have also shown that the motivations for adults' active participation in their children's digital lives were more diverse than the educational goals. Other factors that motivated family members included a desire to share their children's interests. Laila's mother told me about their conversation about the Roblox video because discussions with children about YouTube content enable children to share their hobbies and interests.

6.4 The U&G Approach Holds Value for Research on this Topic, but there are Limitations

6.4.1 The Challenges of Using the U&G approach

The U&G approach conceptualises media users as being active, suggesting that they choose the content which they want to watch and that particular needs drive them to use media in general and to choose specific content (Katz et al., 1974). The use of the U&G approach for explaining the use of media by children aged 3-6 years has been limited in previous studies, as the only study I have identified which used it to explain children's use of digital devices was carried out in Singapore (Chen et al., 2019) and explored the different motivations of adults to let their children use digital devices. No Saudi study has used the U&G approach to explain the use of media by children aged 3-6 or any of its applications.

Chen et al. (2019) suggested that more studies should focus on knowing the needs of children by observing them. The current study used interviews with adults responsible for the care of their children to determine the motives which drive children to watch YouTube, as Chen et al. (2019)

had done, given that adults are the decision-makers regarding children's use of technology at home. The current results from both the quantitative and the qualitative data showed that the participating adults believed that children use YouTube for entertainment and for learning, whether to obtain information or learn new skills or languages. The perceptions of the adults regarding their children's motivation to use YouTube are consistent with the results reported by Chen et al. (2019) that parents believe that children use YouTube primarily for learning and entertainment. In the current study, which included case studies in which children were monitored, the results showed that the motives identified by the adults might not fully represent children's motives.

The nature of the qualitative data collection made it difficult to ascertain whether the needs mentioned by the adults as driving their children to watch YouTube reflected the children's motives, consistent with the findings of Tanta et al. (2014). The main motivations were thought to be entertainment and education, but the difficulty in determining the needs and motivations of children is associated with their young age. Arguably, children of this age cannot be expected to clearly articulate the needs which they seek to satisfy by watching YouTube.

In addition, the periods which I spent observing children were short and did not enable me to form a clear perception, as is the case in ethnographic studies, which might be more a useful approach to identifying the needs which a child seeks to satisfy. Plowman (2016) confirmed that ethnographic approaches help researchers to understand the behaviour of younger children. In the current study, the available time was not sufficient to enable me to confirm that the needs mentioned by the adults represented the real needs of children which they seek to satisfy by watching YouTube.

So, despite the assertion by all of the adults in the case studies that children's prime needs for watching YouTube are entertainment and education, it cannot be certain that they represent the real needs of children. For example, adults might use YouTube with their children as a distraction when adults are busy, or to prevent the child from feeling bored, or to calm their children. The children might understand their uses and needs differently. The parents also have uses and needs for their children's media engagement. This is another limitation of the U&G approach which assumes that media users have full control. In the case of children, their parents enact significant control. Some adults said that their children watched nursery rhymes for entertainment whereas the children were learning new concepts from them such as colours, shapes and self-care skills. Also, the online survey data was limited to adults, so it was impossible to know the extent to which their responses represented the real needs which their children sought to satisfy.

6.4.2 Although the U&G Approach Cannot Explain Children's Motives for Watching YouTube, it Does Explain Other Aspects.

There are indications that the U&G approach's ability to explain children's use of YouTube might be more accurate if the study time was more intense and longer in duration. One of the indicators which could show the ability of the U&G approach to explain children's use of YouTube as active users, as explained by Katz et al. (1974) about active users of the media, is the influence of social context on the choice of content which the user chooses (Katz et al., 1974; Haridakis & Hanson, 2009). The results of the case studies of the four Saudi children living in the UK, Omar, Noura, Rose and Yara, showed that the content which they watched when they returned to SA for a vacation differed from the content which they watched on YouTube while they were in the UK. The content difference appeared in the language in which they watched YouTube content and the type of content, which indicates the role of the cultural and social context in which the child lives on the type of content watched.

On the other hand, the saturation theory also suggests that the extent to which needs are met increases with the time spent on media use. The adults said that their children spent a lot of time on YouTube because it met their needs for education and entertainment. This result is consistent with those of previous studies that the more the media meet the needs of users, the more time users will spend on these media, such as YouTube. This result agrees with those of Buf and Tefni (2020), Haridakis and Hanson (2009) and Balakrishnan and Griffiths (2017) and might explain that children's long-term use of YouTube provides them with both entertainment and knowledge in its various contents.

Despite this, the interpretation of the difference caused by the social context on the content and the number of hours for which children use YouTube remain just indicators which cannot be determined because they are based mainly on the needs which the child seeks to satisfy, which is something which the current study could not provide information on, confirming the limited feasibility of the U&G approach for explaining children's use of YouTube.

6.5 Linguistic and Cultural Factors in Saudi Children's Engagement with YouTube

6.5.1 Complex Cultural Factors

All of the four case studies of Saudi children living in the UK showed the influence of the two different environments on their YouTube usage from several aspects in terms of content, the devices used the length of time spent watching YouTube, and the difference in environment on

parental/family mediation. Because of the inadequacy of the U&G approach to explain the effect of different cultural and social contexts on Saudi children's use of YouTube, it was necessary to find an alternative explanation for the effect of the cultural and social context. Bronfenbrenner's (1979) ecological systems theory offers a way to understand the course of human life from early childhood through to adulthood. In this theory, the ecological framework enables the mapping of information about individuals and their contexts over time in order to understand their diverse systemic interconnections. 'Environment' here refers to a person's social context (Crawford, 2020; Elliott & Davis, 2018). The ecosystem theory is presented as a theory of human development in which everything is seen as interconnected, and our knowledge of development is limited by context, culture and history (Darling, 2007).

Bronfenbrenner presented a model for the study of children's development, taking into account several factors which affect a child's upbringing and the influence of the social environment, which he divided into three integrated circles representing the delicately balanced system of the home and family, health services, and school, and he emphasised the need for the child to experience moving outside through the mediating system and the external system to take into account the least direct influence. At its outer limits, the total system includes cultural beliefs and ideologies. The child is influenced by family members, including parents, siblings, grandparents and peers, and by the influence of these reciprocal relationships on his/her upbringing (Plowman, 2016); according to Bronfenbrenner, understanding individual developmental processes in isolation from social life (Darling, 2007) is impossible as the interrelationships between individual evolution, contextual diversity and individual difference embody the essence of the ecosystem theory (Darling, 2007).

Bronfenbrenner depicted these social contexts as concentric circles of microsystems which refer to institutions and groups which both directly and indirectly influence a child's development, including the family, school, religious institutions, neighbourhoods and peers. The mesosystem and the ecosystem are both formal and informal social structures or settings in which the child is not directly involved but which have an indirect influence on the child, such as the workplace of the parents or the extended family, and the macrosystem which comprises a broader level of politics, political institutions and cultural beliefs, which are of significance to all systems. 'Interactions' refers to the interpretation of the interactions in which a child participates daily, including the home, school or early childhood centre (Elliott & Davis, 2018). Plowman (2016) stated that the home is where young children usually spend most of their time, so cultural values are created, formulated and transmitted primarily through the family and between the family members with whom they live, so the place cannot be separated from what happens within it. Also, the ecological systems theory emphasises the role of the environment on immigrant

children, as it is impossible to study a child's development in isolation from the environment and the cultural environment in which she/he lives (Paat, 2013).

The study's findings revealed the role of the family on the child by families/adults who encourage their children to watch specific content on YouTube due to religious and cultural considerations which characterise the Saudi family. This is demonstrated by the distinctiveness of the conservative Saudi Muslim society, which lives in an Islamic country that adheres to Islamic laws and culture (Almalki, 2020). In addition, Saudi society belongs to an economically rich country because it depends on petroleum (Al-Swayan, 2014), in addition to many projects currently being established to implement Vision 2030 (Saudi Vision 2030, 2016). All these factors lead families to encourage their children to watch particular content to achieve the goals of the society to which they belong. One of the goals that families seek to achieve with their children is to learn English because it is an international language and necessary for economic considerations to look forward to a good future for their children, so there was encouragement from families for their children to learn English.

Additionally, regarding language learning for Saudi children living in the UK, the results of the current study also show the different attitudes of adults towards children watching YouTube in terms of language choice. The findings from the case studies of the four Saudi families living in the UK showed that parents/adults preferred that their children watch YouTube in Arabic to preserve the mother tongue. They also found that YouTube is useful for conveying the culture of Saudi society and teaching children about Islam from the content which they chose for their children, which confirms the role of the media in preserving identity in the host environment. This was previously found by Elias and Lemish (2008) who reported the role of the media in helping Russian children to acquire language skills of the mother tongue after migrating to Israel, where families used the media in the new environment to preserve the use of the mother tongue in addition to transmitting the mother culture to their children by letting them watch programmes in Russian. Elias and Lemish (2008) found that watching programmes in the mother tongue helped to transmit to their children the culture of their ancestors, but that some families adopted a different position and preferred to use the media to help to integrate their children more easily into the new environment and acquire its language.

It is interesting in the results that families had priorities when choosing content with regard to values and polite behaviour. The Saudi families were keen on teaching children Islamic values, so they encouraged their children to watch programmes that display Islamic values, such as Sesame Street, as I mentioned before, in addition to memorising the Qur’an. They were also keen for their children to learn polite behaviour, so they encouraged their children to watch content that demonstrates polite behaviour, which most families agreed was the Peppa Pig cartoons. Families

were teaching their children polite behaviour as well as correct English from the Peppa Pig cartoons. In other words, they prioritised teaching their children good behaviour over the values of the society to which they belong. They accepted the pig characters in the Peppa Pig cartoons not as pigs but as just cartoon characters which provided valuable and good-behaviour content for their children. The influence of children's interest in the character of Peppa Pig showed Saudi society's acceptance of this character and the sale of Peppa Pig toys in the shops, which was not acceptable ten years ago, because I spent my childhood in SA and the presence of toys in the character of a pig was completely unacceptable in Saudi shops. Despite my childhood experiences, for my sons there is now acceptance of the character of the pig. The children have influenced Saudi society and made it accept the character of a kind, polite and well-behaved pig. Selling Peppa Pig toys in the Saudi shops may have been done for business reasons or for other reasons which are beyond the scope of the current study, but it is nevertheless worth mentioning because children's love for the character made it acceptable for it to be in the shops and in the Muslim community.

Bronfenbrenner's ecosystems theory (1979) also explains why Saudi families use restrictive mediation. This is because it is influenced by their cultural and social environment, which has a negative view of YouTube. This makes them show that they are afraid of YouTube by putting limits on their children's use of YouTube.

6.5.2 Saudi Children Watch YouTube Across Language Barriers

One of the interesting findings of the study which has not been previously discussed in the literature is that Saudi children watch content on YouTube in multiple languages, including Arabic and English. The results showed that the children watched content on YouTube delivered in languages which they did not know how to speak or understand as the children in the study sample only knew a little English as a second language. Some adults in the case studies believed that there are several reasons why children watch YouTube in languages other than their first language. First, they believed that there are no attractive nursery rhymes for children in Arabic in terms of graphics, photography and music (Rose's and Layla's mothers reported this view), which is why children prefer to watch nursery rhymes primarily in English. However, there are similar channels for nursery rhymes in Arabic, such as Cocomelon, but children do not like to watch it. I have not found in previous studies anything that explains this result independently. One possible explanation is that the pictorial content in the original language is more attractive to follow.

Moreover, it can be that nursery rhymes in their original language are more attractive and consistent for children to watch, hear and memorise. For example, Arabic nursery rhymes such as Little Chicks were originally written in Arabic and translated into English. Little Chicks, which

is considered the first Arabic content on YouTube, has achieved more than one billion views in Arabic, whereas the English version did not exceed one million views.

Second, concerning vloggers' channels, some adults (Maria's aunt, Dania's family members, Walid's grandmother and Elyan's nanny) told me that Chinese and Russian children's video vloggers rely on sound effects, clothing and visual effects to attract children; the content is not based on dialogue, making it attractive for children to watch even if they do not care about the language, and in many cases these videos do not contain dialogue.

Third, children watch in other languages because they choose content from the recommended videos and are not interested in understanding the dialogue but are satisfied with following a visual story. For example, while I was observing Leila, she watched Masha and the Bear in English and then she chose a video of Masha and the Bear in Russian. When I asked her what language this was, she replied that it was English and continued to watch with concentration. This might mean that children may not be interested in understanding dialogue but are only interested in following actions.

6.6 Summary

In this chapter, I have discussed the most prominent results of the research that focused on Saudi children's use of YouTube, the role of adults, and their opinions about children's use of YouTube. The current study showed a number of results about how Saudi children use YouTube which have not been previously discussed in the Saudi literature. These results are therefore seen as an important contribution to the Arabic literature.

The results of the current research clarified a number of aspects of Saudi children's use of YouTube. The current study does not deny the potential dangers of children's use of YouTube, such as exposure to content inappropriate for the child's age, but it calls for reducing the negative view towards YouTube content and shows that it has a beneficial impact on children, such as learning good behaviour and learning language. The current study presented a number of results that concern the advantages of YouTube which have not been discussed before in the Arabic literature. There was concern about the negative impact which watching vlogger content, which is one of the most common types of content among children, had on children's behaviour. The most prominent concerns expressed by the adults were their fears that the behaviour of their children would be affected negatively by the vlogger channels which they watch.

In addition, the Saudi families/adults understood the importance of family/adult mediation while their children use YouTube, but they needed professional channels to provide advice and support to avoid misinformation from non-specialists. The different cultural and social contexts which

appeared for Saudi children living in the UK had an impact on a number of practices related to YouTube, such as family mediation, the content that children watched and the language of the content. Moreover, the adults had used a number of types of mediation, but passive mediation was the most common among adults because their fear of the negative influence of YouTube on their children made them keen on using mediation to protect their children from content which they thought was inappropriate rather than teaching children how to be independent users in the future.

The current study provided important results from the U&G approach as it emphasised the difficulty of ascertaining children's motives towards YouTube in short-term studies because it needed a longer time period as the information provided by adults in short studies, such as the current research, clarifies children's motives from the point of view of adults, and time was not available to make sure that they represented the real motives of children, which indicates the inadequacy of the U&G approach for explaining the use of YouTube by children in this age group in short-term research. On the other hand, Bronfenbrenner's theory provided an explanation of the influence of the cultural and social background of families on children's use of YouTube, families' fears, and the ways they choose content.

Chapter 7 Conclusion

7.1 Introduction

In this thesis, I have presented and discussed the process and the findings of a study of the use of YouTube by Saudi children from the ages of three to six years. To the best of my knowledge, as discussed in detail in the Literature Review chapter, this is the first study to have focused on children's use of YouTube in the home environment in SA. Most previous Saudi studies have focused on the use of technology and its applications in the educational environment and the classroom, whereas the current study has explored children's use of YouTube at home. The study focused on three specific aspects of the topic: the experience which children acquire from YouTube, the parental/family mediation techniques which adults use to monitor and control their children's use of YouTube, and the employment of U&G approach to explain children's use of YouTube. In this final chapter, I shall summarise the most significant results of the research and the implications of the findings for several fields. I shall then explain the limitations which I encountered during the research and present some recommendations based on the findings. Finally, I shall use the findings and the limitations to suggest areas for future research to enrich the Saudi literature on this key issue.

7.2 Results

The findings presented and discussed in the previous chapters are important for the Saudi literature because this is believed to be the first study to shed light on the positive opinions of Saudi adults towards their children's use of YouTube. Although the adult participants (who included not only parents but also other adults responsible for the care of children) pointed out some negative aspects of YouTube that they believed affect their children, they also emphasised many of the positives which they believed that children get from YouTube. These positives have been previously studied in the UK (Marsh et al., 2019; Ofcom, 2020) and the US (Rideout & Robb, 2020) but have never been explored in the Saudi context, so extending the field of reference in this current study to include the positives of YouTube is a new direction in the Saudi literature showing the benefits of YouTube in teaching children about other cultures, languages, self-care skills, creative thinking, values and positive behaviour. The qualitative data in the current study also enabled a deeper discussion of the positives which researchers believe YouTube can offer to children and to adults.

The current study is also the first in the Saudi literature to use a mixed-method approach to explore children's use of YouTube. The interview phase of the study enabled adults, predominantly

parents, to express the positive advantages which they believed that YouTube provides for their children, such as learning a language and new information. In addition, YouTube was used to keep children calm and for them to learn hobbies, self-care skills, creative thinking, new ways of playing and movement, and values. The Saudi or Arab literature has not focused on the benefits of internet technology and its applications except in the educational context and for language learning, but the current study has shown that the benefits of technology and its applications are more diverse and that the Saudi context in this field is no different from other countries. The findings have shown Saudi adults' recognition of the positives of YouTube, which helps in changing the previous bias in Arab and Saudi studies towards the negatives of technology and its applications such as YouTube, focusing heavily on the negatives and neglecting the positives. This bias deprives children of benefiting from the experiences which they can gain from meaningful and well-designed YouTube content. My own previous personal view of YouTube was negative, as I was greatly influenced by Arab studies which had focused on the negative aspects of it.

However, after conducting the study and reading the relevant literature from other countries, interviewing family members, observing children as they watched YouTube and analysing the results of the online survey, my view of YouTube changed. I want to contribute to changing the view of Arab and Saudi researchers towards YouTube, but we certainly cannot ignore the potential negatives of YouTube mentioned by the participating adults, which coincided with the negatives reported in the literature in SA and other countries. The possible negatives include adults' fear of children being exposed to scenes of violence or sexual scenes which are not suitable for them, in addition to excessive use of devices which can affect the health of the child. This is important, but it must be balanced with the current global trend among all families towards the internet in general, as the literature review made clear. In general, although the Saudi and Arab literature focuses largely on the negatives, paying attention to the positives of YouTube for children will avoid depriving them of the positive experiences which they can get from YouTube.

In order for children to benefit from YouTube while recognising the concerns of adults, the importance of parental/family mediation lies in maintaining children's safety and ensuring that they benefit from YouTube content. According to both the case study data and the responses to the online survey, the adults responsible for children in SA recruited for this study firmly believed in the importance of parental/family mediation to keep their children safe while using YouTube. Even so, the findings showed that most of the participating adults had not obtained information about parental/family mediation from trained experts such as specialists in education or childhood, but from relatives and friends and from internet sites.

The results showed that adults in SA tended to use negative mediation which relied on co-use without dialogue about content, the goal of which was monitoring to protect the child from any inappropriate content, in addition to restrictive mediation. The results of the qualitative data also showed that the use of active mediation was mainly associated with the content of vloggers' channels, which some adults felt had a bad influence on their children, which prompted them to discuss the content of vloggers' videos by explaining the nature of the vlogger children's fictitious lives and relating it to the desire of their own children to buy what vloggers own. Active mediation among the adults involved monitoring and following-up their children's behaviour. The results also showed the focus of some of the adults on negative mediation which involved remote monitoring of their children, or on traditional mediation. In contrast, as the adults mentioned, active mediation was associated with vloggers' content, which the adults regarded as the most watched by children on YouTube and believed in its clear negative effect on children.

On the other hand, the case study results showed that the Saudi context is consistent with the context in the UK, which was explored by Scott (2021) who found that adults often referred to negative mediation when asked about how they monitored their children's use of YouTube. However, the results of the current case studies showed that the adults used active mediation with their children when they were watching YouTube. This shows that the type of mediation that adults talk about when they are asked does not show the positive role which adults play in their children's use of YouTube, which calls for more research into the mediation techniques employed by adults in SA.

Because the analysis of the qualitative data acquired from the interviews and my observations made it clear that not just parents of Saudi families but also all adult family members were involved in monitoring and following up children's use of YouTube, whether they were grandmothers, aunts, fathers and in one case a nanny, it was appropriate to use Scott's (2021) term 'family mediation' instead of parents mediation. Moreover, with regard to mediation, the case studies showed the way in which Saudi grandparents influenced the mediation used by parents when the families of Saudi children living in the UK visited SA for holidays, and how the parents considered the use of mediation in the grandparents' home as 'challenging', which confirms the significance of the more relaxed attitude of grandparents towards mediation. In spite of this important influence, there have been very few studies of this aspect of mediation (Nimrod et al., 2022; Scott, 2021), pointing to an obvious need to study the mediation of grandparents in the Saudi context in greater depth, in addition to the influence of other relatives. The role of relatives and grandparents in mediating children's use of devices has been studied in countries such as the UK (Marsh et al., 2019; 2020; Ofcom, 2020; Scott, 2021) and the US (Rideout & Robb, 2020)

and in European countries (Chaudron et al., 2018) but not in SA, and the findings of the current study have clarified the importance of relatives' role in mediation.

The U&G approach was used in the study to explore the impact of the different cultural contexts on Saudi children's use of YouTube and to identify their motivations for using YouTube. However, using the U&G approach as a lens through which to interpret the results posed a challenge because the theory focuses on the motivations which drive users to use the media but the adults saw the motivation for their children to watch YouTube as only education and entertainment. It was therefore difficult to ascertain whether the motives mentioned by the adults actually represented the reality of children's motives due to the small number of observations per child possible within the limited time available for the study. The U&G approach would be a more effective tool with ethnographic studies during which it would be possible to spend more time with children to understand their feelings more fully. The children's young age made it difficult for them to express their actual motives for watching YouTube or for choosing particular content. On the other hand, Bronfenbrenner's ecological systems theory explains the influence of the family and the cultural community on children's choice of YouTube content (Lemish & Tidhar, 2001). As the results clearly showed, the difference in the environment on children's use of YouTube needs more detailed study in order to enrich the Saudi literature on this key issue.

7.3 Effects and Practical Applications

This thesis has academic implications in terms of both research related to children aged 3-6 years and for content creators on YouTube and the social influence which YouTube content can have on helping to educate Saudi society on several aspects of YouTube. In terms of academic research, the results of the current study have shown that Saudi adults responsible for children recognise the positive influence of YouTube on their children, which is leading to a change from the negative and biased view of technology and its applications. The findings also showed children's preference for content in other languages in programmes which the adults believed to be of high quality in terms of teaching children social values, such as Peppa Pig, which children enjoy. For children to learn in this way, the findings suggest that Saudi content-makers should produce professional content similar to the level of content in other languages, and that the content should reflect the culture and identity of Saudi society for children to watch and benefit from. Although it cannot be denied that there is good content in Arabic on YouTube, the generally negative Arab attitude towards YouTube has reduced the promotion of this content, so there must be a more positive attitude from the Saudi community and from Saudi families towards the content on YouTube and the promotion of good content delivered in Arabic so that children can benefit from it.

The findings also shed light on the importance of the benefits which the adults saw in YouTube, making it important that future researchers should not neglect the importance of YouTube's positives and should seek to reduce the negative bias of the past and present. The findings also increase the need to raise the level of awareness of Saudi and Arab society about the importance of technology and its applications such as YouTube in the life of today's children and the benefits which they can accrue from it, while still taking into account the potential dangers that children might face on YouTube. This confirms the importance of the role of family/adult mediation on children's use of YouTube in terms of accessing appropriate content and avoiding the potential risks in order to teach children to be independent users in the future by using active, positive mediation by talking to children about their choice of content and their usage, instead of just passive monitoring and imposing restrictions.

Methodologically, the current study has presented a way to overcome the difficulty of conducting research at home and to address topics which discuss children's use of YouTube at home because of the difficulty of observing or evaluating children due to the conservative nature of Saudi society. It has been shown that these difficulties can be overcome by conducting research with people who know and trust the researcher, which makes visiting and observing children and video-recording them an acceptable matter which can help to enrich Saudi research with more topics linked to studying children in the home environment, as most of the Saudi literature focuses on children in the school environment and school-related topics at home, such as homework (Hadi, 2017); education (Tawfiq et al., 2015; Bahaziq & Turkistani, 2015) or using only surveys to collect data (Abdel Wahab, 2015; Al-Zubayani, 2008) because of the potential difficulties of using case study.

7.4 Limitations

As with any research, there are some limitations. In terms of sampling, the online questionnaire survey in SA reached 2594 respondents whereas in the UK the case study of 219 individuals comprised only my family and friends. In addition, the case study samples were all people from my friends and relatives, which might have caused bias in the results even though I tried to eliminate this bias as much as possible by collecting data with more than one research tool by observing the children and interviewing the adults. The time limitations on collecting data, which are inevitable in doctoral studies, meant that I was only able to gather data from the point of view of the adults, which did not necessarily reflect the reality of children's views. The difficulty of obtaining information directly from the children created a limitation because their young age meant that they were not able to express their views and motivations, and data such as these cannot be obtained only from observing children.

7.5 Recommendations

7.5.1 Recommendations for Saudi Families

Evidence from this study indicates the need for parents and adults to change their views towards YouTube and reduce the negative view of YouTube, as despite the fears which they expressed, the good content which children follow brings them many benefits. Adults should also seek advice regarding their children's use of YouTube from professional sources such as educators and specialists so that they do not receive misleading information. The results of this study also make it clear how important it is for adults to use active, positive mediation to teach their children how to choose appropriate content and reduce the risks they worry about that their children might watch inappropriate content.

7.5.2 Recommendations for Arabic Content Creators

There are fears on the part of Muslim families about their children's values and families are keen on the type of content that their children watch, so there is a need for content creators to produce good content in Arabic which suits the conservative Muslim community and works to achieve the goals of the community.

7.5.3 Recommendations for the Ministry of Culture and the Media in SA

Based on the results, I make several recommendations. I have suggested the need for platforms and awareness channels for families which will provide professional information about children's use of technology in general and YouTube in particular. They could also provide information about parental/family mediation and about raising society's awareness of the importance of technology in the lives of today’s children because there must be greater awareness of how children use technology and its applications such as YouTube safely. It addition, they would remove the prejudice against YouTube caused by focusing on its negatives and ignoring its positives, which will have a negative influence on children of this generation, because using technology has become part of their everyday life and is a basic skill in which children must be trained in order to become independent users safely. Therefore, solutions should be sought instead of just focusing on the negatives. I also suggest that content creators on YouTube make content in line with the Arab Islamic values of the Saudi community.

7.6 Future Research

The current findings have shown that there are many benefits that children can obtain from YouTube and several areas for future research can be suggested to enrich the Saudi literature and the literature in this area in general. Research should be conducted into the benefits of YouTube and its applications, such as the advantages of children learning positive behaviour and values as well as self-care skills and getting to know about other cultures. Further study could also explore why Arabic-speaking children use YouTube content in other languages such as English, Chinese and Russian. More studies could be conducted into parental/family mediation and the role of relatives, carers and members of the extended family on children's use of YouTube. An ethnographic approach could be used to study children's use of YouTube from the perspective of the U&G approach with children aged 3-6 years, as the findings of the current case study could not explain children's use of YouTube using the U&G approach.

7.7 Summary

Technology and applications such as YouTube have become a part of children's everyday lives and their acceptance has become a must for parents. Preventing a child from using YouTube does not help that child to be an independent user in the future, so the importance of active mediation by adults emerges when a child uses YouTube in order for the child to learn the skill of critical appraisal and how to choose appropriate content. Children cannot become independent critical users in the future unless they are exposed to some of the potential risks. Adults are responsible for guiding the child and explaining the worthlessness and harm of inappropriate content and for teaching the child how to choose appropriate content. Mediation and directing children is a participatory process for all family members who take care of the child, which makes the mediation process broader and more extensive than limiting it to parents, so its positive influence will be greater on the child. Although much time has passed, Arabic studies still focus on the negatives of technology and this has contributed to depriving some children of benefiting from technology and has prevented the promotion of Arabic content useful for children. Based on the results of the current study, the awareness of society, families and content-makers in SA must be raised in terms of the important role which YouTube has in educating children and providing them with valuable skills and experience.

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Appendix

7.8 Appendix A: Tables

Relationship	*Response*	
Father	7.78%	219
Mother	92.22%	2594
Total	100%	2813

Table A-1. Relationship of the respondents to the child

Gender	*Percentage*	*Number*
Boy	53.80%	1513
Girl	46.20%	1300
Total	100%	2813

Appendix A-2. Gender distribution of the respondents' children

	Boy		*Girl*		*Total*	
	Percentage	*Number*	*Percentage*	*Number*	*Percentage*	*Number*
Saudi Arabia	54.10%	1403	45.90%	1191	94.41%	2594
UK	48.82%	107	51.18%	112	5.59%	219
Total	53.80%	1510	48.82%	1303	100%	2813

Appendix A-3. The genders of the Saudi children of Saudi respondents in Saudi Arabia and the UK

Age (in years)	*Response*	
	Percentage	*Number*
3	26.64%	749
4	20.73%	583
5	20.67%	582

6	31.96%	899
Total	100%	2813

Appendix A-4. The ages of the children of the respondents

	3 years old		*4 years old*		*5 years old*		*6 years old*		*Total*	
Saudi Arabia	26.45%	685	20.61%	534	20.72%	538	32.23%	837	94.41%	2594
UK	29.86%	65	22.75%	49	19.91%	44	27.49%	62	5.59%	219
Total	26.64%	750	20.73%	583	20.67%	582	31.96%	899	100%	2813

Appendix A-5. The ages of the children of the respondents in KSA and the UK

Social Media Application	*Response*	
	Percentage	*Number*
YouTube	69.36%	1951
YouTube Kids	28.51%	802
Snapchat	0.46%	13
Facebook	0.25%	7
Instagram	0.18%	5
Other	1.24%	35
Total	100%	2813

Appendix A-6. Social media applications used by the children of the respondents

Social Media Application: 'Other'	*Percentage*	*Response*
Online PlayStation games	31.43%	11
TikTok	25.71%	9
Television	22.86%	8
Netflix	20%	7
Total	100%	35

Appendix A-7. Breakdown of the 'Other' social media applications used by the children of the respondents

Social Media Application	*Saudi Arabia*		*UK*		*Total*	
YouTube	69.56%	1835	66.29%	116	69.36%	1951
YouTube Kids	28.43%	750	29.71%	52	28.51%	802
Snapchat	0.45%	12	0.57%	1	0.46%	13
Facebook	0.23%	6	0.57%	1	0.25%	7
Instagram	0.19%	5	0.00%	0	0.18%	5
Other	1.14%	30	2.86%	5	1.24%	35
Total	93.78%	2638	6.22%	175	100.00%	2813

Appendix A-8 . Social media applications used by the children of the respondents in Saudi Arabia and in the UK

Device	*Response*	
	Percentage	*Number*
Smartphone	73.65%	2072
Tablet	53.14%	1495
Smart television	46.39%	1305
Laptop	14.11%	397
Other	0.81%	23
Total Answers		5292
Total Respondents		2813

Appendix A-9. Digital devices used by the children of the respondents

Device	*Saudi Arabia*		*UK*	
Smartphone	75.86%	1968	47.48%	104
Tablet	54%	1401	42.92%	94

Smart television	46.64%	1210	43.37%	95
Laptop	14.41%	374	10.5%	23
Other	0.69%	18	1.82%	4
Total Respondents	2594		219	
Total Answers	5023		269	
Total Respondents	3773			
Total Answers	5292			

Appendix A-10 . Digital devices used by the children of the respondents in Saudi Arabia and the UK

Percentage	***Response***	
	Percentage	***Response***
Recommendations from friends	9.53%	268
Found them accidentally	41.73%	1174
Asked adults to find content	52.93%	1489
Used suggested videos	42.98%	1209
Used the search bar	17.06%	480
Other	0.85%	24
Total Answers	**4644**	
Total Responses	**2813**	

Appendix A-11. The methods used by the children of the respondents to find YouTube videos

'Other' methods used to find YouTube videos	***Percentage***	***Response***
Voice search	87.5%	21
Smart television	12.5%	3
Total	**100%**	**24**

Appendix A-12. Breakdown of the 'Other' methods used by the children of the respondents to find YouTube videos

Methods used to find YouTube videos	*Saudi Arabia*		*UK*		*Total*
Recommendations from friends	9.82	259	5.14	9	268
Found it accidentally	41.58	1097	44	77	1174
Asked adults to find content	54.81	1446	24.57	43	1489
Used suggested videos	42.49	1121	50.28	88	1209
Used the search bar	16.91	446	19.43	34	480
Other	0.68	14	5.71	10	24
Total Answers	**4383**		**261**		**4644**
Total Responses	**2638**		**175**		**2813**

Appendix A-13. The methods used by the children of the respondents in Saudi Arabia and the UK to find YouTube videos

Time Spent Watching YouTube per day	*Response*			
	Weekdays		*Weekends*	
Less than one hour	25.81%	726	**Appendix A-13**	562
2-3 hours	37.33%	1050	33.45%	941
3-4 hours	16.67%	469	17.63%	496
More than 4 hours	14.15%	398	21.51%	605
Not used at all	6.04%	170	7.43%	209
Total	100%	2813	100%	2813

Appendix A-14. Time spent watching YouTube per day on weekdays and weekends

	Less than one hour	*2-3 hours*	*3-4 hours*	*More than 4 hours*	*Not used at all*	*Total*
Weekdays						

Saudi Arabia	25.51 %	673	37.23 %	982	16.68 %	440	14.44 %	381	6.14 %	162	93.78 %	2638
UK	30.29 %	53	38.86 %	68	16.57 %	29	9.71%	17	4.57 %	8	6.22%	175
Total	25.81 %	726	37.33 %	1050	16.67 %	469	14.15 %	398	6.04 %	170	100 %	2813
Weekends												
Saudi Arabia	20.55 %	542	33.09 %	873	17.48 %	461	21.42 %	565	7.47 %	197	93.78 %	2638
UK	11.43 %	20	38.86 %	68	20.00 %	35	22.86 %	40	6.86 %	12	6.22%	175
Total	19.98 %	562	33.45 %	941	17.63 %	496	21.51 %	605	7.43 %	209	100 %	2813

Appendix A-15. Time spent watching YouTube per day on weekdays and weekends in Saudi Arabia and the UK

Usual YouTube watching time	***Response***	
	Percentage	***Response***
In the morning	17.95%	505
In the afternoon	51.76%	1456
In the evening	52.97%	1490
Before sleep	18.17%	511
Other	8.89%	250
Total Answers	100%	4212
Total Respondents	2813	

Appendix A-16. Time of day the children of the respondents usually watched YouTube

'Other' usual YouTube watching time	***Percentage***	***Response***

Available any time s/he wants to use it	57.2%	143
The time chosen by parents	15.2%	38
Mealtime	13.6%	34
Mother's busy time	6%	15
In the car	4.4%	11
At bedtime	3.6%	9
Total	100%	250

Appendix A-17. Breakdown of the 'Other' usual time of day for watching YouTube responses

Usual YouTube Watching Time	***Saudi Arabia***		***UK***		***Total***	
In the morning	17.13%	452	30.29%	53	17.95%	505
In the afternoon	52.88%	1395	34.86%	61	51.76%	1456
In the evening	52.50%	1385	60.00%	105	52.97%	1490
Before sleep	17.82%	470	23.43%	41	18.17%	511
Other	8.76%	231	10.86%	19	8.89%	250
Total Answers	3933		279		4212	
Total	2638		175		2813	

Appendix A-18. Time of day the children of the respondents usually watched YouTube in Saudi Arabia and the UK

Main reason for watching YouTube	***Response***	
	Percentage	***Response***
To learn	15.25%	414
For entertainment	56.59%	1536
As a pastime	27.23%	739
Other	0.92%	25
Total	100%	2714

Appendix A-19. The main reasons that the children watched YouTube, according to their parents

'Other' reasons for watching YouTube	*Response*	
	Percentage	***Response***
Helping the children to eat	48%	12
Sustaining children's attention while the mother is busy	40%	10
Stopping children crying	12%	3
Total	100%	25

Appendix A-20. Breakdown of the 'Other' main reasons for watching YouTube

	To learn		*For entertainment*		*As a pastime*		*Other*		*Total*	
Saudi Arabia	15.24%	387	56.60 %	1437	27.18 %	690	0.99%	25	100.00 %	2539
UK	15.43%	27	56.57 %	99	28.00 %	49	0.00%	0	100.00 %	175
Total	15.25%	414	56.59 %	1536	27.23 %	739	0.92%	25	100.00 %	2714

Appendix A-21. The main reasons why the children watched YouTube, according to their parents, in Saudi Arabia and the UK

Preferred Type of Video	*Response*	
	Percentage	***Response***
Cartoons	94.74%	2665
Children playing with toys	69.14%	1945
Nursery rhymes (English)	44.01%	1238
Vloggers	43.05%	1211

Nursery rhymes (Arabic)	35.44%	997
Unboxing	25.99%	731
Challenges	20.97%	590
Other	15.61%	439
Sports and hobbies	12.23%	344
Music	7.75%	218
Kid's programmes	7.64%	215
Advertisements	1.39%	39
Total Answers	10632	
Total Respondents	2813	

Appendix A-22. The types of videos preferred by the children of the respondents

'Other' preferred types of Video	***Percentage***	***Response***
Gamers	25.51%	112
Learning Languages (letters and words)	15.26%	67
Arabic dramas	9.57%	42
***Shelat* (traditional Saudi songs)**	9.34%	41
Mathematical concepts	8.66%	38
Animals	7.97%	35
Stories	3.87%	17
Comedy	3.64%	16
Learning the Qur'an	3.42%	15
Information (Did you know …?)	2.73%	12
Dinosaurs	2.73%	12
Don't know	2.73%	12
Educational documentaries	1.59%	7
Comedy	1.59%	7

Inventions	1.37%	6
Total	100%	**439**

Appendix A-23. Breakdown of the 'Other' types of videos watched by the children of the respondents

Preferred Type of Video	***Saudi Arabia***		***UK***		***Total***	
Cartoons	2525	95.72%	140	80%	94.74%	2665
Music	200	7.58%	18	10.28%	7.75%	218
Vloggers	1146	43.44%	65	37.14%	43.05%	1211
Nursery rhymes (Arabic)	962	36.47%	35	20%	35.44%	997
Nursery rhymes (English	1126	42.63%	112	64%	44.01%	1238
Children playing with toys	1807	68.50%	138	78.86%	69.14%	1945
Unboxing	675	25.59%	56	32%	25.99%	731
Challenges	558	21.15%	32	18.28%	20.97%	590
Kid's programmes	192	7.28%	23	13.14%	7.64%	215
Sports and Hobbies	312	11.83%	23	13.14%	12.23%	344
Advertisements	38	1.44%	1	0.57%	1.39%	39
Other	380	14.40%	59	33.71%	15.61%	439
Total Answers	9851		781		10632	
Total Respondents	2638		175		2813	

Appendix A-24. The types of videos preferred by the children of the respondents in Saudi Arabia and the UK

Does your child gain useful knowledge and skills from YouTube?	***Response***	
Yes	75.65%	2128
No	24.35%	685
Total	100%	2813

Appendix A-25. Saudi parents' opinions of whether their children gain useful knowledge and skills from watching YouTube

	Yes		*No*		*Total*	
Saudi Arabia	75.32%	1987	24.68%	651	100%	2638
UK	80.57%	141	19.43%	34	100%	175
Total	2128		685		2813	

Appendix A-26. Saudi parents' opinions of whether their children gain useful knowledge and skills from watching YouTube, grouped by location

Do you think YouTube may have posed a risk to your child?	*Response*	
Yes	86.62%	2252
No	13.38%	348
Total	100%	2600

Appendix A-27. Parents' opinions of whether YouTube had posed a risk to their child

	Yes		*No*		*Total*	
Saudi Arabia	86.67%	2106	13.33%	324	93.46%	2430
UK	85.88%	146	14.12%	24	6.54%	170
Total	2252		348		2600	

Appendix A-28. Parents' opinions of whether YouTube has posed a risk to their child, grouped by location

Skills and knowledge which children learned from watching YouTube	*Percentage*	*Response*
Learning Arabic	47.64%	959
Learning English	32.79%	660
Sport	20.02%	403

How to play	15.80%	318
Hobbies	15.60%	314
Good behaviour	15.15%	305
Speech skills	15%	302
New information	10.58%	213
Revising nursery rhymes	10.23%	206
Thinking	7.45%	150
Maths concepts	6.85%	138
Imitation	6.06%	122
Qur'an	3.72%	75
Cooking	1.74%	35
Prayer	0.89%	18
Voices of animals	0.60%	12
Total Answers	**4230**	
Total Respondents	**2013**	

Appendix A-29. Skills which their children learned from YouTube, according to their parents

Negative effects of YouTube	***Percentage***	***Response***
Impact on child's behaviour	49.74%	1061
Nature of the content	39.99%	853
Excessive use of YouTube	31.74%	677
Impact on child's health	24.66%	526
Misconceptions about Islam	15.33%	327
Impact on child's mental health	14.58%	311
Inability to control content	13.27%	283
Impact on speech and language	10.88%	232
Suggested video feature	9.19%	196

Unsuitable advertisements	7.92%	169
Dangerous videos	6%	128
Increased purchasing behaviour	2.67%	57
Interactions with strangers	1.22%	26
Neglecting homework	0.89%	19
Total Answers	4865	
Total Respondents	2133	

Appendix A-30. Negative effects of YouTube from the parents' perspectives

Methods of monitoring YouTube use	***Response***	
	Percentage	***Response***
Watching with their children	57.84%	1627
Choosing the videos their children watch	38.71%	1089
Checking their children's viewing history	30.25%	851
Using the device filter	27.51%	774
Nothing	10.88%	306
Other	12.83%	361
Total Answers	**5008**	
Total Responses	**2813**	

Appendix A-31. Methods used by the parents to monitor what their children watch on YouTube

'Other' methods of monitoring YouTube use	***Percentage***	***Response***
Monitoring	39.61%	143
Managing the time for watching YouTube	17.45%	63
Blocking some videos	8.86%	32

Discussing the content	7.75%	28
Using an age filter	6.64%	24
Finding an alternative activity	5.54%	20
Parents choose content	5.26%	19
Preventing children from watching YouTube	4.43%	16
Watching on parents' accounts	2.77%	10
Using only YouTube Kids	1.10%	4
Children refuse to be monitored	0.55%	2
Total	100%	361

Appendix A-32. 'Other' methods used by the parents to monitor what their children watched on YouTube

Methods of monitoring YouTube use	***Saudi Arabia***		***UK***		***Total***
Using the device filter	27.41%	723	29.14%	51	774
Watching with their children	57.54%	1518	62.28%	109	1627
Choosing the videos their children watch	38.51%	1016	41.71%	73	1089
Checking their children's viewing history	31.04%	819	18.28%	32	851
Nothing	10.84%	286	11.43%	20	306
Other	3.71%	98	1.71%	3	101
Total Answers	**4437**		**311**		**4748**
Total Responses	**2638**		**175**		**2813**

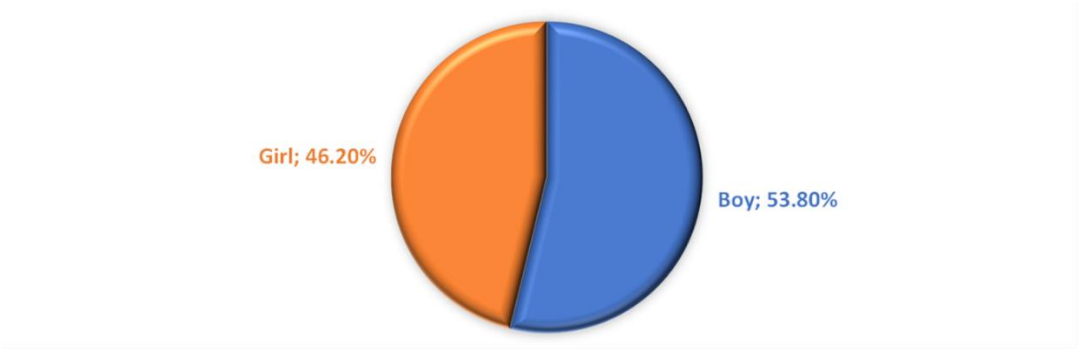
Appendix A-33. Methods used by parents in Saudi Arabia and the UK to monitor what their children watch on YouTube

	Case	***Name***		***Weekday***	***Weekend***	***Saudi Arabia***
Live in	Child 1	Rose	Mother	Two hours	Six hours	Six hours

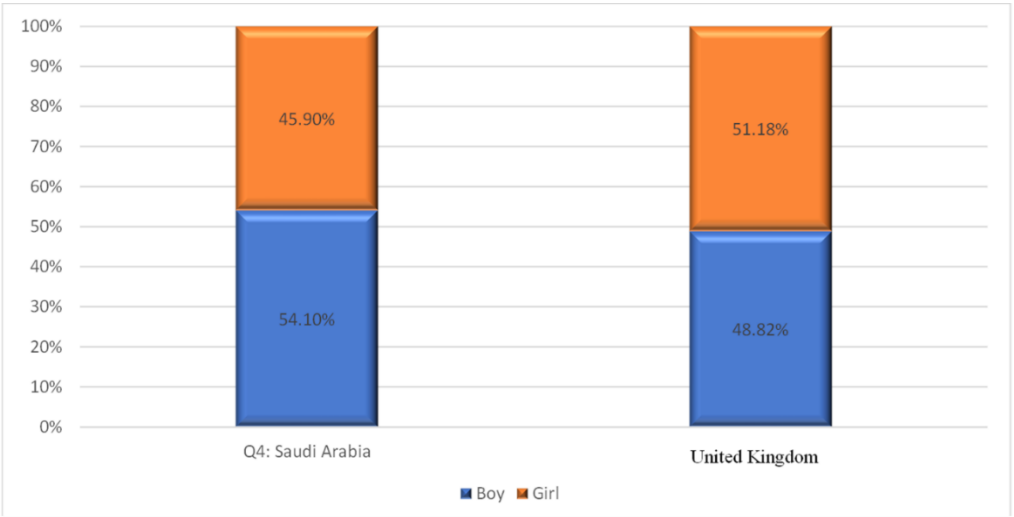
	Child 2	Nour	Mother	Smart television	Smartphone		Smart television	Smartphone	Six to eight hours
				Two hours	One hour		Two hours	One hour	
	Child 3	Yara	Mother	30 mintutes			One hour		One hour
	Child 4	Omar	Mother	Smart television	iPad	Smartphone	Smart television	iPad	Three to five hours
				On all the time in the background	Two to three hours	One hour	On all the time in the background	Five to six hours	
Live in SA	Child 5	Elyan	Father	Four hours			Four hours		
			Nanny	Two hours			Two hours		
	Child 6	Waleed	Mother	Five to six hours			Five to six hours		
			Grandmother	Five to six hours			Five to six hours		
	Child 7	Maria	Aunt	Three to four hours			Three to fopur hours		
	Child 8	Laila	Mother	Two hours			Six to eight hours		
	Child 9	Dania	Mother	Two to three hours			Two to three hours		
			Grandmother	One to two hours			One to two hours		

Appendix A-34. Screen time spent watching YouTube according to the adult's perspective

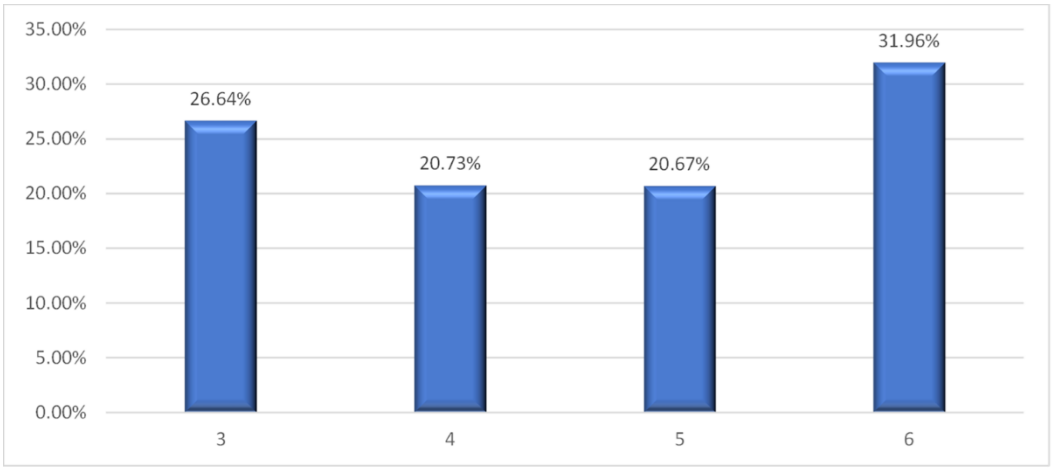
7.9 Appendix B: Figures



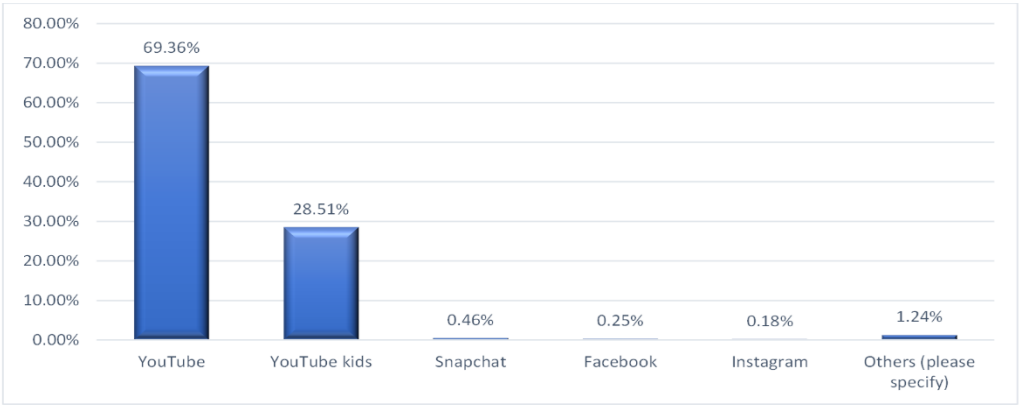
Appendix B-1 . Gender distribution of the repondents'children



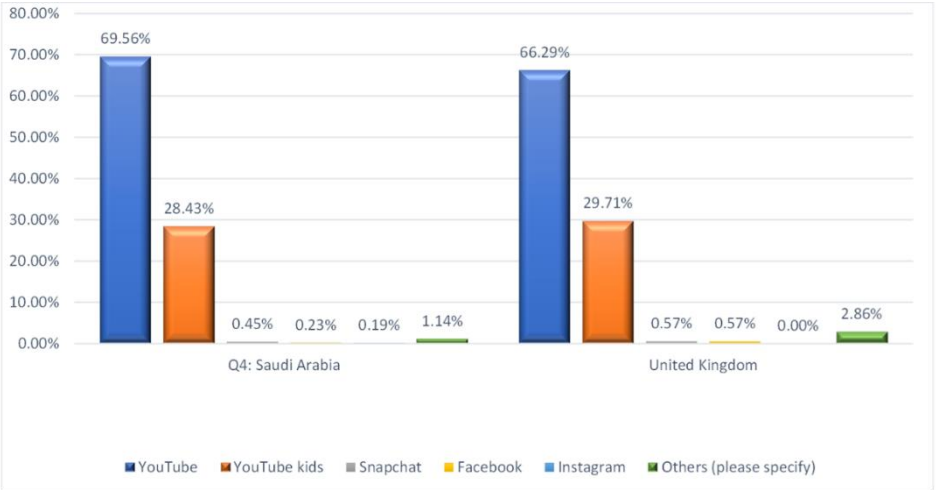
Appendix B-2. The gender of the Saudi children of the respondents in Saudi Arabia and the UK



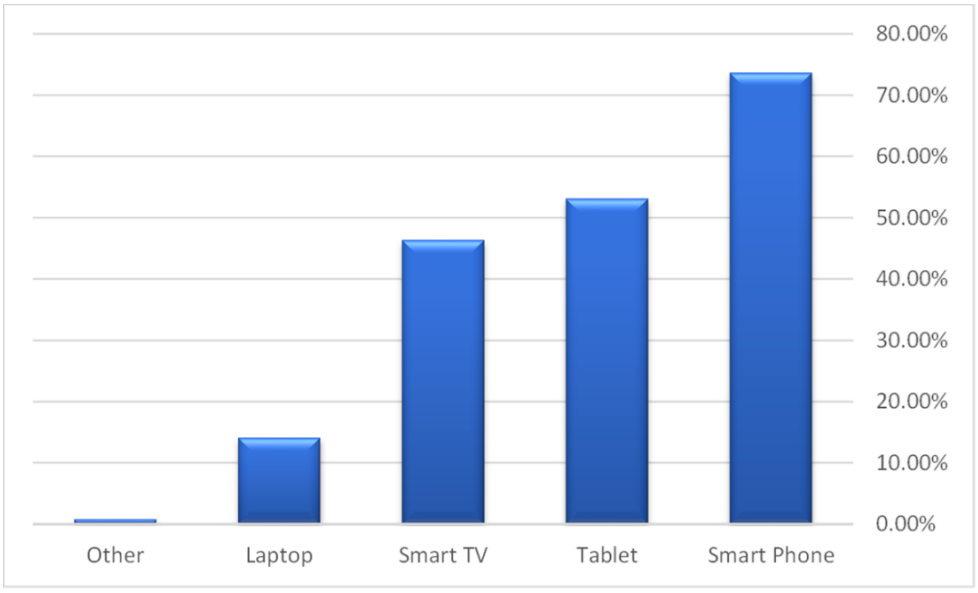
Appendix b-3 The age of children of the respondents



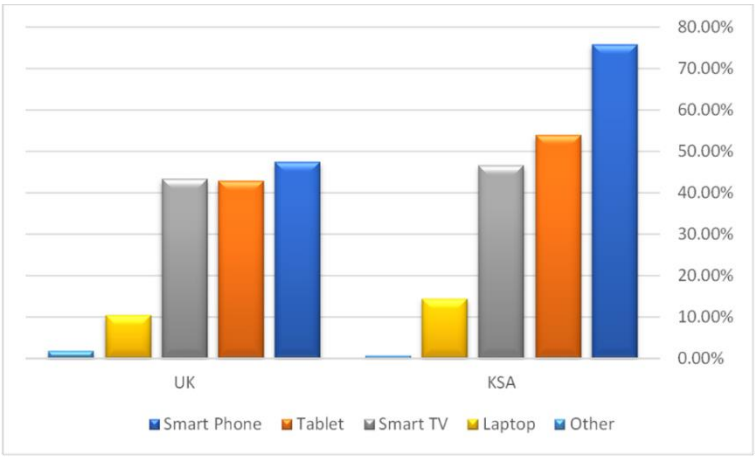
Appendix B-4. Social media applications used by the children of the respondents



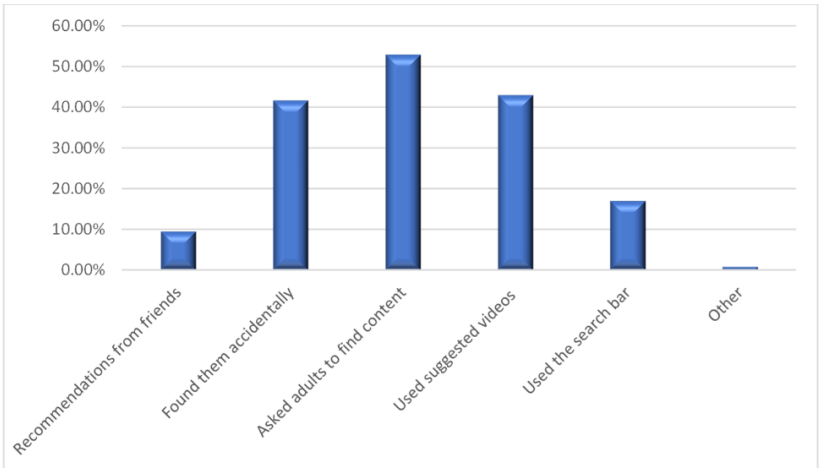
Appendix B-5. Social media applications used by the children of the respndent in Saudia Arabia and the UK



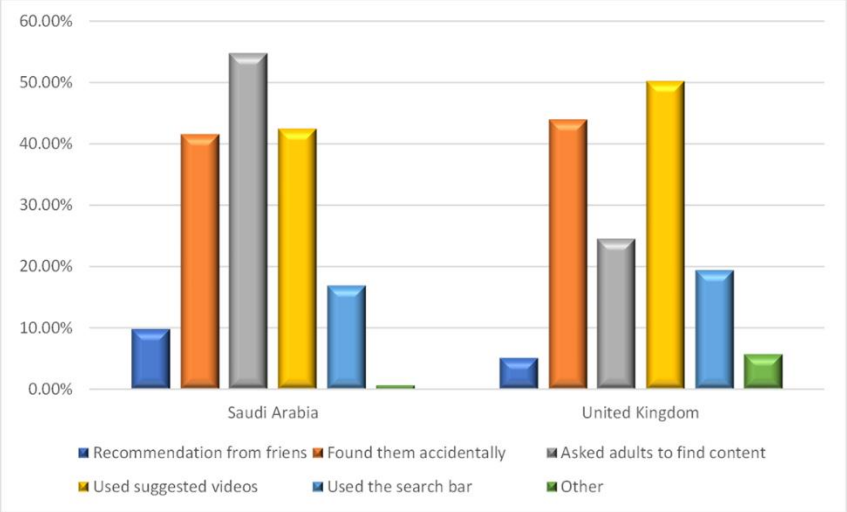
Appendix B-6. Digital devices used by the children



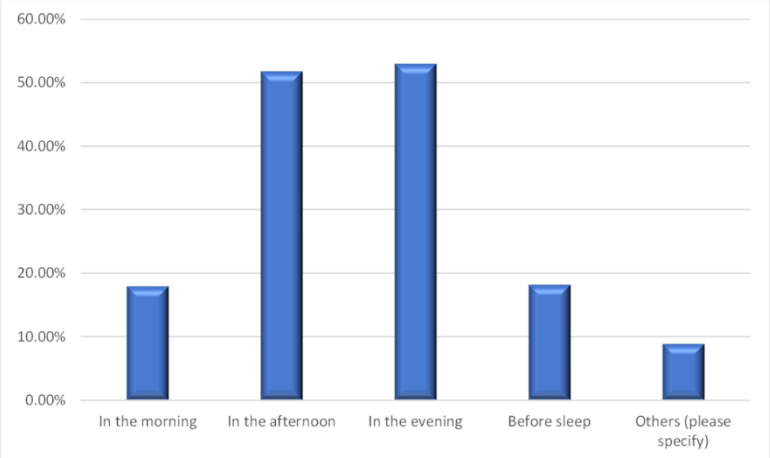
Appendix B-7. Digital devices use by the children of the respondents in Saudi Arabia and the UK



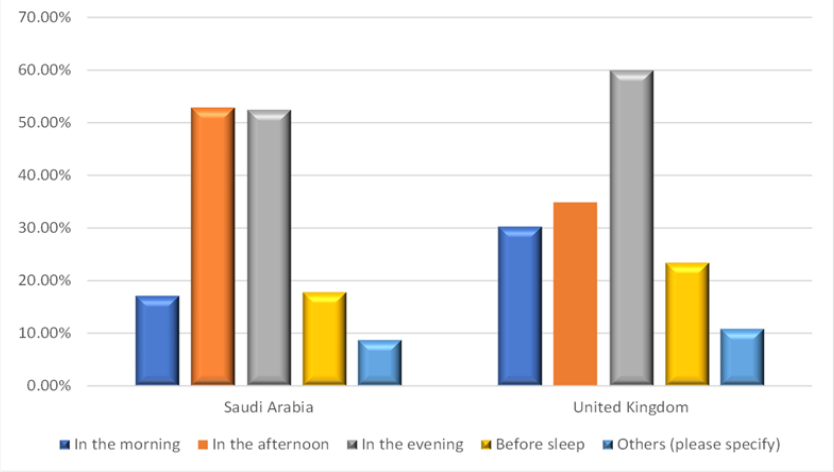
Appendix B-8. The methods used by the Saudi children of the respondents in the Saudi Arabia and the UK to find YouTube videos



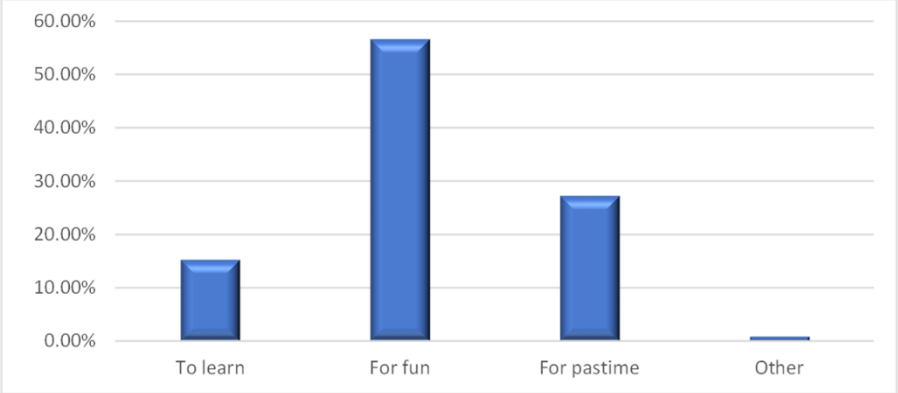
Appendix B-9. The methods used by the children of the respondents in Saudia and the UK to find YouTube videos



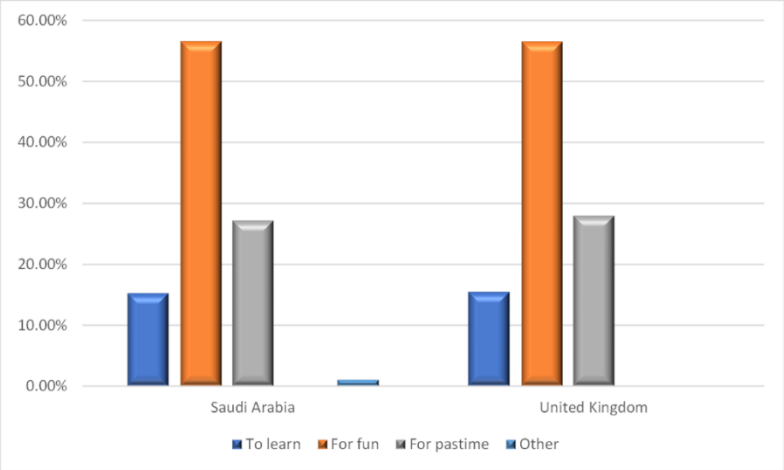
Appendix B-10. Time of day the children of the respondents usually watched YouTube



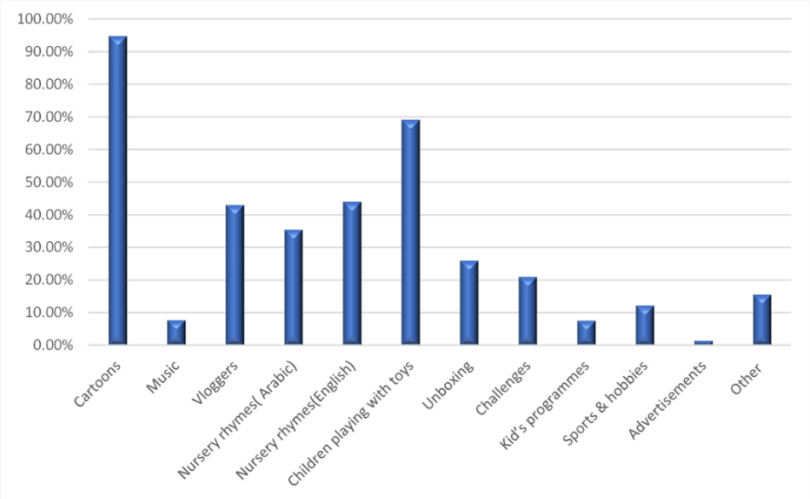
Appendix B-11. Time of day the children of the respondents usually watched YouTube in Saudi Arabia and the UK



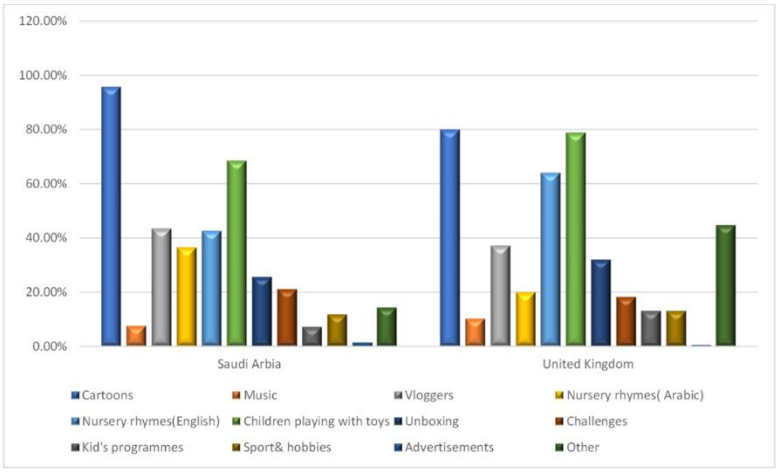
Appendix B-12. The main reasons that the children watched YouTube, according to their parents



Appendix B-13. The main reasons why the children watched YouTube, according to their parents, in KSA and the UK

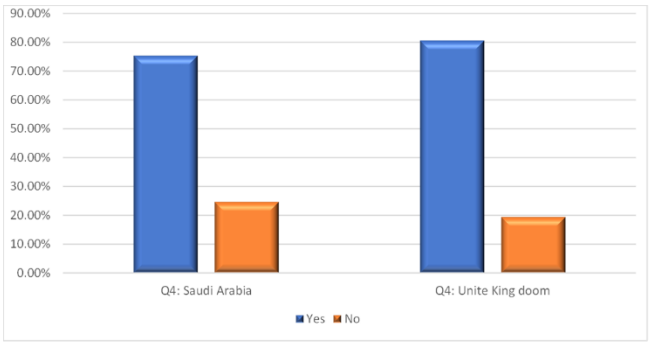


Appendix B-14. The preferred types of videos of children of the respondents

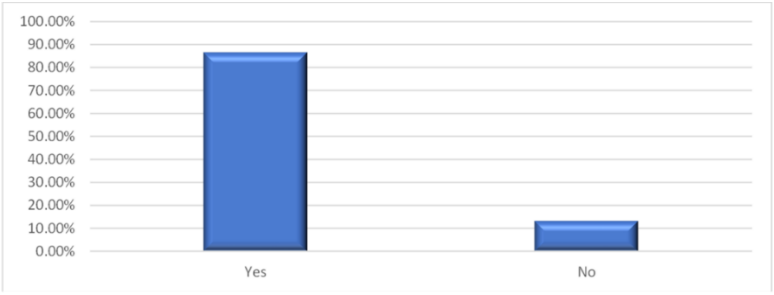


Appendix B-15. The types of videos preferred by the children of the respondents in Saudi Arabia and the UK

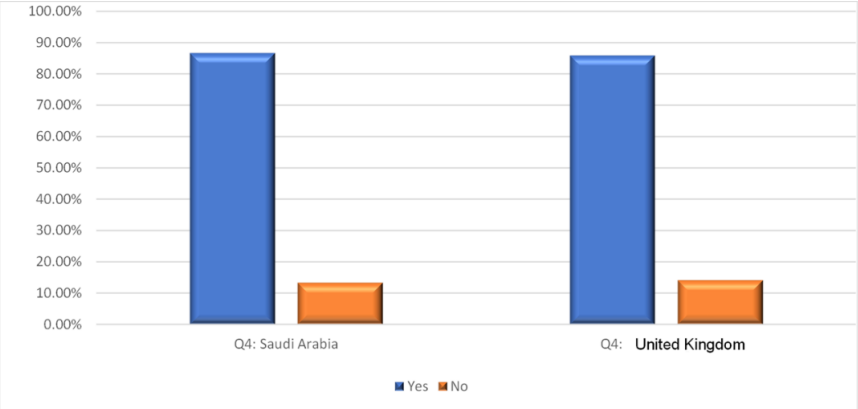
Appendix B-16. Saudi parents' opinions of whether their children gain useful knowledge and skills from watching YouTube



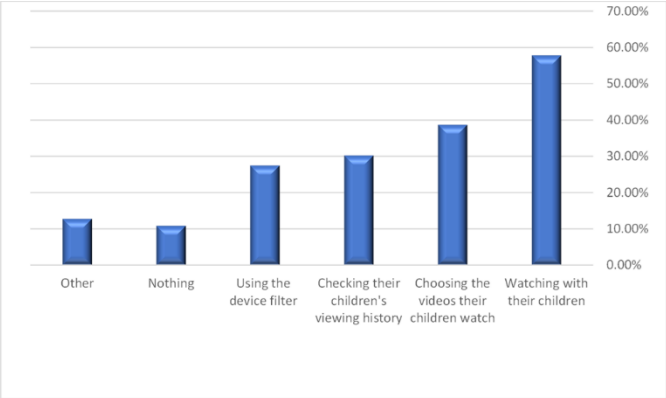
Appendix B-17. Saudi parents' opinions of whether their children gain useful knowledge and skills from watching YouTube, grouped by location



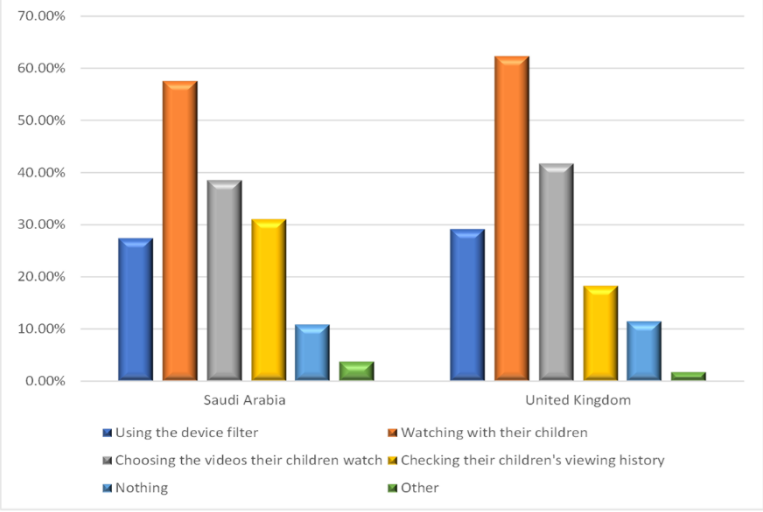
Appendix B-18. Parents' opinions of whether YouTube had posed a risk to their child



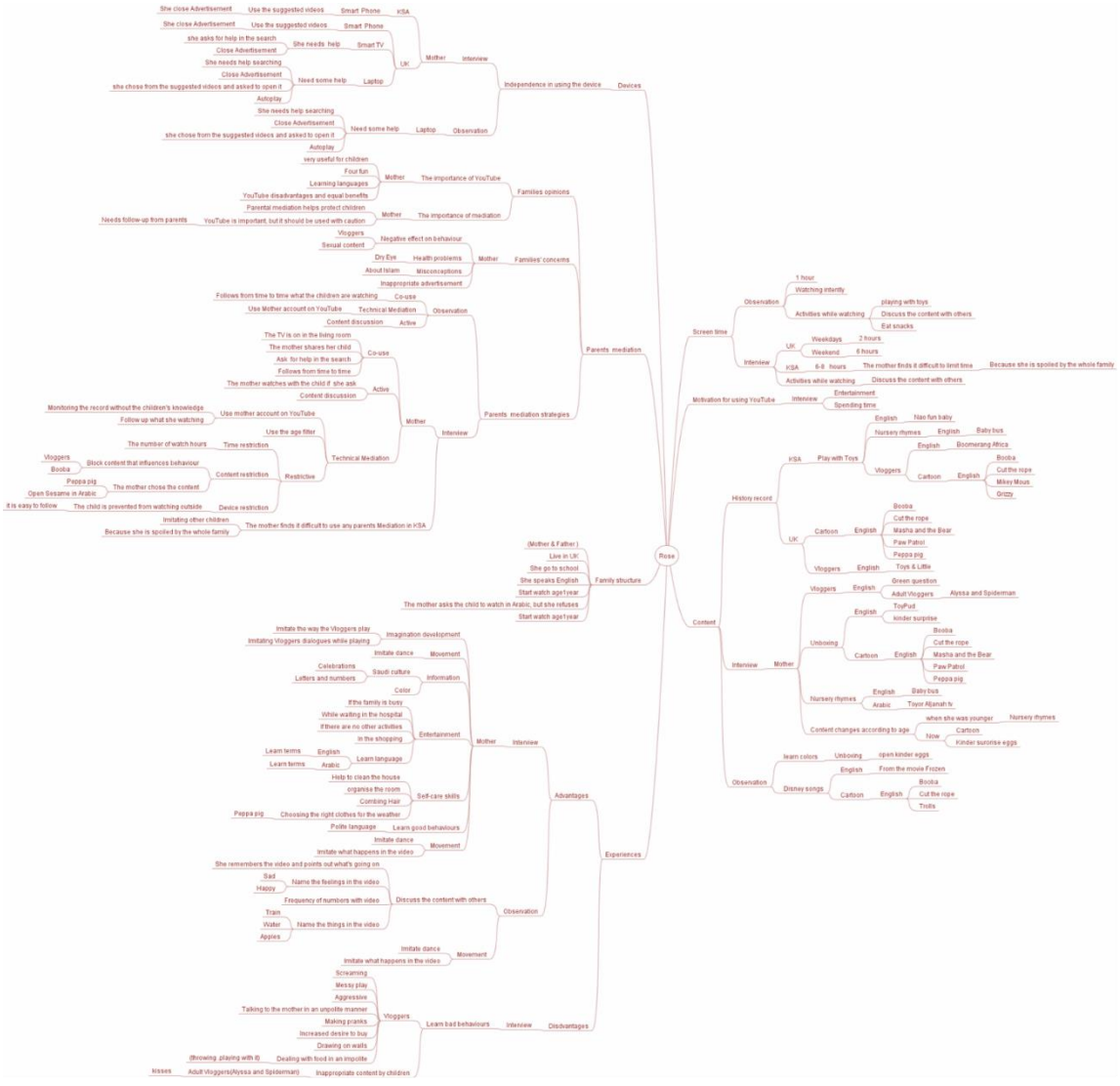
Appendix B-19. Parents' opinions of whether YouTube has posed a risk to their child, grouped by location



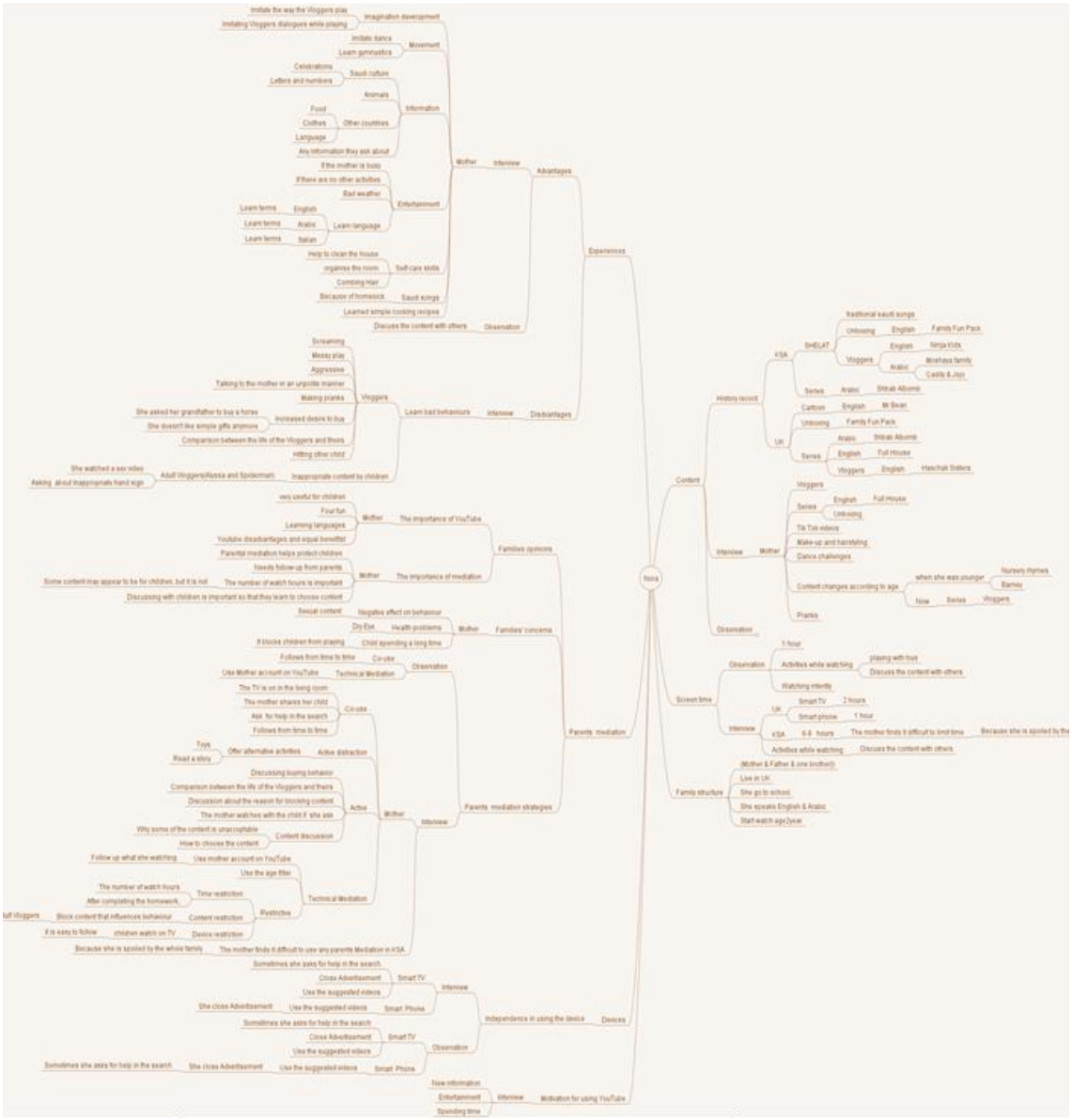
Appendix B-20. Methods used by the parents to monitor what their children watch on YouTube



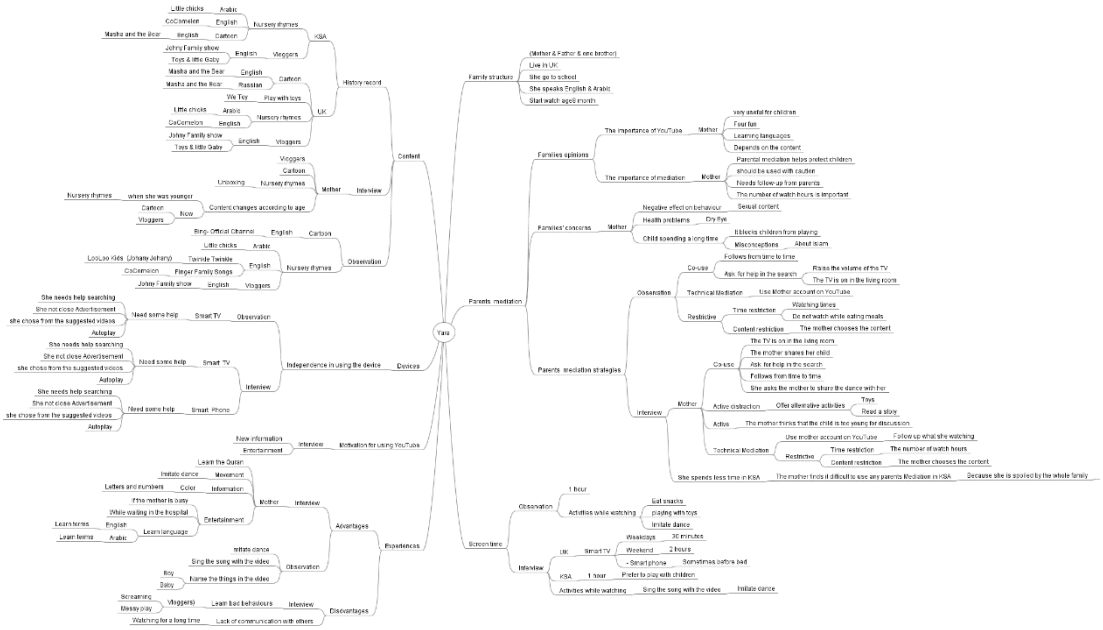
Appendix B-21. Methods used by parents in Saudi Arabia and the UK to monitor what their children watch on YouTube



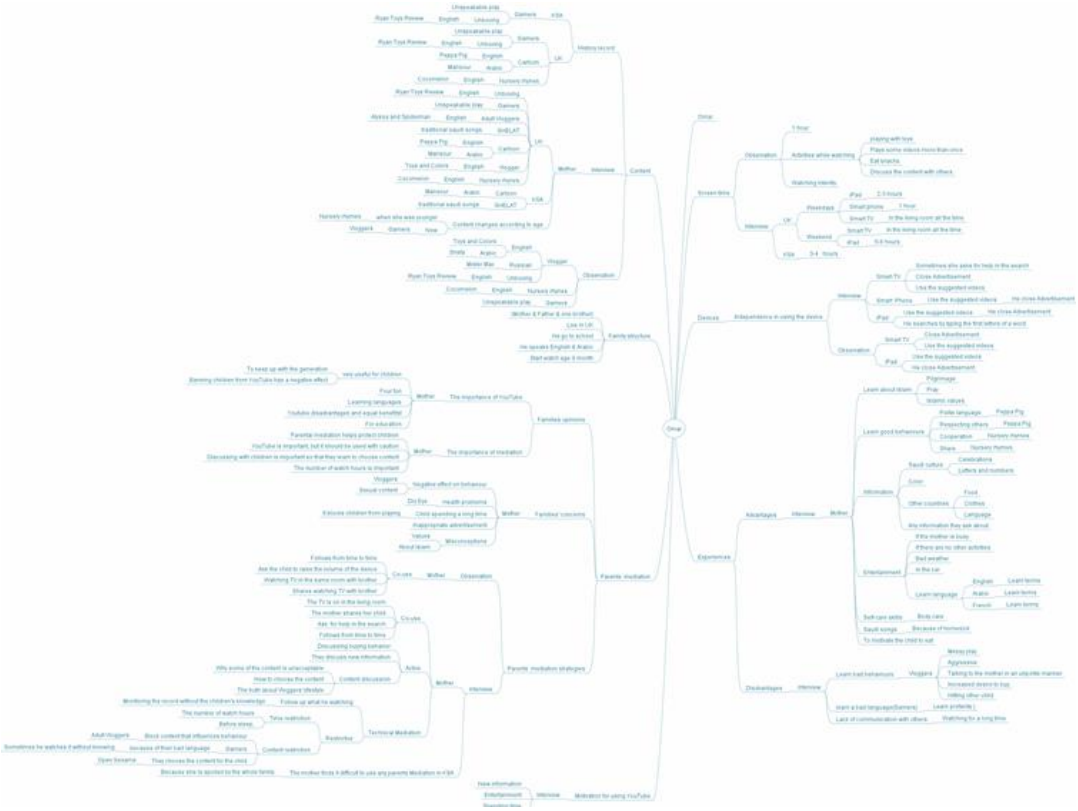
Appendix B-22 Case 1 mind map (Rose)



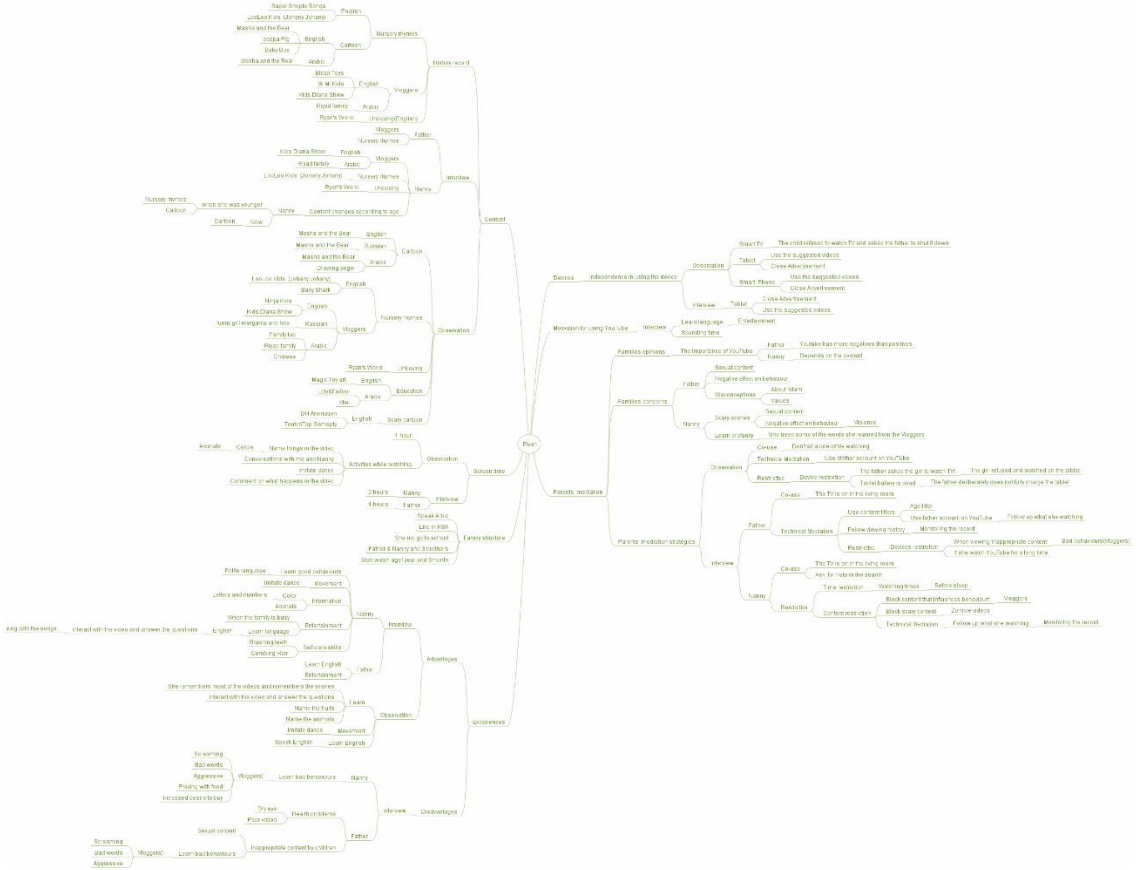
Appendix B-23. Case 2 mind map (Nour)



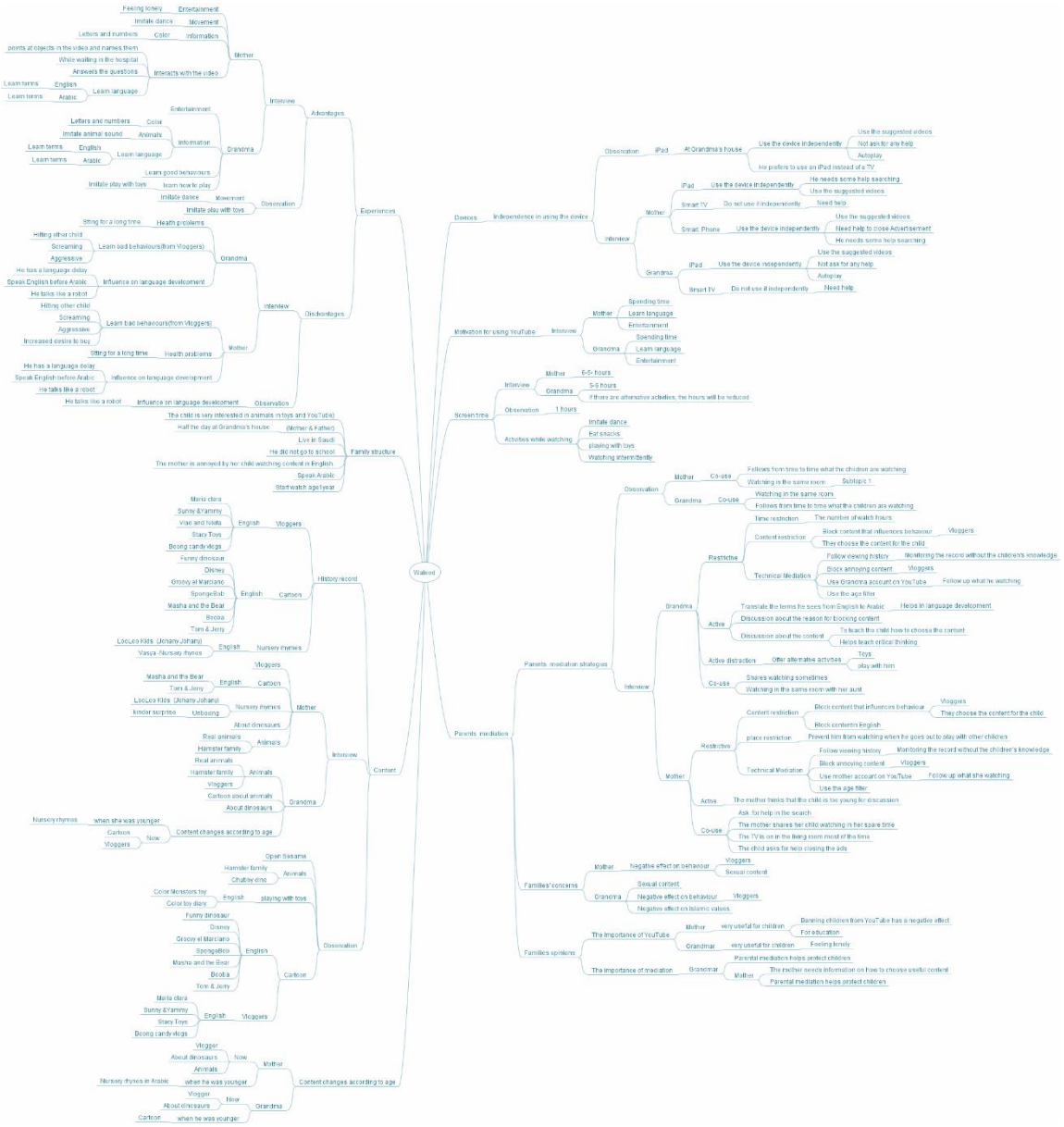
Appendix B-24. Case 3 mind map (Yara)



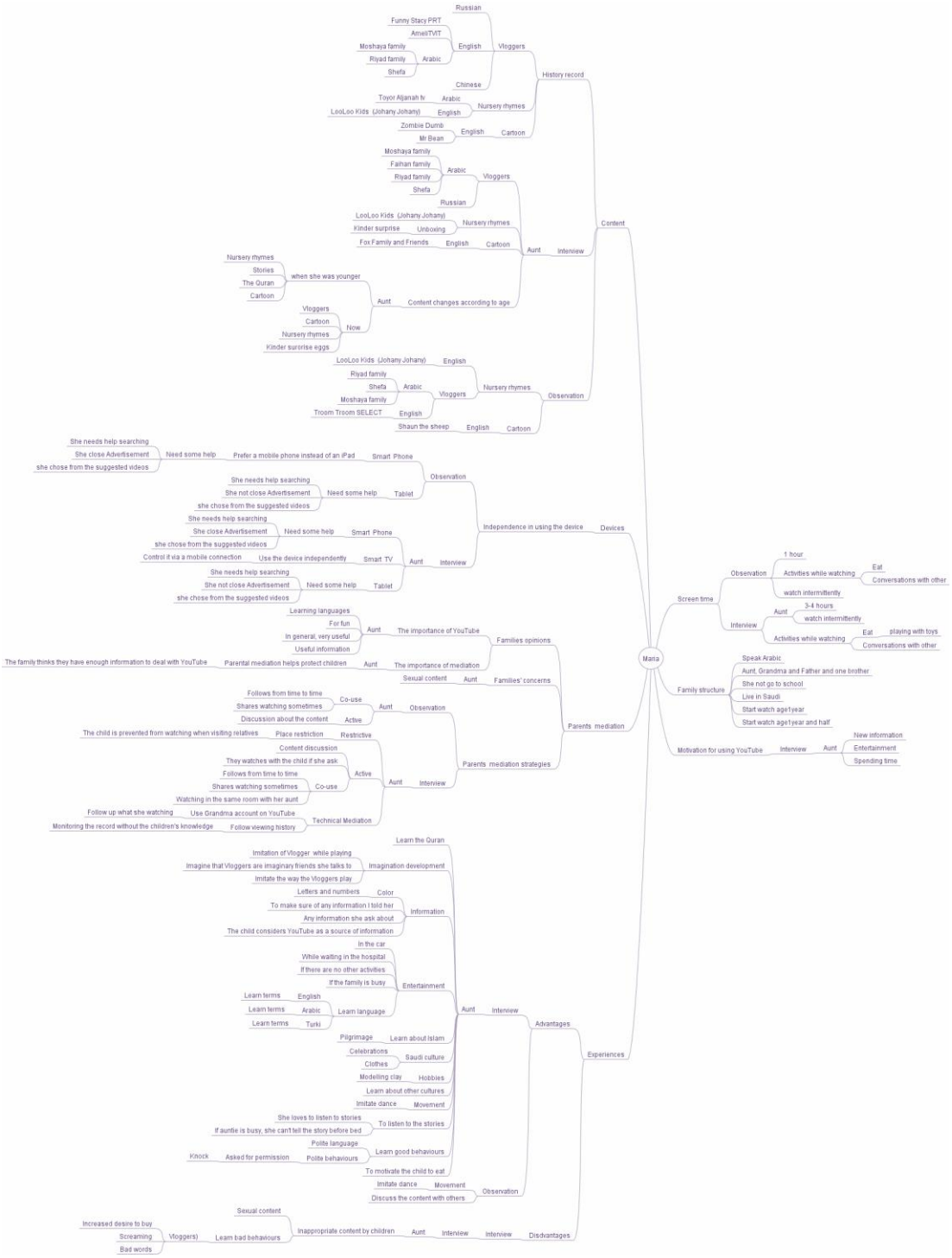
Appendix B- 25 Case 4 mind map(Omar)



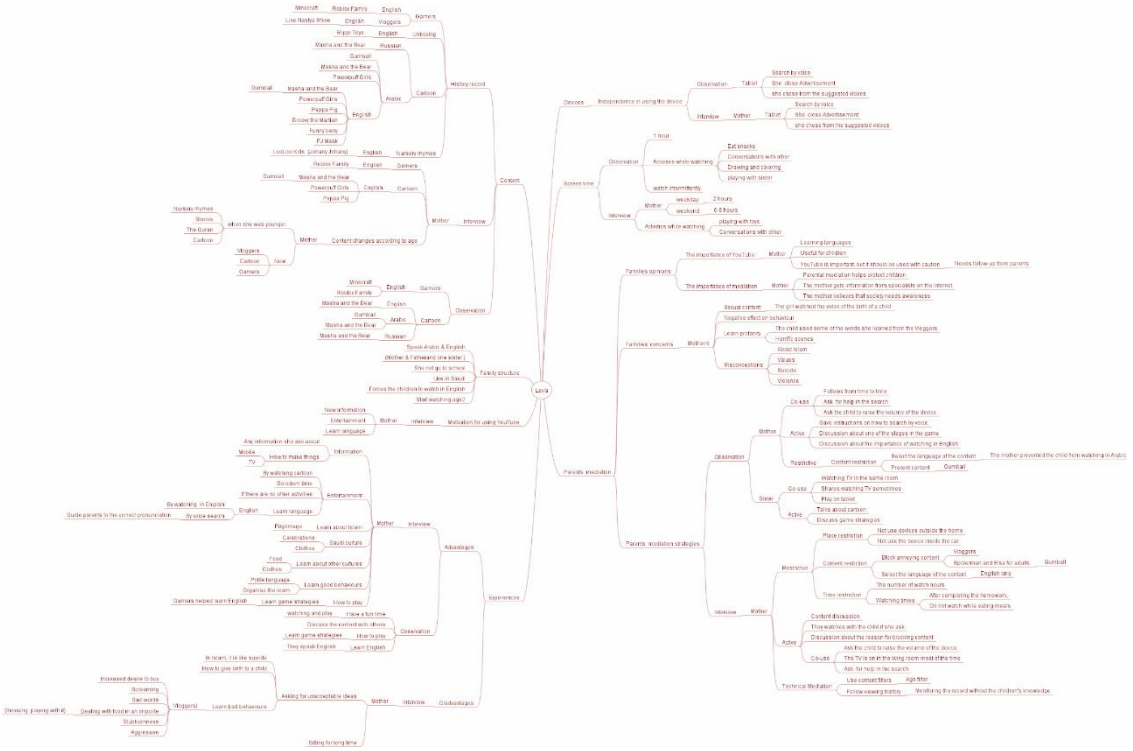
Appendix B- 26. Case 5 mind map (Elyan)



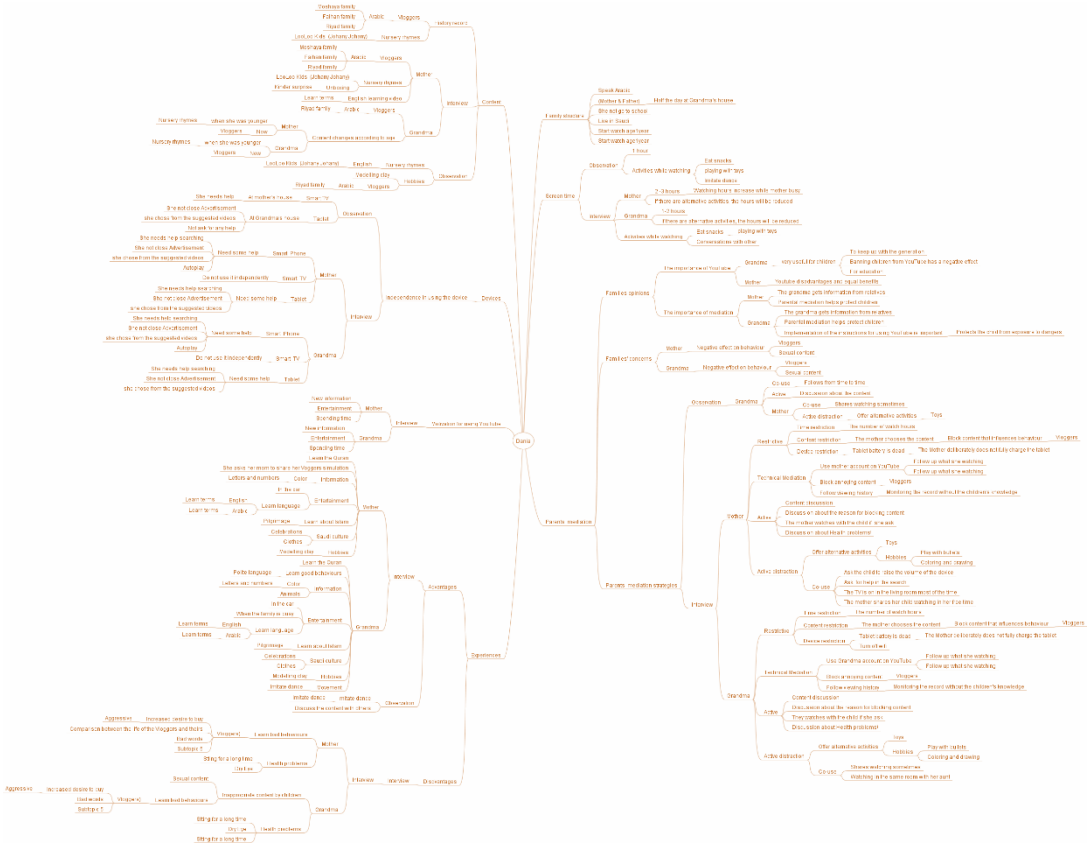
Appendix B- 27. Case 6 mind map (Waleed)



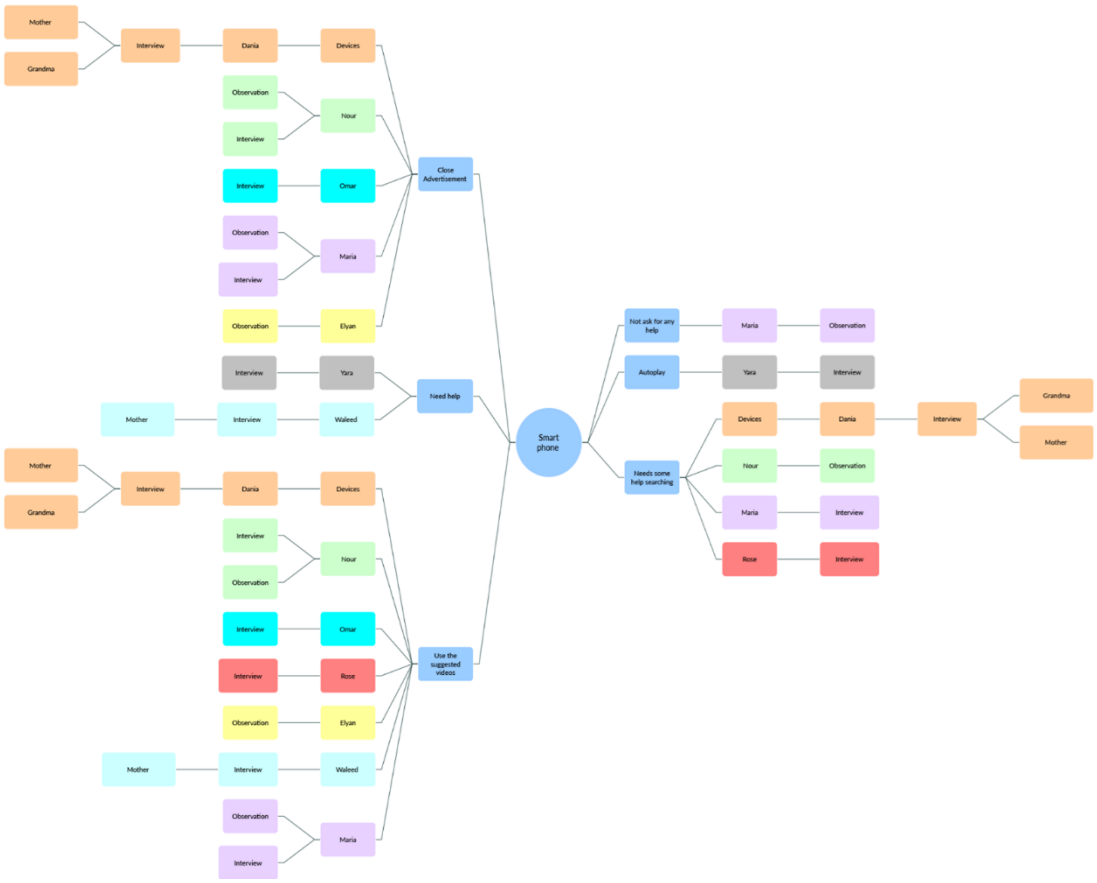
Appendix B- 28. Case 7 mind map (Maria)



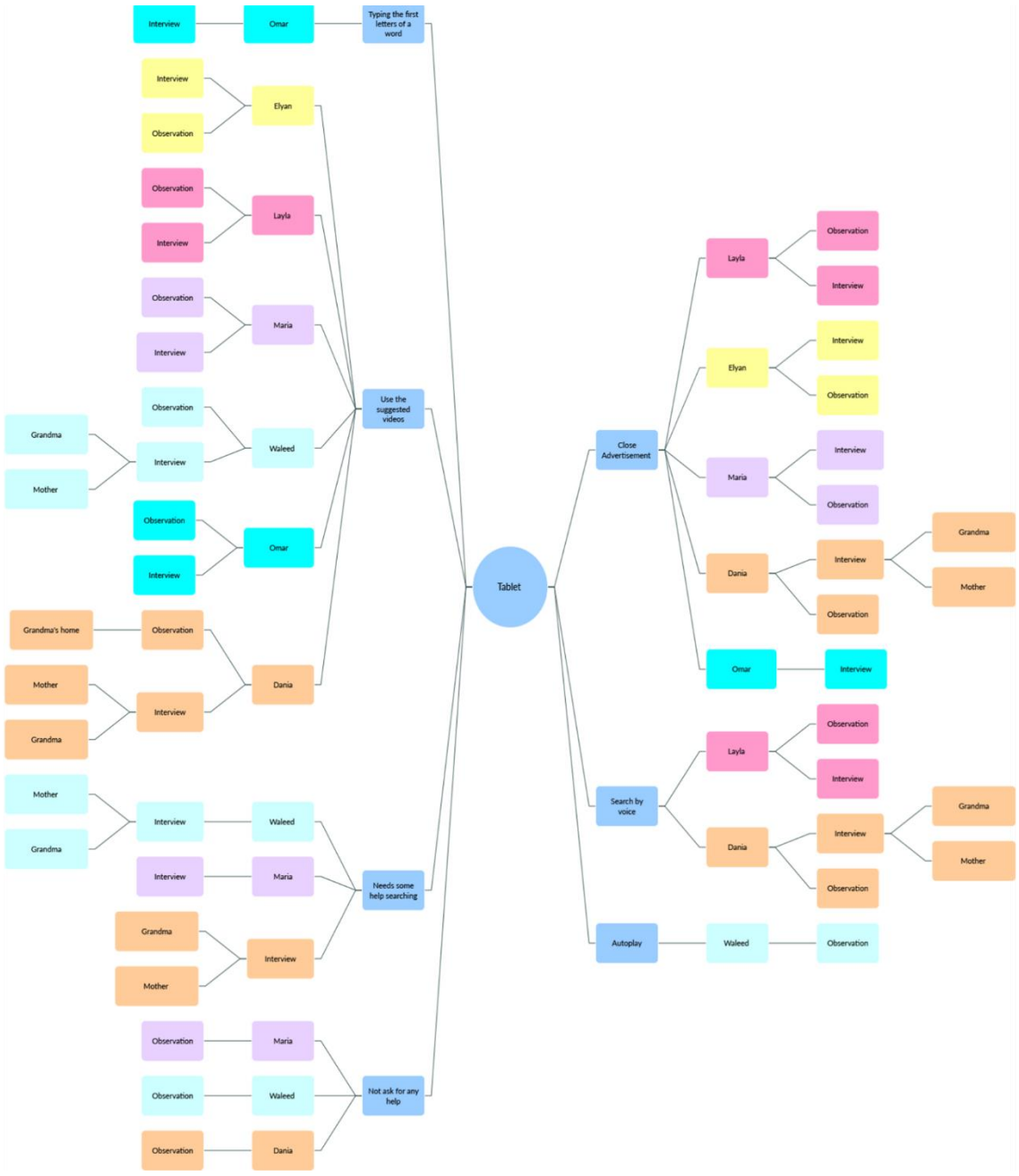
Appendix B- 29. Case 8 mind map (Laila)



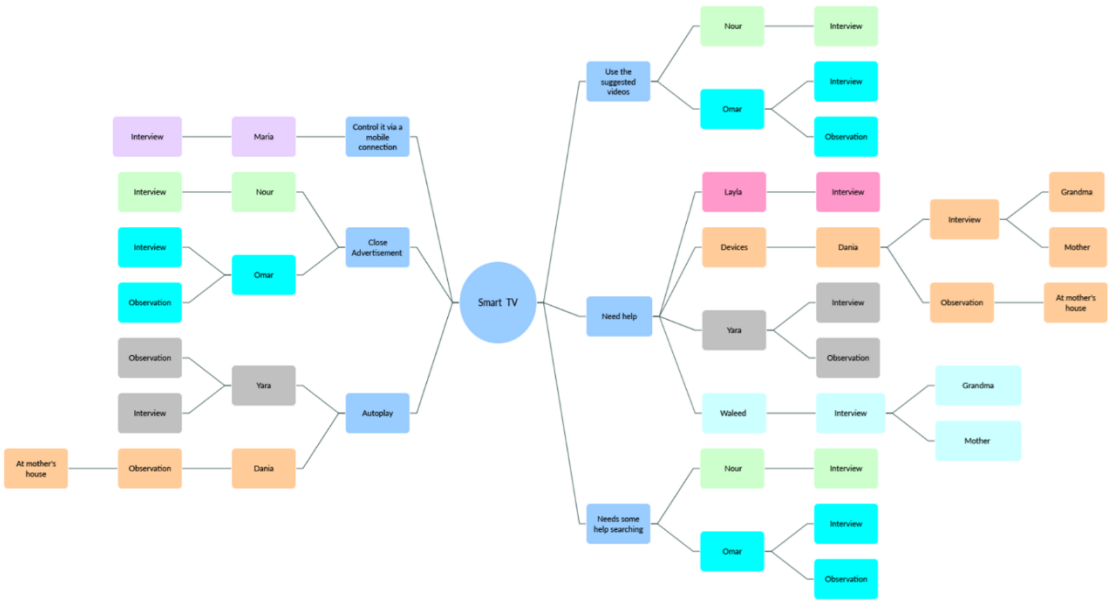
Appendix B- 30. Case 9 mind map (Dania)



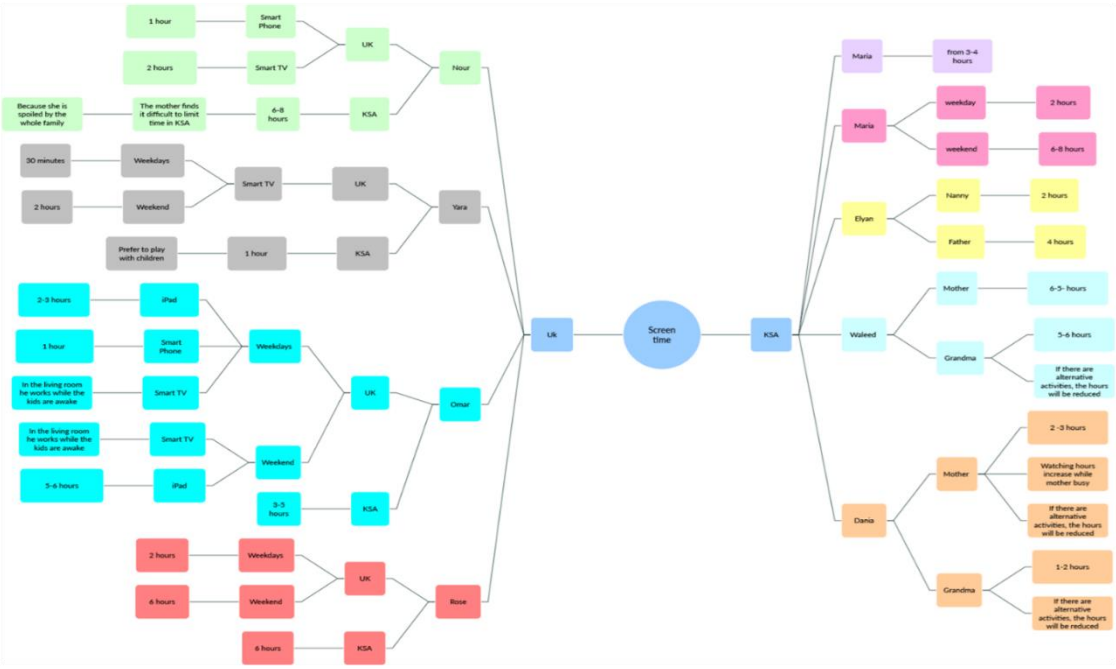
Appendix B- 31. Devices – Smartphone



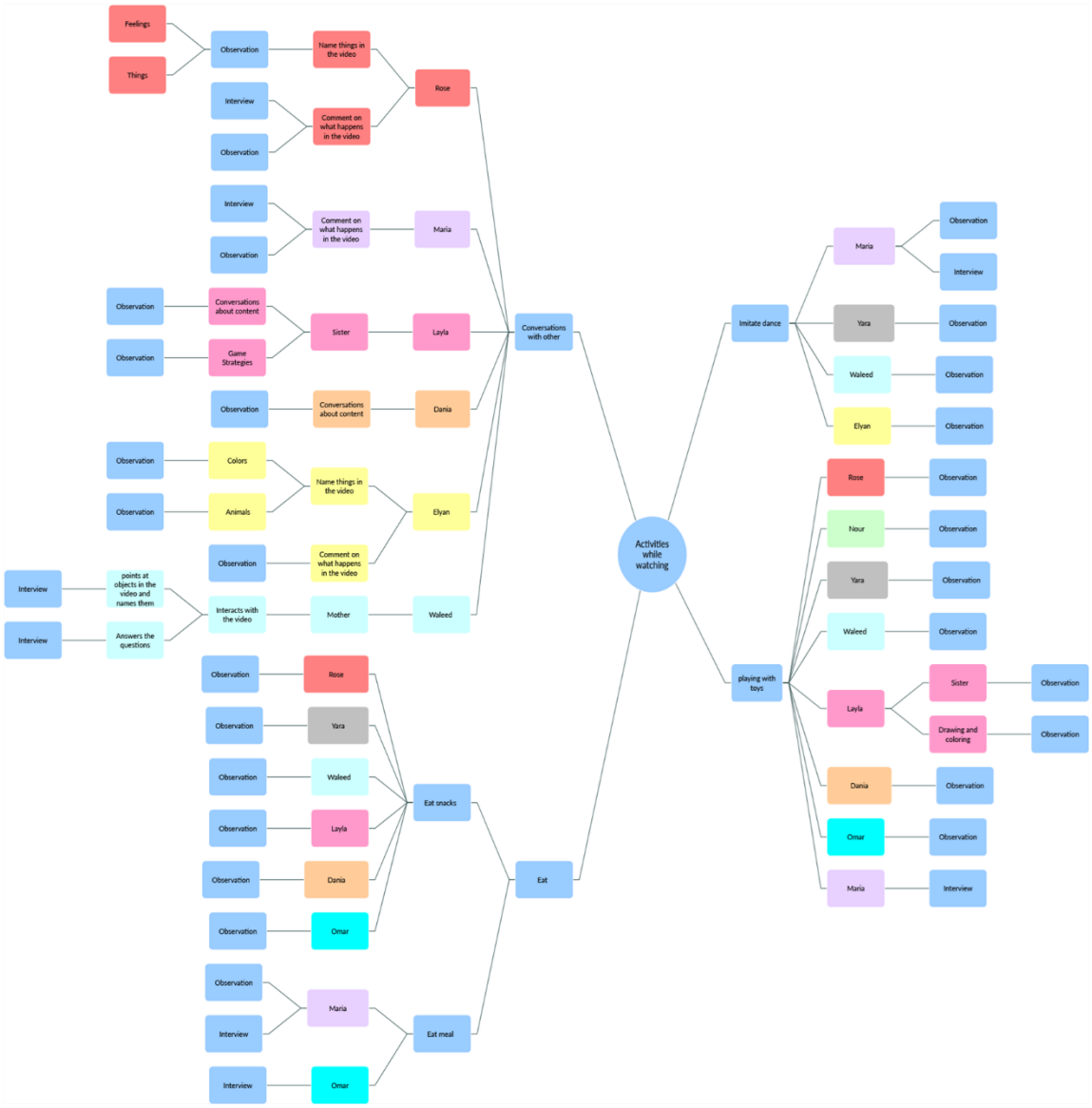
Appendix B- 32. Devices – Tablet



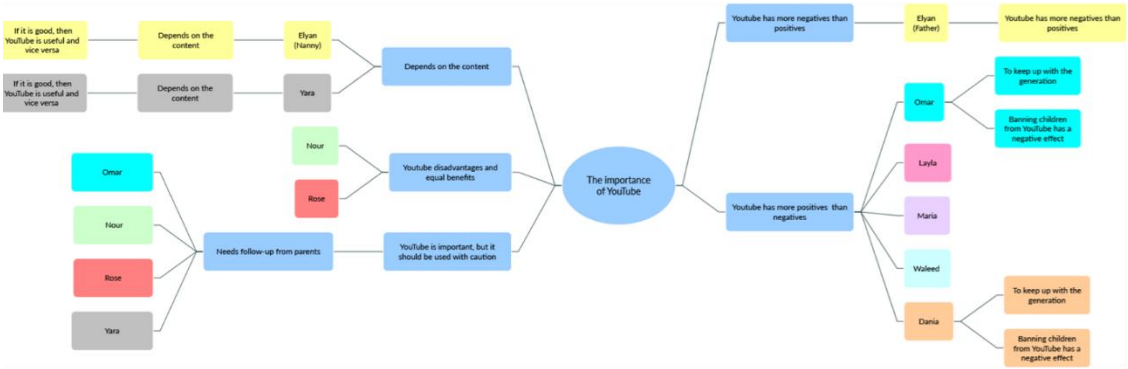
Appendix B- 33. Devices – Smart television



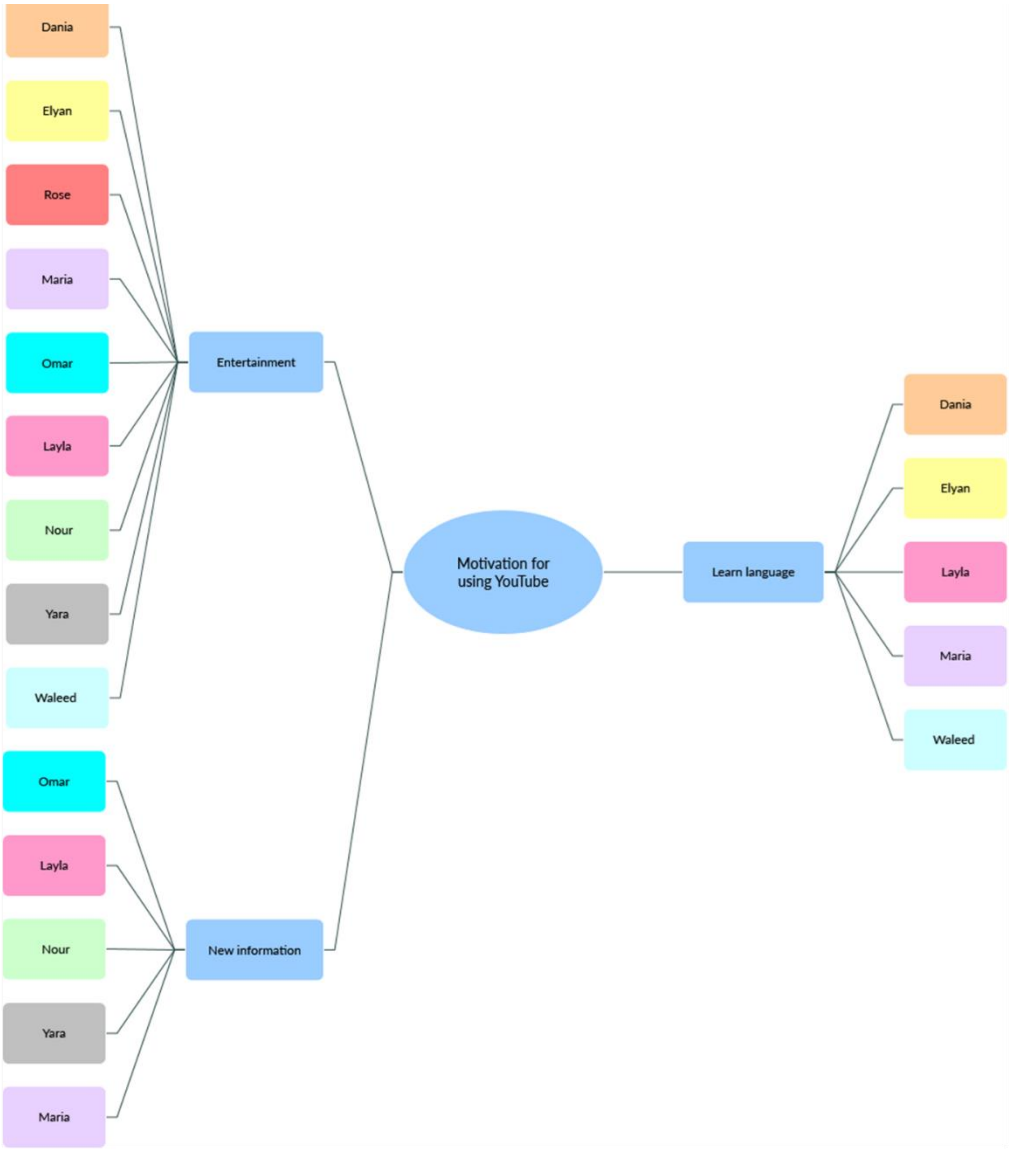
Appendix B- 34. Screen time



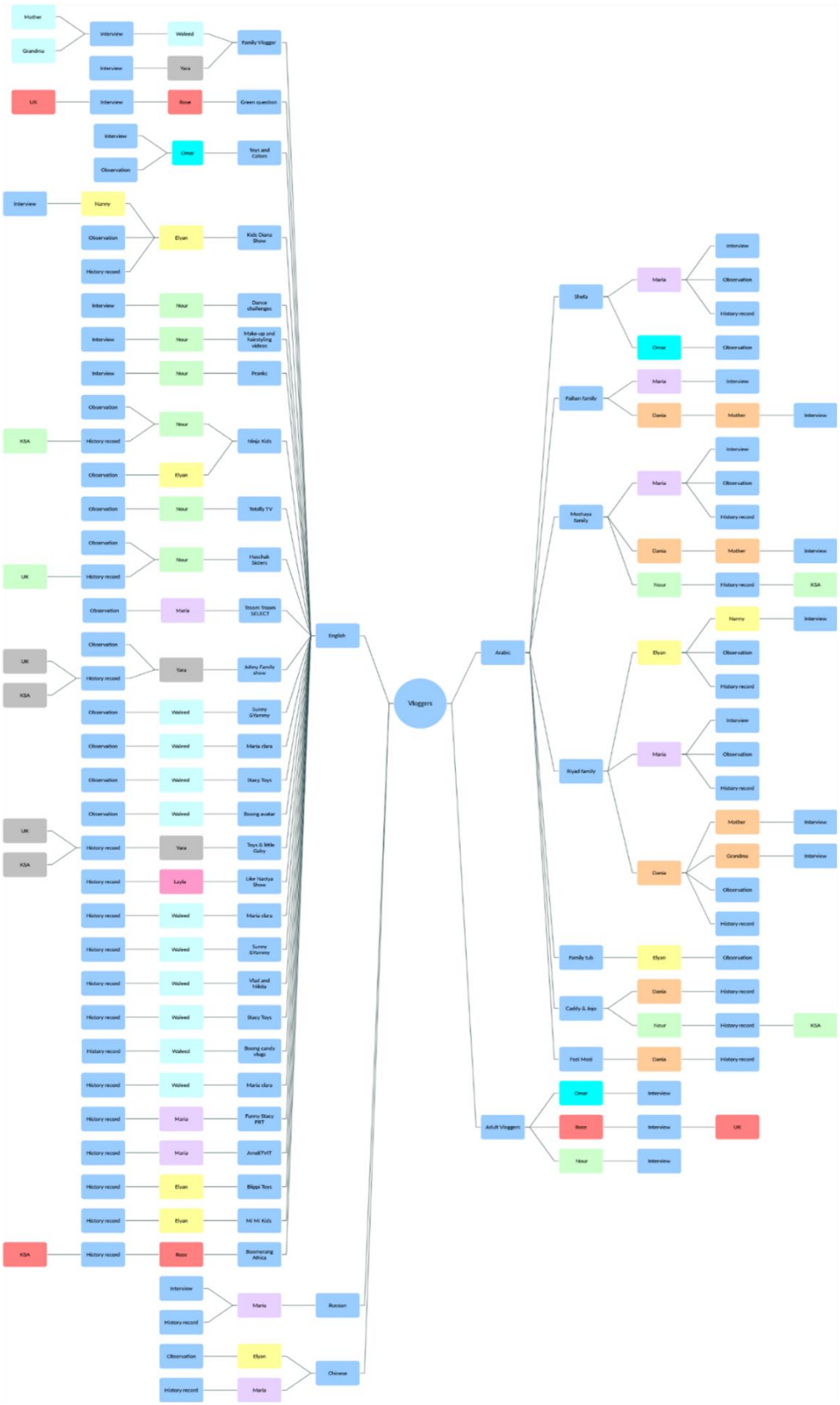
Appendix B- 35. Activities which the children did while watching



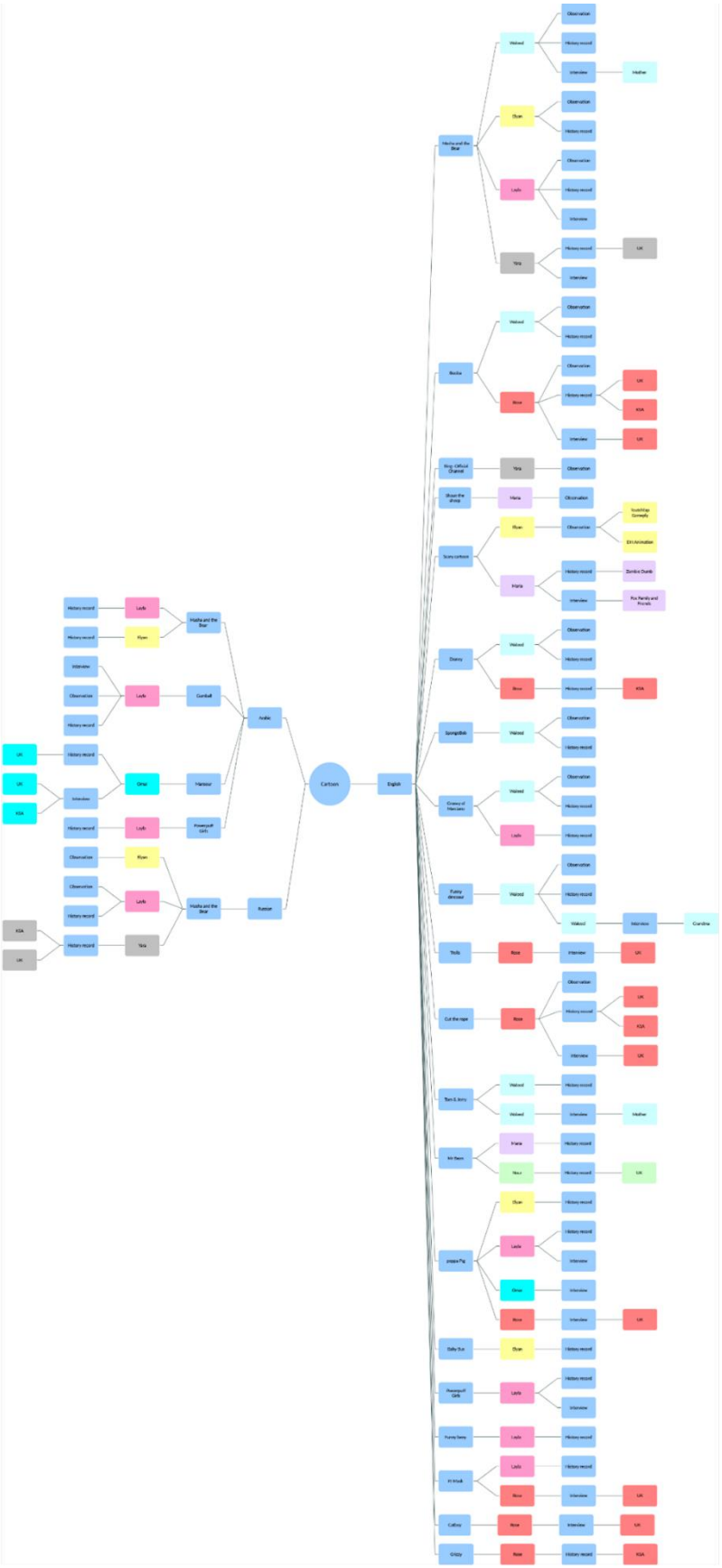
Appendix B- 36. Adults' opinions of YouTube



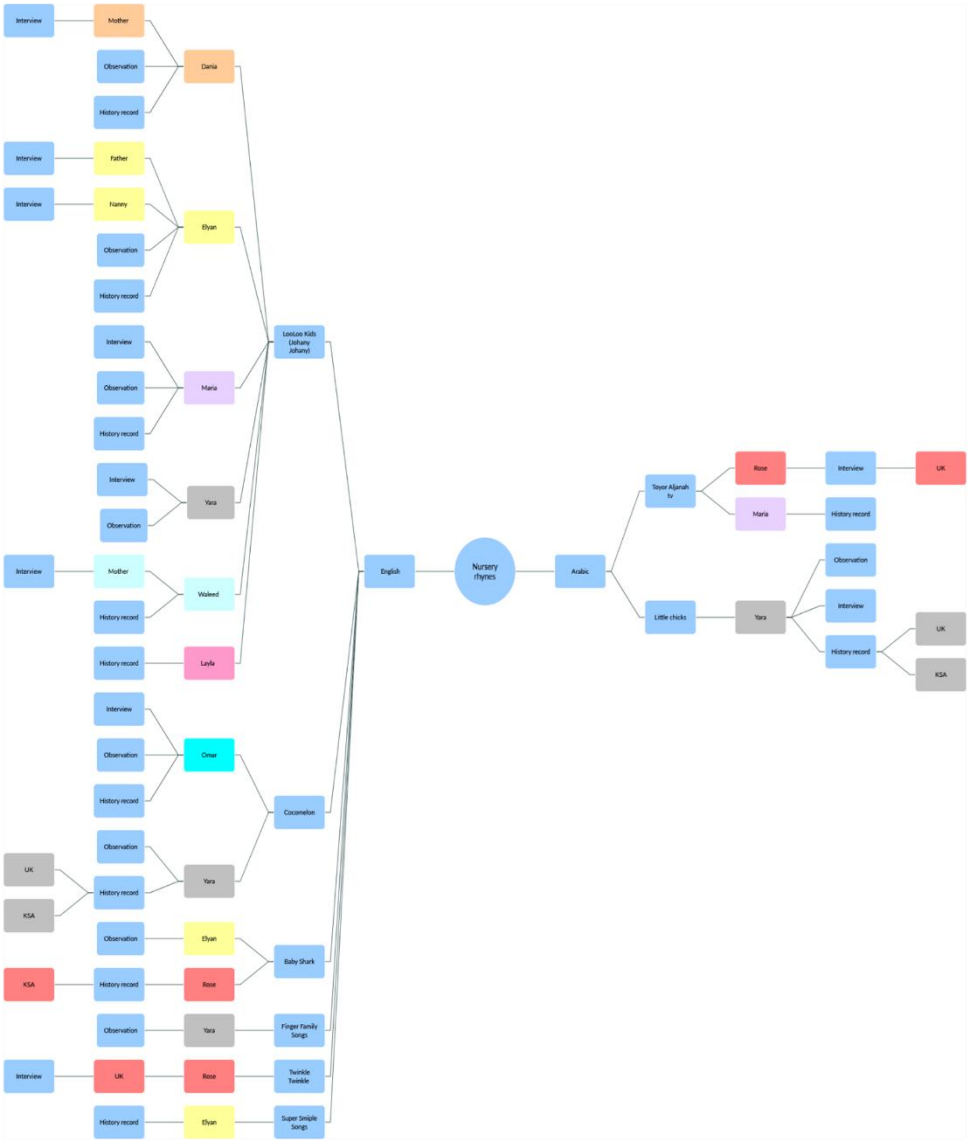
Appendix B- 37. Motivation for children's use of YouTube according to the adults



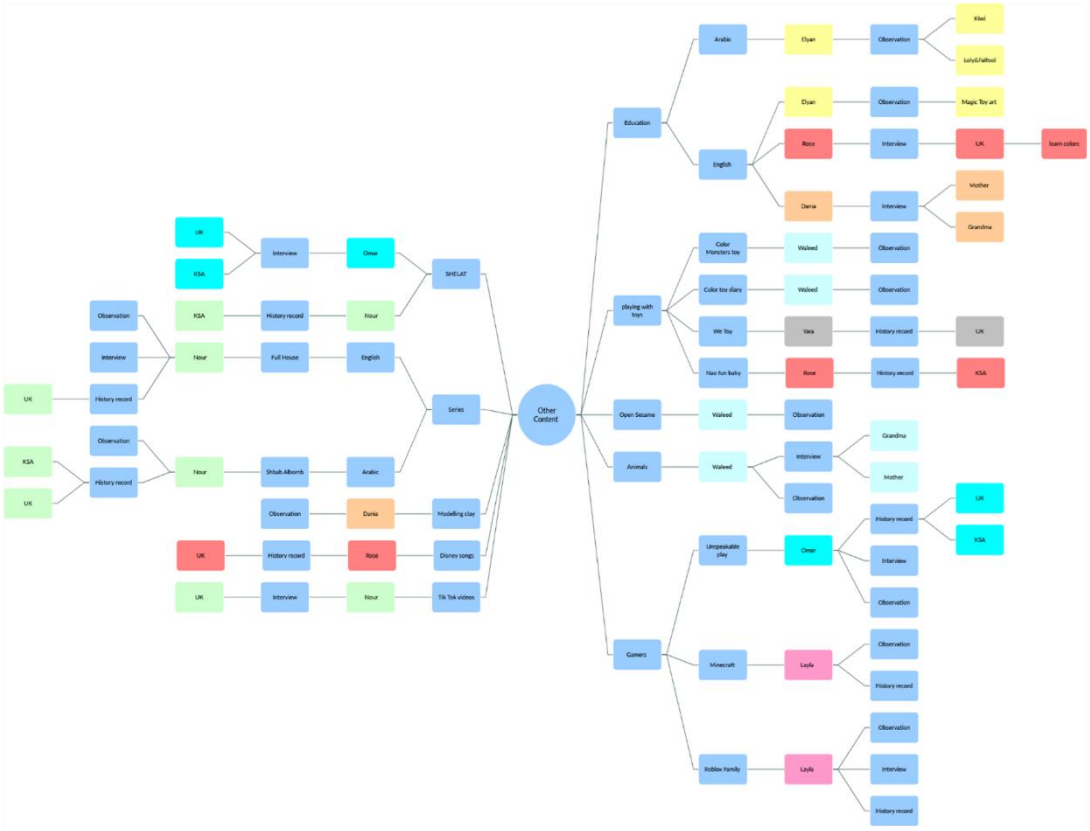
Appendix B- 38. Content that children watch (Vloggers)



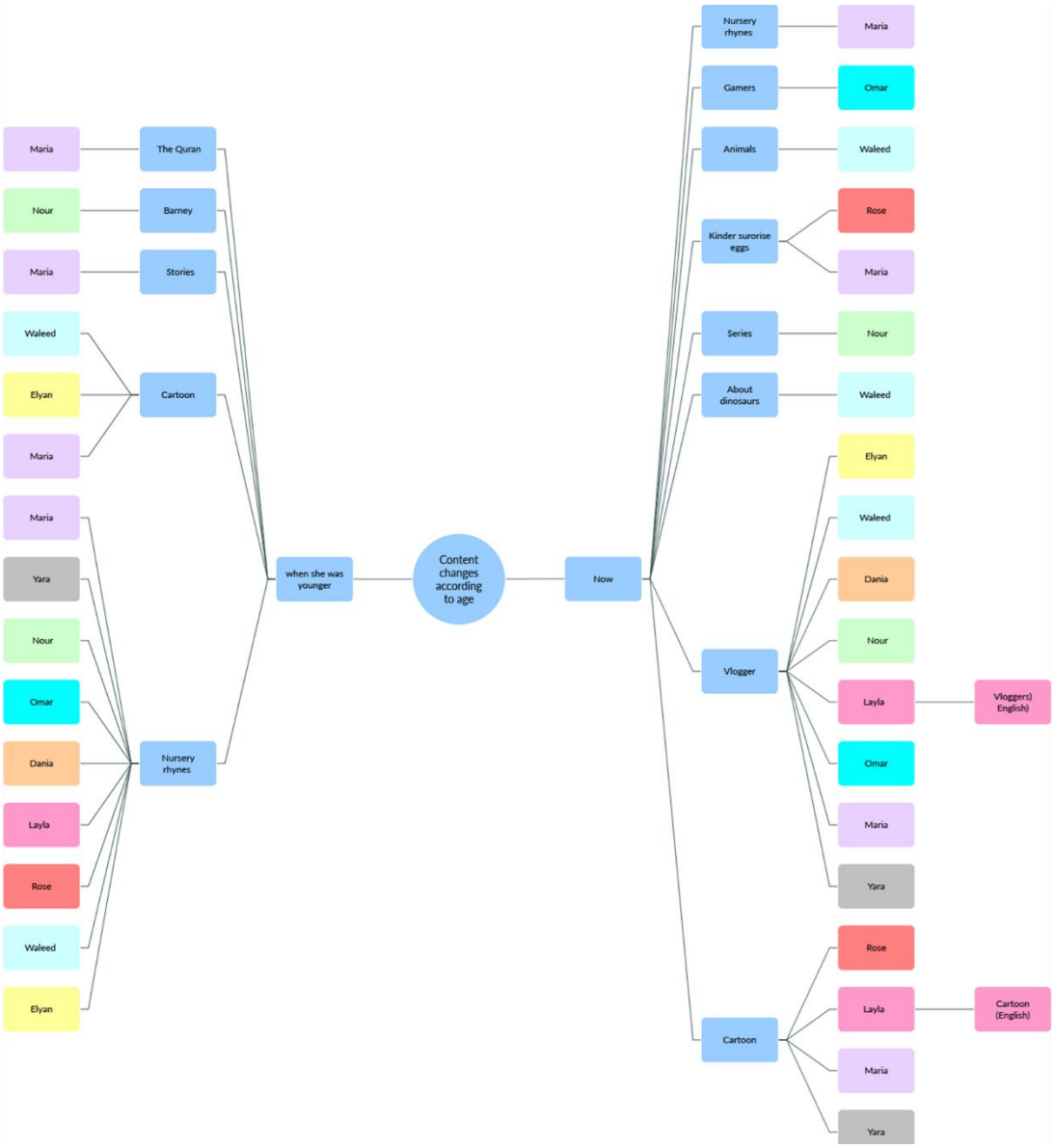
Appendix B- 39. Content that children watch (Cartoons)



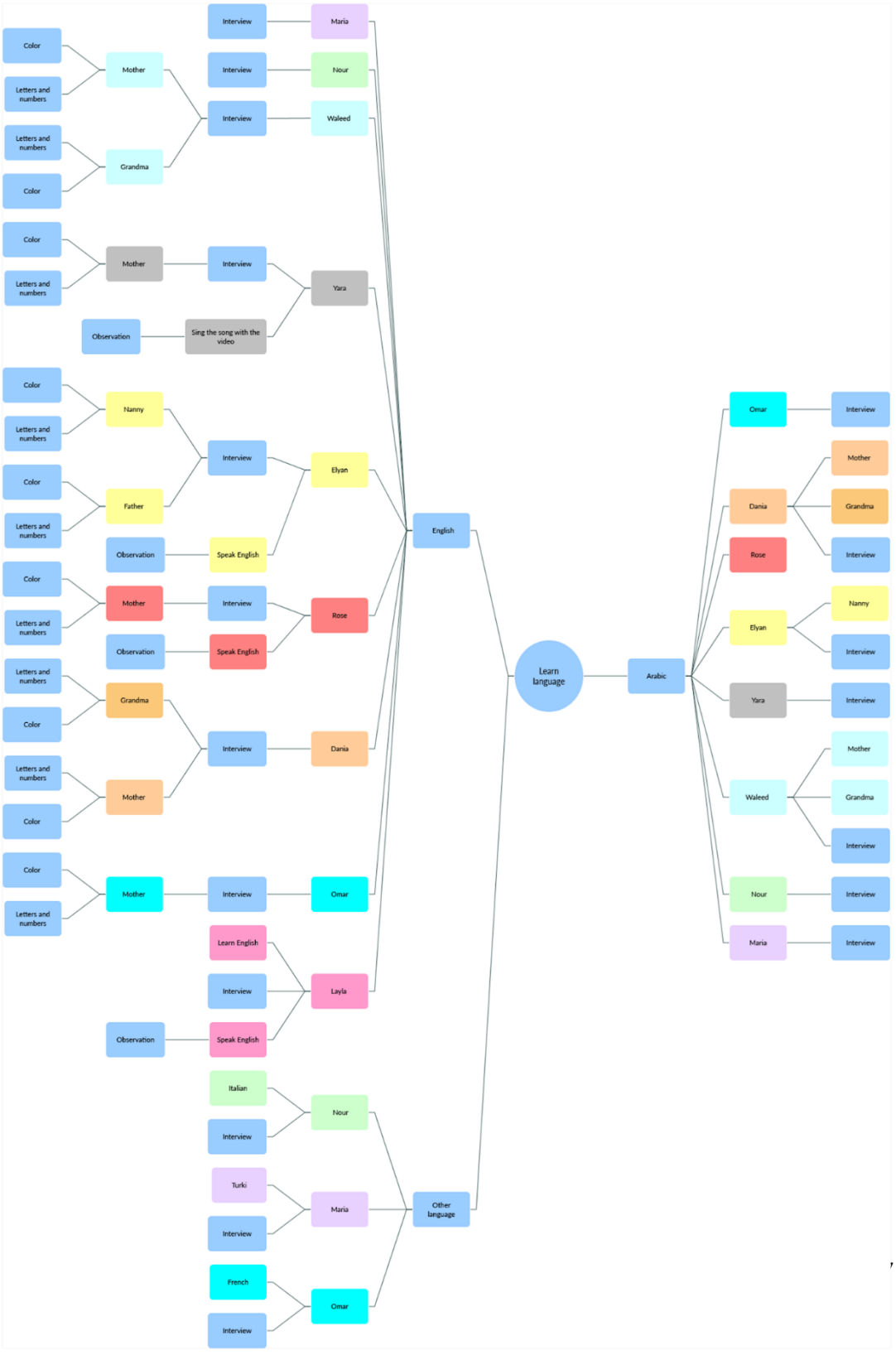
Appendix B- 40. Content that children watch (Nursery rhymes)



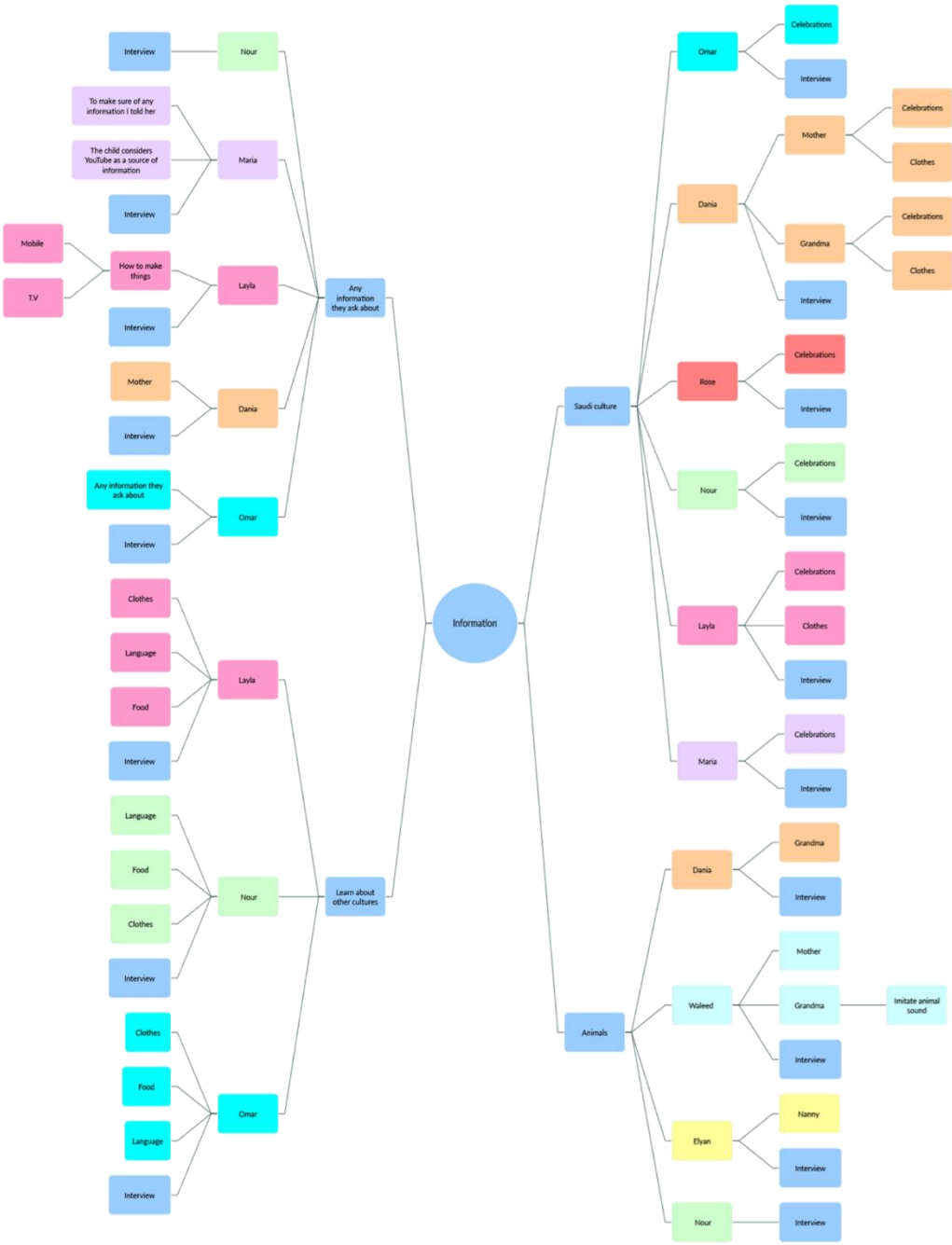
Appendix B- 41. Content that children watch (Other contents)



Appendix B- 42. Content changes according to age


Learn language
English
Arabic
Other language
Maria
Interview
Nour
Interview
Waleed
Interview
Mother
Color
Letters and numbers
Grandma
Letters and numbers
Color
Yara
Interview
Mother
Color
Letters and numbers
Observation
Sing the song with the video
Elyan
Interview
Nanny
Color
Letters and numbers
Father
Color
Letters and numbers
Observation
Speak English
Rose
Interview
Mother
Color
Letters and numbers
Observation
Speak English
Dania
Interview
Grandma
Letters and numbers
Color
Mother
Letters and numbers
Color
Omar
Interview
Mother
Color
Letters and numbers
Layla
Learn English
Interview
Observation
Speak English
Nour
Italian
Interview
Maria
Turki
Interview
Omar
French
Interview
Omar
Interview
Dania
Mother
Grandma
Interview
Rose
Elyan
Nanny
Interview
Yara
Interview
Waleed
Mother
Grandma
Interview
Nour
Interview
Maria
Interview

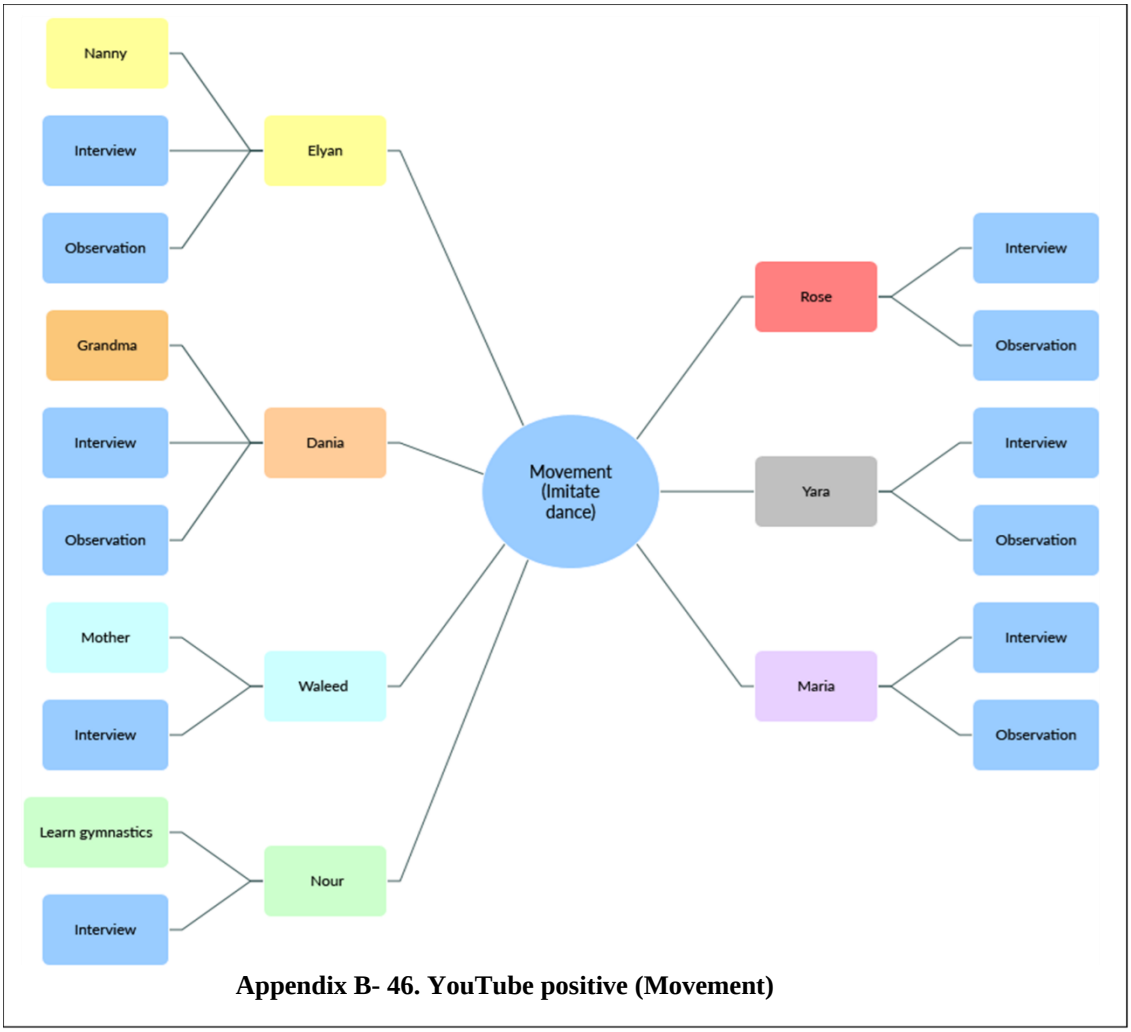
Appendix B- 43. YouTube positive (Learn



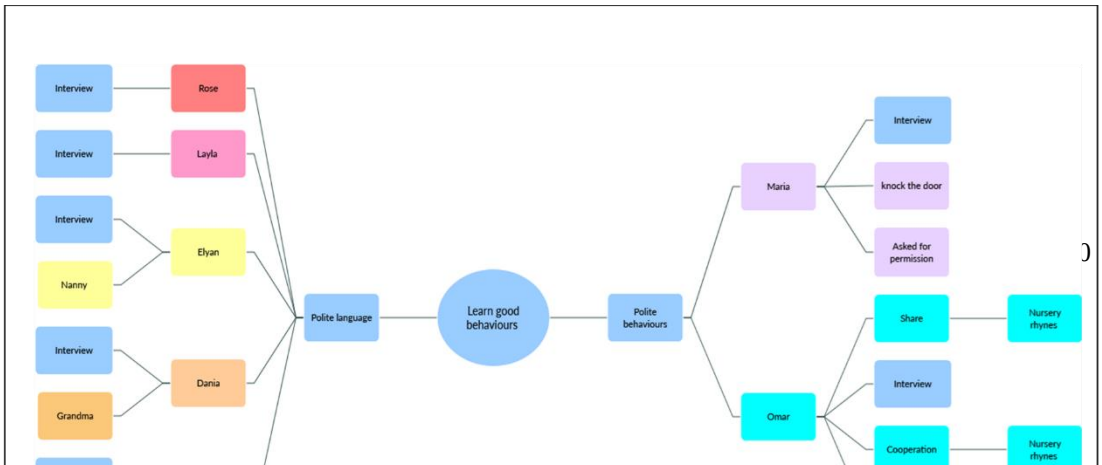
Appendix B- 44. YouTube positive (Learn

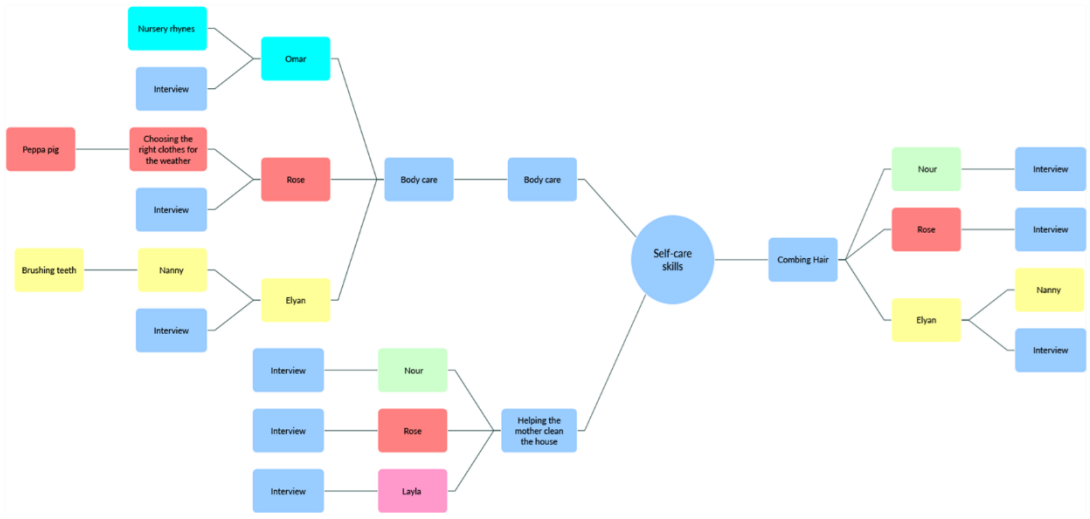

Entertainment
In the car
Omar
Interview
Maria
Interview
If there are no other activities
Nour
Interview
Rose
Interview
Maria
Interview
Waleed
Interview
Grandma
Layla
Interview
Omar
Interview
While waiting
Yara
Interview
While waiting in the hospital
Maria
Interview
While waiting in the hospital
Rose
Interview
In the shopping
While waiting in the hospital
When the family is busy
Nanny
Interview
Elyan
Interview
Nour
Interview
Omar
Interview
Maria
Interview
Rose
Interview
Yara
Interview
Dania
Grandma
Bad weather
Interview
Omar
Interview
Nour
Feeling lonely
Interview
Mother
Dania
Interview
Mother
Waleed

Appendix B- 45. YouTube positive (Entertainment)

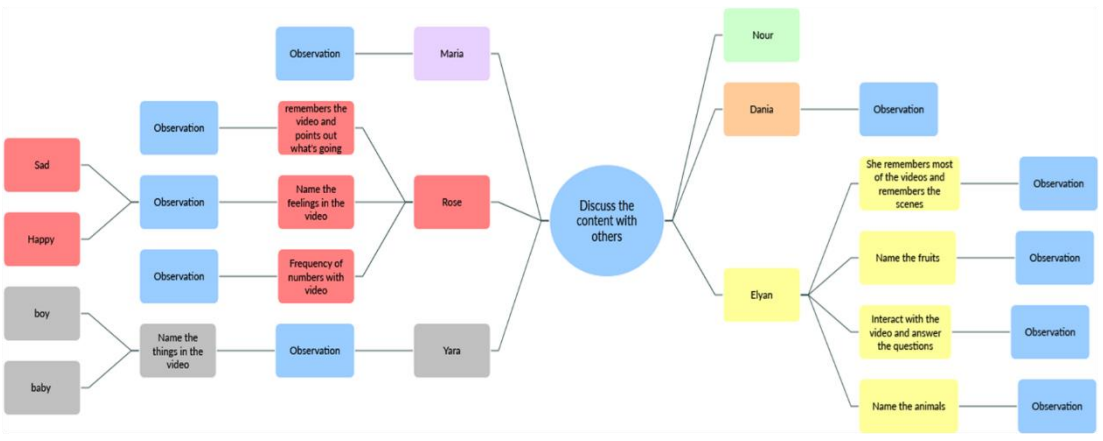


Appendix B- 46. YouTube positive (Movement)

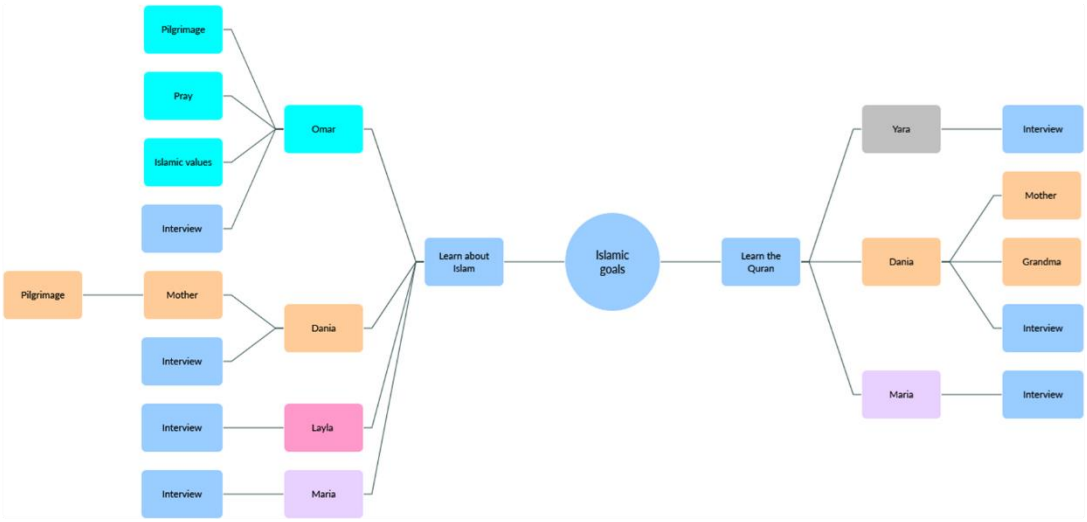




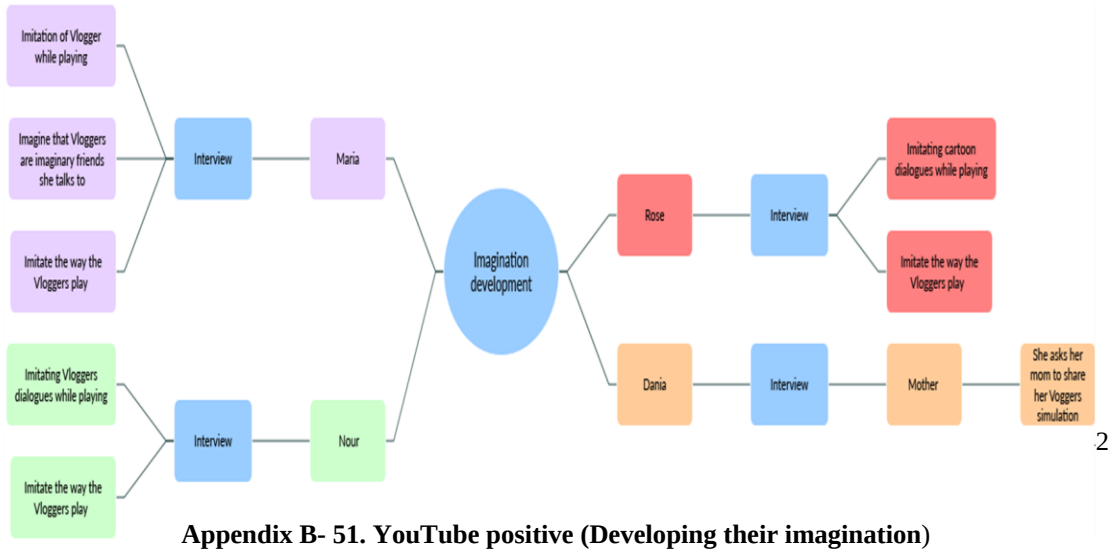
Appendix B- 48. YouTube positive (Self-care skills)



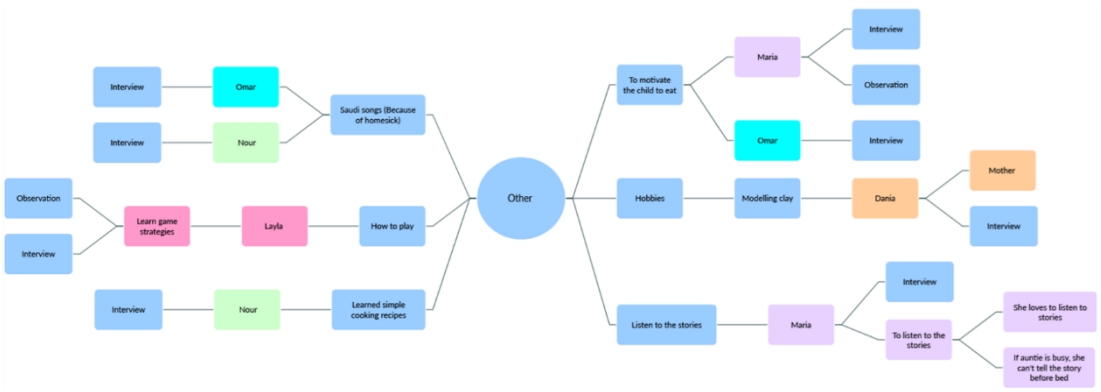
Appendix B- 49. YouTube positive (Discussing the content with other



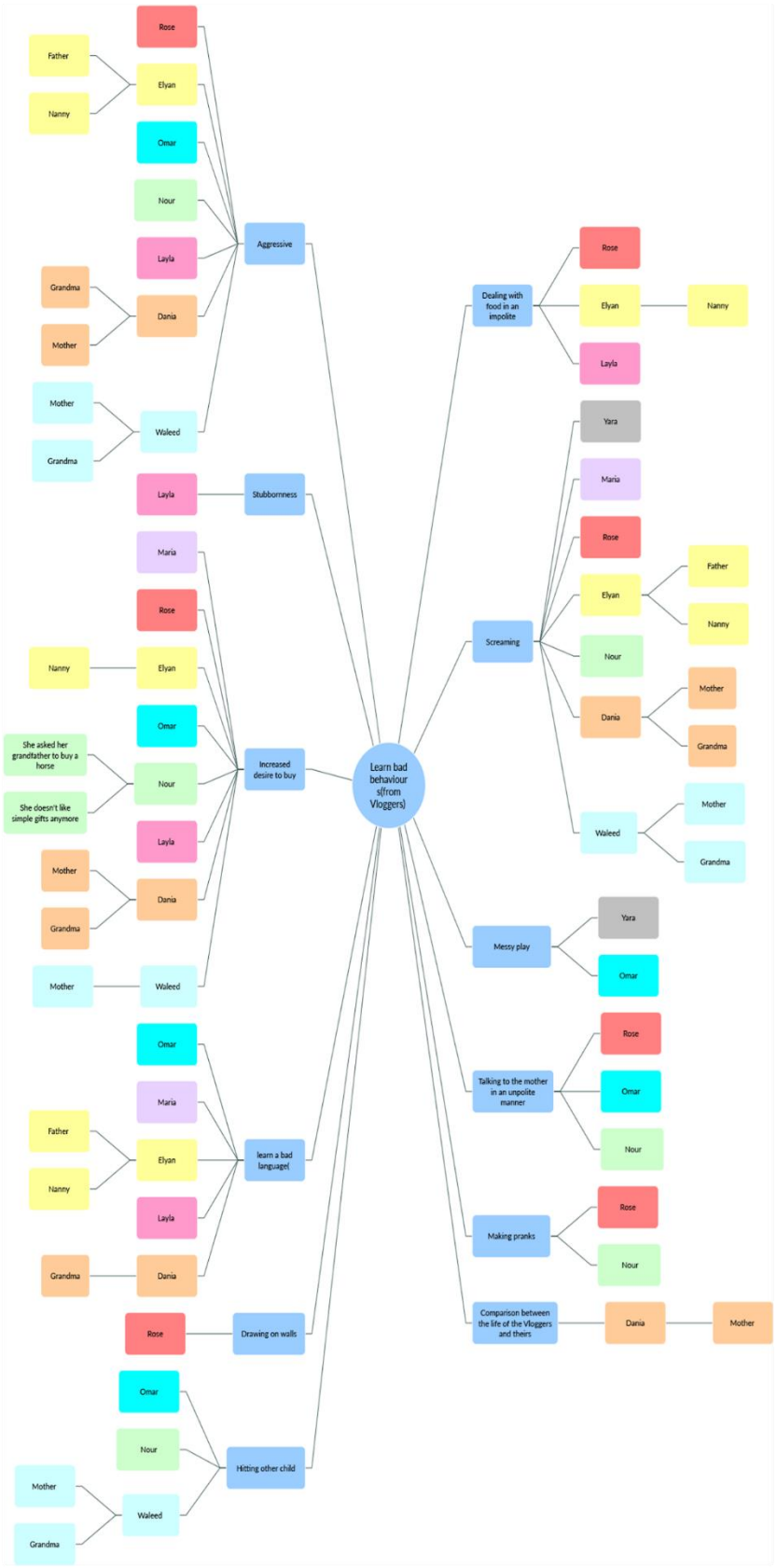
Appendix B- 50. YouTube positive (Islamic goals)



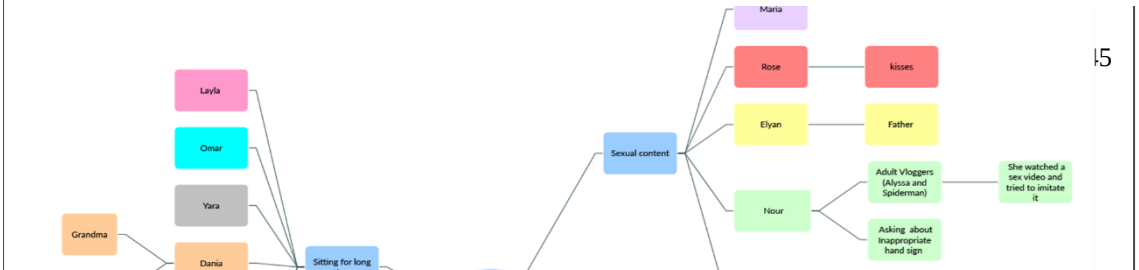
Appendix B- 51. YouTube positive (Developing their imagination)



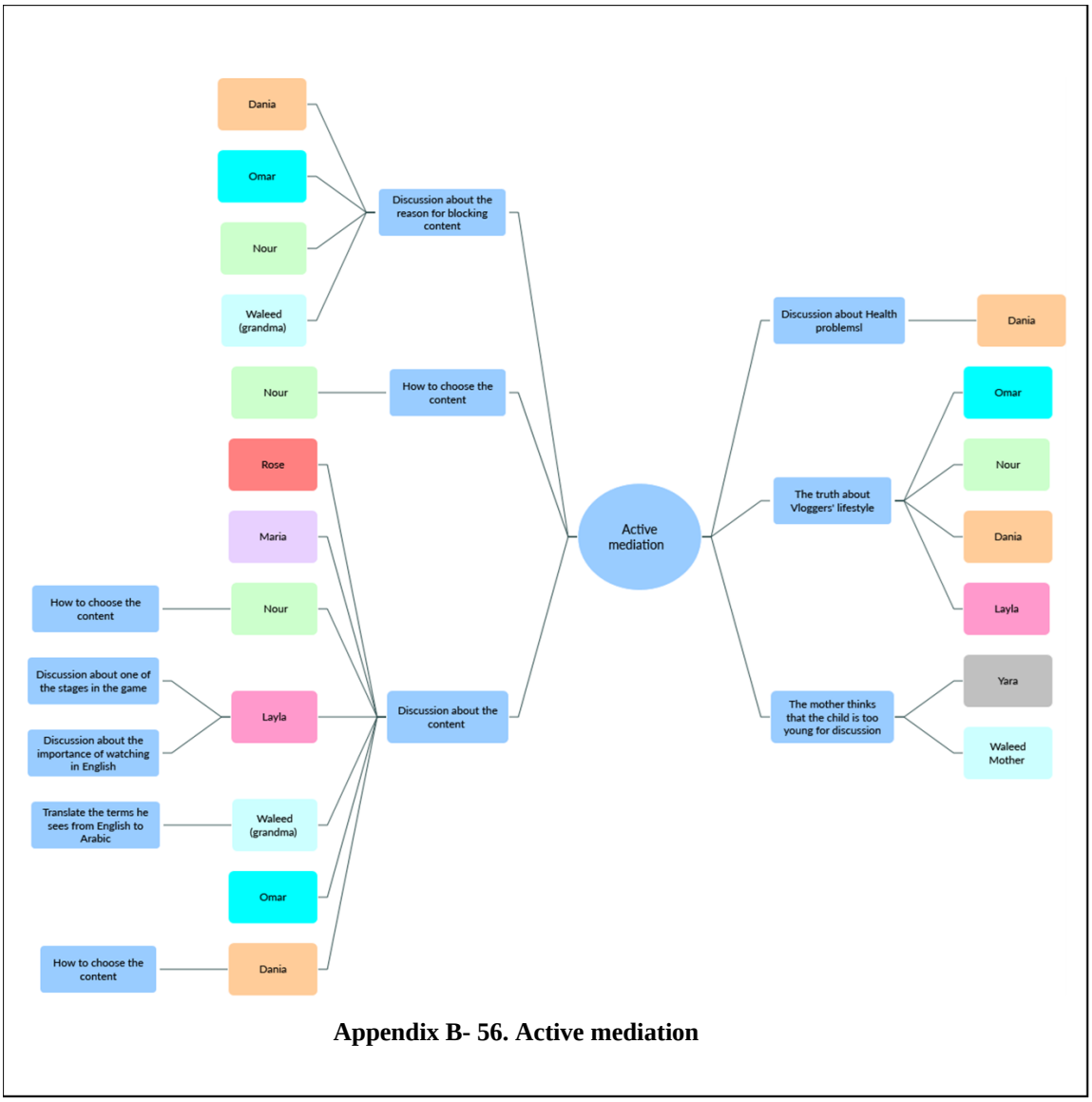
Appendix B- 52. YouTube positive (Other benefits)



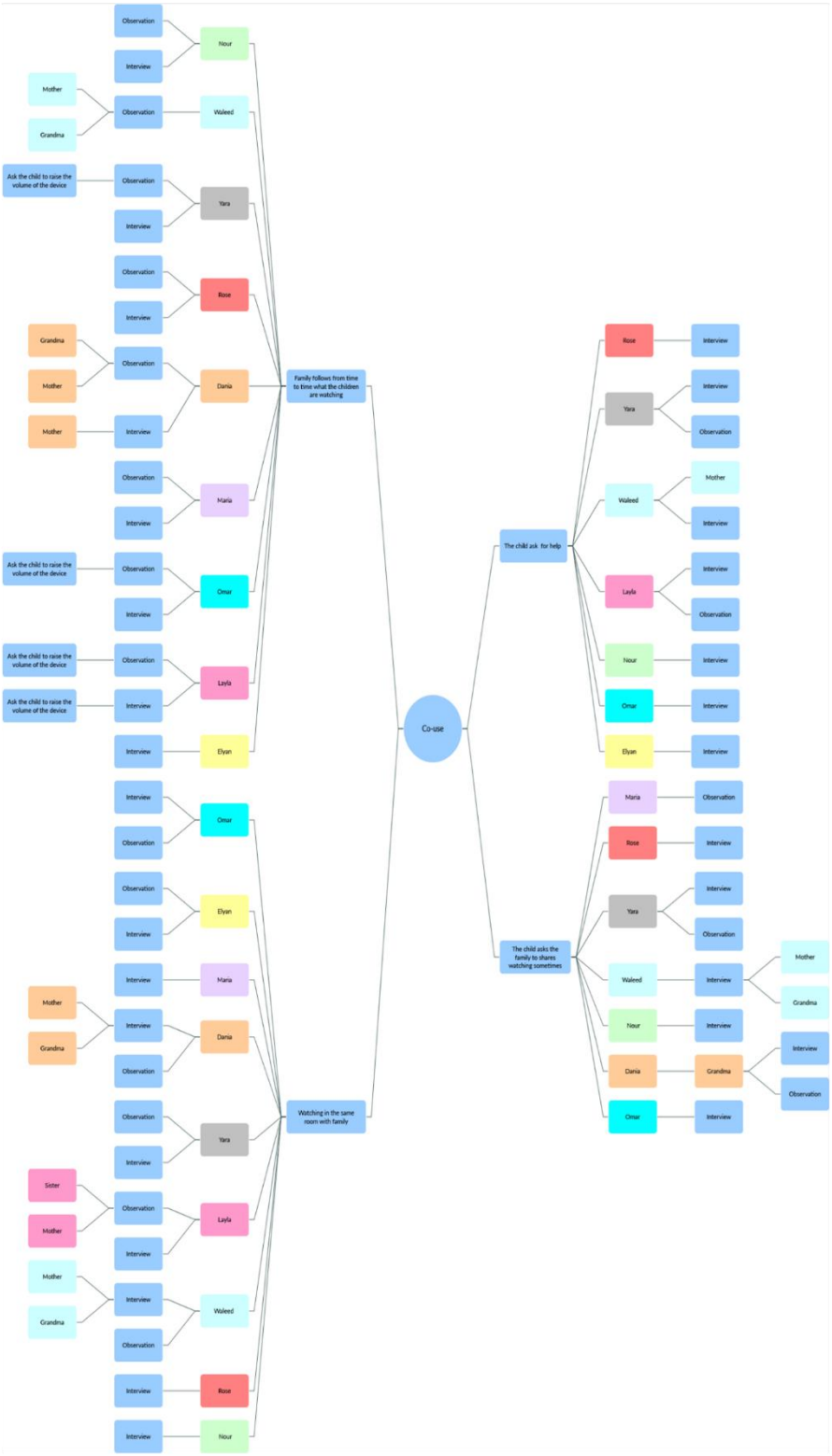
Appendix B- 53. YouTube disadvantages (Learning bad behaviours from vloggers)



(Appendix B- 55. Adults' concerns)

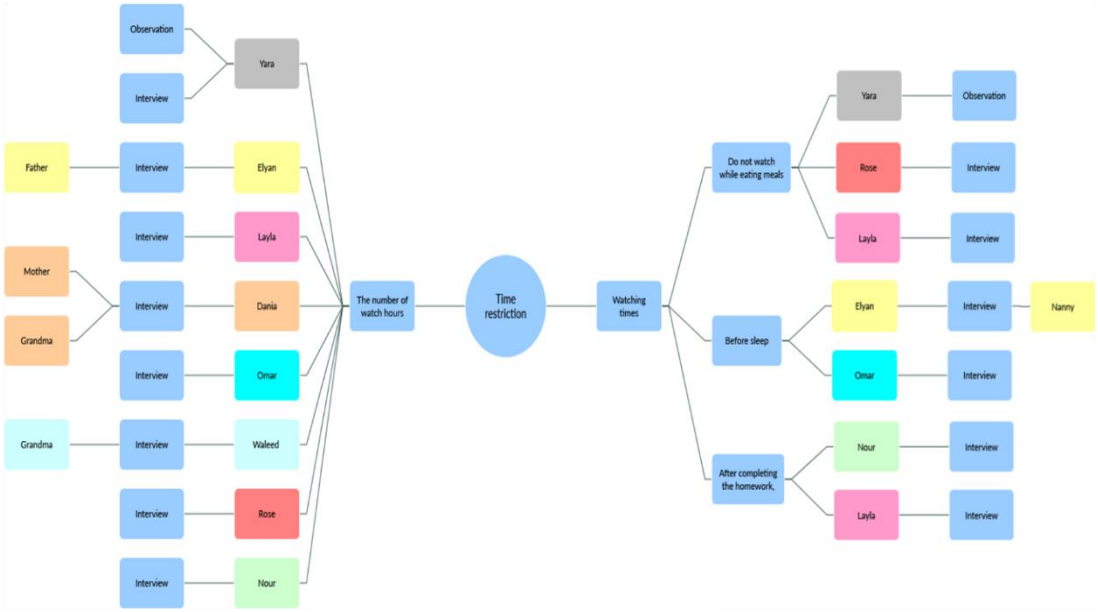


Appendix B- 56. Active mediation

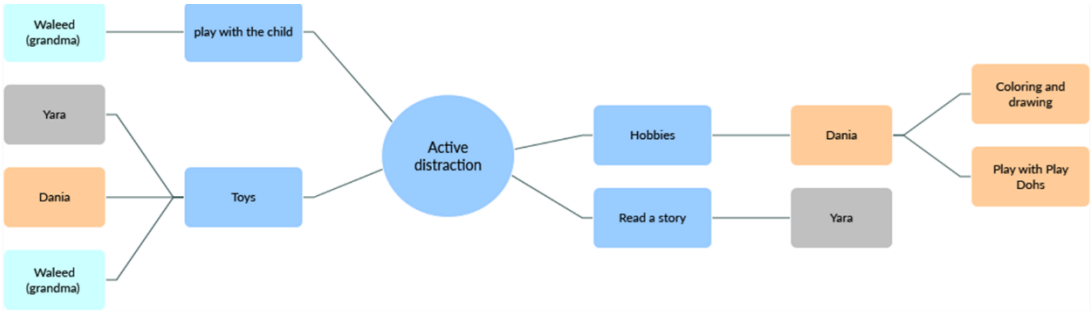


Appendix B- 57. Co-use

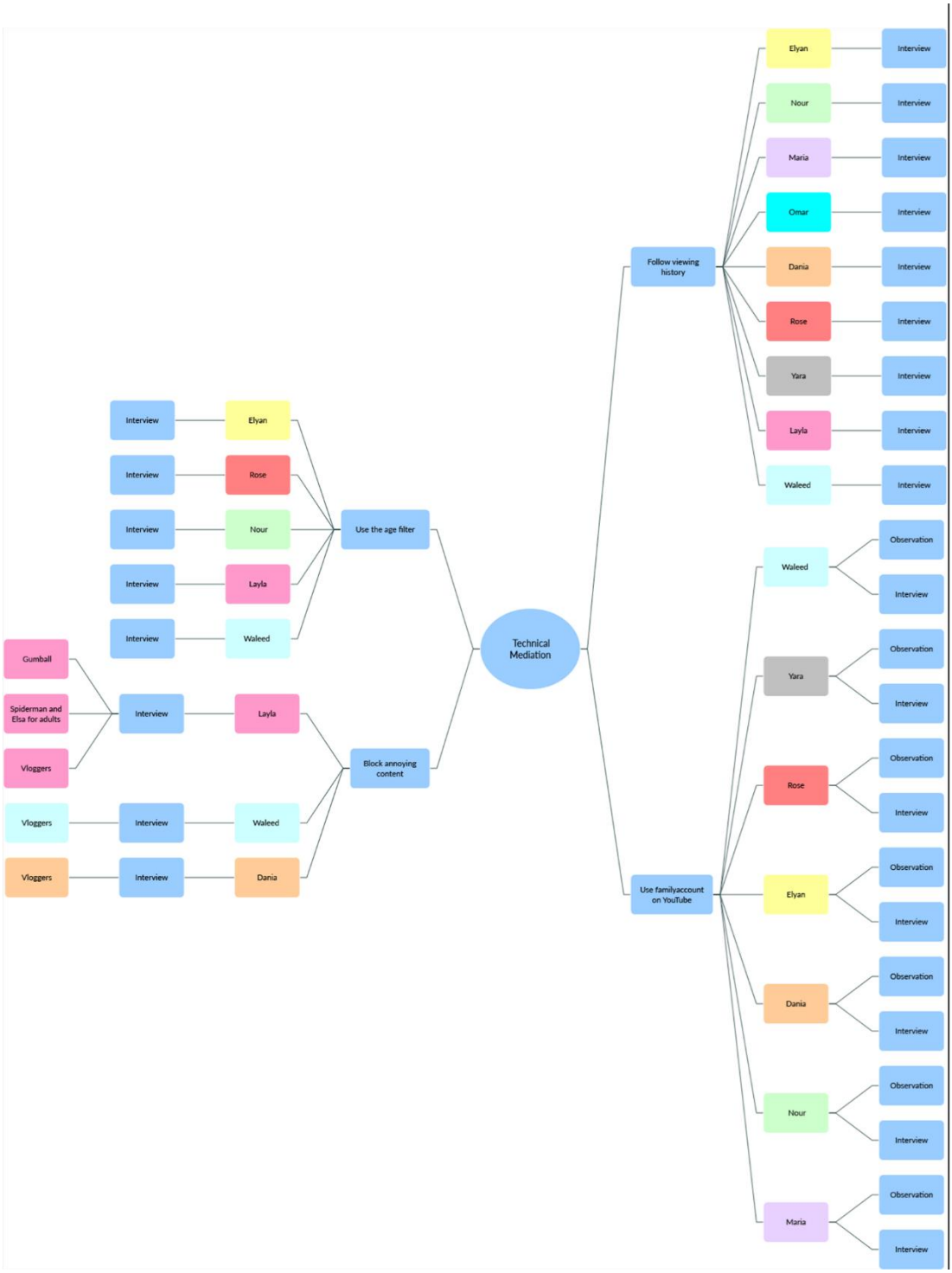
Appendix B- 58. Content



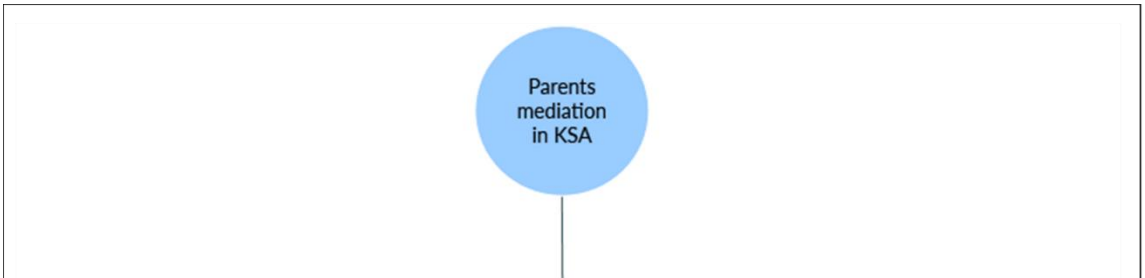
Appendix B- 59. Content



Appendix B- 60. Active distraction



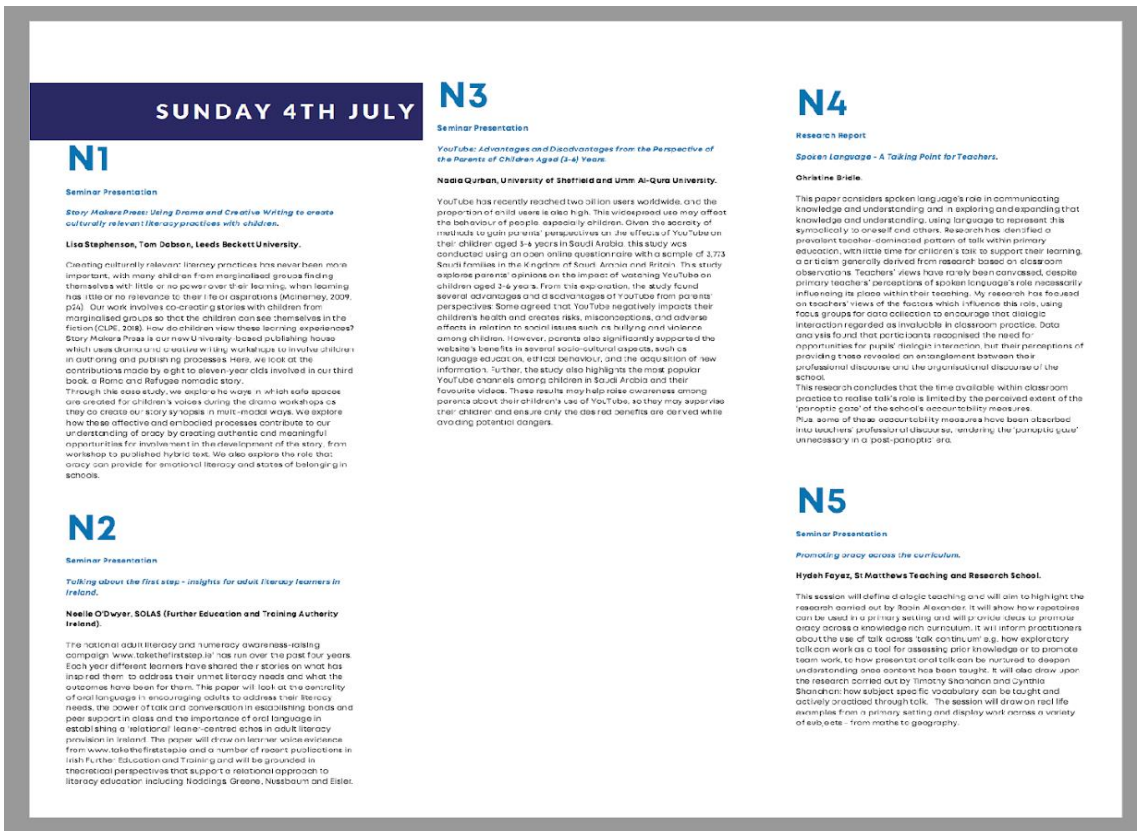
Appendix B- 61 Technical Mediation



Appendix B- 62. Parents' mediation on return to Saudi Arabia

7.10 Appendix C: Project Abstract

Project abstract (UKLA UK LITERACY ASSOCIATION 56TH INTERNATIONAL CONFERENCE- FRIDAY 2ND - SUNDAY 4TH JULY 2021 - We need to talk about Literacy Why spoken language matters in literacy learning and teaching)



SUNDAY 4TH JULY

N1

Seminar Presentation

Story Makers Press: Using Drama and Creative Writing to create culturally relevant literacy practices with children.

Lisa Stephenson, Tom Dobson, Leeds Beckett University.

Creating culturally relevant literacy practices has never been more important, with many children from marginalised groups finding themselves with little or no power over their learning, when learning has little or no relevance to their lives or aspirations (McInerney, 2009, p24). Our work involves co-creating stories with children from marginalised groups so that the children can see themselves in the fiction (CLPE, 2018). How do children view these learning experiences? Story Makers Press is our new University-based publishing house which uses drama and creative writing workshops to involve children in authoring and publishing processes. Here, we look at the contributions made by eight to eleven-year olds involved in our third book, a Roma and Refugee nomadic story.
Through this case study, we explore the ways in which safe spaces are created for children's voices during the drama workshops as they co-create our story synopsis in multi-modal ways. We explore how these affective and embodied processes contribute to our understanding of oracy by creating authentic and meaningful opportunities for involvement in the development of the story, from workshop to published hybrid text. We also explore the role that oracy can provide for emotional literacy and states of belonging in schools.

N2

Seminar Presentation

Talking about the first step - insights for adult literacy learners in Ireland.

Noelle O'Dwyer, SOLAS (Further Education and Training Authority Ireland).

The national adult literacy and numeracy awareness-raising campaign 'www.takethefirststep.ie' has run over the past four years. Each year different learners have shared their stories on what has inspired them to address their unmet literacy needs and what the outcomes have been for them. This paper will look at the centrality of oral language in encouraging adults to address their literacy needs, the power of talk and conversation in establishing bonds and peer support in class and the importance of oral language in establishing a relational learner-centred ethos in adult literacy provision in Ireland. The paper will draw on learner voice evidence from www.takethefirststepie and a number of recent publications in Irish Further Education and Training and will be grounded in theoretical perspectives that support a relational approach to literacy education including Noddings, Greene, Nussbaum and Eisler.

N3

Seminar Presentation

YouTube: Advantages and Disadvantages from the Perspective of the Parents of Children Aged (3-6) Years.

Nadia Qurban, University of Sheffield and Umm Al-Qura University.

YouTube has recently reached two billion users worldwide, and the proportion of child users is also high. This widespread use may affect the behaviour of people, especially children. Given the scarcity of methods to gain parents' perspectives on the effects of YouTube on their children aged 3-6 years in Saudi Arabia, this study was conducted using an open online questionnaire with a sample of 3,773 Saudi families in the Kingdom of Saudi Arabia and Britain. This study explores parents' opinions on the impact of watching YouTube on children aged 3-6 years. From this exploration, the study found several advantages and disadvantages of YouTube from parents' perspectives. Some agreed that YouTube negatively impacts their children's health and creates risks, misconceptions, and adverse effects in relation to social issues such as bullying and violence among children. However, parents also significantly supported the website's benefits in several socio-cultural aspects, such as language education, ethical behaviour, and the acquisition of new information. Further, the study also highlights the most popular YouTube channels among children in Saudi Arabia and their favourite videos. These results may help raise awareness among parents about their children's use of YouTube, so they may supervise their children and ensure only the desired benefits are derived while avoiding potential dangers.

N4

Research Report

Spoken Language - A Talking Point for Teachers.

Christine Bridle.

This paper considers spoken language's role in communicating knowledge and understanding and in exploring and expanding that knowledge and understanding, using language to represent this symbolically to oneself and others. Research has identified a prevalent teacher-dominated pattern of talk within primary education, with little time for children's talk to support their learning, a criticism generally derived from research based on classroom observations. Teachers' views have rarely been canvassed, despite primary teachers' perceptions of spoken language's role necessarily influencing its place within their teaching. My research has focused on teachers' views of the factors which influence this role, using focus groups for data collection to encourage that dialogic interaction regarded as invaluable in classroom practice. Data analysis found that participants recognised the need for opportunities for pupils' dialogic interaction, but their perceptions of providing these revealed an entanglement between their professional discourse and the organisational discourse of the school.
This research concludes that the time available within classroom practice to realise talk's role is limited by the perceived extent of the 'panoptic gaze' of the school's accountability measures.
Plus some of these accountability measures have been described into teachers' professional discourse, rendering the 'panoptic gaze' unnecessary in a post-panoptic era.

N5

Seminar Presentation

Promoting oracy across the curriculum.

Hydeh Feyez, St Matthews Teaching and Research School.

This session will define dialogic teaching and will aim to highlight the research carried out by Robin Alexander. It will show how repertoires can be used in a primary setting and will provide ideas to promote oracy across a knowledge rich curriculum. It will inform practitioners about the use of talk across 'talk continuum' e.g. how exploratory talk can work as a tool for assessing prior knowledge or to promote team work, to how presentat oral talk can be nurtured to deepen understanding once content has been taught. It will also draw upon the research carried out by Timothy Shanahan and Cynthia Shanahan; how subject specific vocabulary can be taught and actively practised through talk. The session will draw on real life examples from a primary setting and display work across a variety of subjects - from maths to geography.

7.11 Appendix D: Online survey

Where are you live	• Saudi Ariba • England	Age (Optional):	• Mother • Father
City		job	
Age of the child	• 3 • 4 • 5 • 6	Sex of the Child	• Boy • Girl
1. Which of these digital devices does your child have access to?	• Smart Phone • Tablet • Smart TV • Others (please specify)		
2. Which of these social media application dose your child use if any (tick all that apply)?	• YouTube • YouTube kids • Snapchat • Facebook • Instagram • Others (please specify) ..... • Dose not use social media.		
If they did not Thank you for your time .			
3. Which social media application does your child like best?	• YouTube • YouTube kids • Snapchat • Facebook • Instagram • Others (please specify)		
4. How long do they spend using social media on an average on a typical weekday?	• Less than one hour • 2-3 hours • 3-4 hours • More than 4 hours		
5. How long do they spend using social media on average on a typical weekend day?	• Less than one hour • 2-3 hours • 3-4 hours • More than 4 hours		
6. What time of day do they use it(tick all that apply) ?	• In the morning • After school • Before sleep • Others (please specify)		
7. Who do they use social media most with?	• Alone • With family • With friends • Others (please specify)		
8. What do they watch on YouTube? (tick all that apply)	• Cartoons • Music • Vloggers • Nursery rhymes • Children playing with toys • Unboxing • TV programmes+ Characters • Advertisements • Challenges		

	• Others mention it.....
9. How do they find the things that they watch on YouTube? (tick all that apply)	• Some friends told them • Found it accidentally • Asked adult, to find content • Use the recommended video • Use history • Use search engine • Others (please specify) .....
10. What is the main reason your child watches YouTube?	• To learn • For fun • For pastime • Because older sibling watch it • Others (please specify) .....
11. Mention 3 top videos or channels children prefer to watch on YouTube?	• ..... • ..... • .....
12. What is the method used to monitor what your child is watching on YouTube?	• Use the filter in their devices • Watch with them • Choose the videos that the child watches • Others (please specify) .....
13. Do you think your child gains useful knowledge and skills from watching YouTube?	• Yes • No
• If " Yes " please give up to three examples	• ..... • ..... • .....
• If "No" please give reasons for your answer	
14. Do think YouTube may pose any risks to your child?	• Yes • No
• If " Yes "give three examples	• ..... • ..... • .....
• If "No" please give up reasons for your answer	
15. Would you like parental guidance on children's use of YouTube?	• Yes • No
16. If "yes" what sort of guidance would you want (tick all that apply)	• Guidance on data privacy • Guidance unsafe content • Guidance on educational use of YouTube • Guidance on choosing good quality content • Others (please specify) .....
Please add here any further comments you have on children's use of YouTube:	
Thank for complete this	

7.12 Appendix E: Interview application

Interview application
Name: Gender: Birthday: Number of brothers and sisters: Place of Birth: Current Residence:
First meeting: Second meeting: Third meeting:
1. **What experiences do young children have when using YouTube?**
– Does the child own a device?
– If yes, what kind?
– If your child don't have own device ,How they watching You Tube? Is it available to her permanently at all times?
– At what age did you start watching YouTube?
– Does it have its own channel?
– How much time does it take for a child to watch You Tube on weekdays and weekends? 1. In UK 2. In SA 3. When they came back to SA
– When do they use YouTube? 1. At what time do you allow them to watch it? 2. At what time do your child stop watch?
– Who do they use You Tube with?

- What do they see?

    1. Name the most popular section your child likes to watch on YouTube?
    2. What types of clips does your child prefer to watch on YouTube?
    3. Does your child prefer to watch professional or unprofessional channels?
    4. Do you think that the dominant content on You Tube are a professional channels?
    5. Is there a difference between what they saw at a younger age than now and how did they change what they saw?
    6. Do they watch the same video when they watch with you
    7. Does their behaviour differ when watching with others as opposed to their behaviour when viewing alone?
    8. What's the main purpose of letting you child for YouTube: fun, spending time, teaching, etc.?
    9. Does the content your children see in Saudi Arabia differ from what they are currently seeing in Britain?
    10. Do you ask your child to watch a particular program? If yes, why?
    11. Does your child see other social media?

- How do they found the video that they watch?
- Does your child need help, is he asked to look for something, or does he use the device independently?

- How does the child's daily life get affected?
- How does YouTube affect the following aspects:

    1. Behaviours
    2. The language:
    3. Skills and lifestyle:
    4. The way of playing

– Do you think that Unboxing videos influenced a random method of buying? For example, did I ask you to buy a game I saw on YouTube? – Mention the position or story you got with your child from the impact of YouTube? – Do you see him silent or hesitate at what you see?
2. How can parents manage their children's use of YouTube?
– Do they use it with their children?
– When to use it with their children and why?
– Do you know what your child watch on YouTube? What is the method used? – Do you think parents should monitor their children while using YouTube? What type of surveillance do you propose? And why? – What is your point about your child watching YouTube? Are you with or against it and why? Do you want advice on the use of YouTube for children? What kind of guidance do you need? – Do you think YouTube poses a risk to your child? If yes, why do you think so, and what kind of danger? – Is your child at risk from YouTube? – Are you using YouTube as a reward or punishment?
– What do they think about the advantages and disadvantages of YouTube? 1. Advantages 2. Disadvantages
3. How does the cultural and social context in which families live impact on these practices?
– Do you use YouTube with your child for lingual or cultural purposes? If you do, how does it work out?
– Do you have any other additional points?

7.13 Appendix F: Case study data (Rose)

Case 1

This file includes:

1. General information
2. Caregiver interview
3. Three observations of the child
4. The child's YouTube watch history

1. General information

Name: Rose

Date of birth: 25-2-2015

Age at the study start date: 3 years and 9 months

Place of birth: Sheffield, United Kingdom

Languages: English and Arabic

Current place of residence: Sheffield

Case start date: 4-12-2018

Case end date: 12-1-2019

2. Caregiver (mother) interview

Rose is the daughter of one of my friends. Rose's mother was initially contacted by phone. The mother was interviewed alone. Rose's mother is pursuing a bachelor's degree at the Early Childhood Department at Sheffield Hallam University. Before starting the interview, I explained the primary goal of my research. Then, I described the research process, which included video filming of Rose and an interview with Rose's mother, to which she agreed. Although she expressed her enthusiasm for the research topic, Rose's mother indicated that she was frustrated by some of the behaviours that her daughter learned from YouTube.

Interview transcript
Does your child own a device?

No.

If yes, what kind?

If your child does not own a device, how does she watch YouTube?

[She watches on her] mother's laptop, as well as on a Smart television (TV).

Is always it available to her?

Yes.

At what age did she start watching YouTube?

[She started watching YouTube] when she was one year old.

- **Does she have her own channel?**

No.

- **How long does the child watch YouTube on weekdays and weekends?**

In the United Kingdom

During weekdays, she watches [YouTube] for two hours. She watches after returning home from kindergarten until bedtime. On the weekend, she does not watch YouTube at a set time. She watches for about five hours. When I stop her from watching YouTube, she cries, but I try to distract her with games or tell her, 'Stop watching [so that you can] eat', and then she can watch for another two hours. In my opinion, we can call [her behaviour] an addiction.

In Saudi Arabia

When in Saudi Arabia on vacation, she watches three to four hours or more. Sometimes, I think that she imitates the people there. The number of hours she spends watching YouTube is higher while we are in Saudi Arabia than when we are in Sheffield. She loves watching with others and imitating them, and the situation there is much worse. She tried to imitate the daughter of my sister, who is 12 years old, and she insists on borrowing my mobile phone from me. After getting it, she sits alone. She imitates everyone because she watches them; everyone is on his/her mobile, and she wants to imitate their behaviours. It is difficult to control the situation, as we are in Saudi Arabia staying at her grandfather's house, and everyone is pampering her, so it is difficult to control the situation.

- **At what time do you allow her to watch it?**

She watches YouTube after returning from school, around 6pm, until before bedtime at 8pm daily. While shopping, I give her my mobile if she cries in order to watch YouTube because it makes her busy and stops her from crying, as she feels bored while shopping.

- **Under what circumstance does your child stop watching YouTube?**

If I find that she has spent a lot of time on YouTube or if I find that she is watching inappropriate videos [I make her stop watching]. She does not watch YouTube if we go out for walks [or engage in activities, such as] gardening or playing outside. She asks me to watch YouTube on my mobile, but I don't open it because I want her to play.

- **With whom does your child use YouTube?**

She often watches YouTube alone, but she asks her father and me to watch with her sometime.

- **Name the most popular section your child likes to watch on YouTube.**

On the 'Toy Pudding TV' channel, she likes the clip called 'Baby doll , Bath toys baby doll play'. This channel offers self-care videos using dolls and games. On the 'Green Question' channel, she likes 'Johnny Vaikams -Baby gombal Candy kids' videos. On the 'Om Nom & Cut the Rope Official' channel, she likes the 'Cut the rope: Om nom stories seasons 1-8 all' video. On the 'Booba- Cartoon for kids' channel, she likes the 'Booba - all episode compilation' video. She also likes the Peppa Pig cartoon. From the 'PJ Masks Brasil - Canal Official' channel, she likes the 'Catboy' video.

12. **What types of videos does your child prefer to watch on YouTube?**

Rose loves watching cartoons. There is a scary cartoon that she has been watching recently that contains many scenes of violence, and the video is not in English. I think it is in Russian, but she loves to watch it.
Rose also watches videos that I find [ridiculous]. Cartoons with disgusting scenes attract her, and she laughs when she sees them. Also, Frozen videos contain adults who do silly things, and [she likes videos in which] children play with colours in an unorganised manner. I think she gets bored with some cartoons quickly, like the Peppa Pig cartoon; although it is useful, it bores her quickly. She may only watch one-episode Peppa Pig, but the rest of the silly clips, she will watch for hours if I leave her [to do] as she likes. Cut the Rope is a cartoon that [has a character that] performs barbaric movements [and] that [character] its silent, and I feel that these videos are the most attractive thing to Rose. Although there are clips that teach values and useful things, I find that

my daughter is attracted to the most non-meaningful ones, such as Booba videos, and I do not know why. And I'm trying hard to gradually get her not to watch these videos.

13. **Does your child prefer to watch professional or unprofessional channels?**

Booba and Cut the Rope are professional videos, and the rest of the things are like the Frozen acting videos, which were created by adults who I don't think are professionals. There are videos with bad behaviours. I do not know why Rose prefers such videos, including Vomiting -Farting. The owners of these channels may make this content to attract children and increase the number of views, but I do not know why children prefer it and love to watch it.

Meanwhile, before bed, I prefer to play songs for children that help her sleep and give her an indication that it is bedtime, such as 'Little Star' and other clips that help her sleep based on the picture[s] and the music. However, I think that Rose is attracted to channels represented by real characters more than cartoons, as she gets bored quickly from cartoons, but she can spend all day watching videos of actual characters.

14. **Do you think that the dominant content on YouTube is from professional channels?**

I think that the dominant content on YouTube is non-professional content, and this content is mostly viewed by children, such as Frozen and Spiderman videos.

15. **Is there a difference between what your child watched at a younger age and now? How did her watching habits change?**

When Rose was a year younger, she was attracted to nursery rhymes more than cartoons, and she liked watching videos of young children. Now, she prefers cartoons, in addition to real [non-animated] videos by children and adults, such as Frozen and Spiderman videos.

16. **Does she watch the same videos when she watches with you?**

Yes, she watches the same videos all the time.

17. **Does your child's behaviour differ when watching with others as opposed to her behaviour when viewing alone?**

When Rose watches YouTube alone, she watches quietly, but when someone watches with her, she asks [questions] and points to details in the video most of the time. For example, [she says things like] look at that, he is laughing, he is dancing, etc.

18. **What is the main purpose of letting your child use YouTube: fun, spending time, teaching, etc.?**

The main purpose of letting Rose watch YouTube is to have fun and spend time because she is an only child at home, and I am a busy mother most of the time.

19. **Does the content your child watches in Saudi Arabia differ from what she is currently watching in the United Kingdom?**

When we are in Saudi Arabia, Rose likes to watch videos that play with slime and does not watch cartoons as much as she does here in Sheffield because, in Saudi Arabia, she imitates what others watch.

20. **Do you ask your child to watch a particular program? If yes, why?**

Yes, I sometimes ask her to watch certain content, such as Peppa Pig, because it is educational, and I like the content. I also love to let Rose watch Sesame Street in Arabic because it has [content on] many values and Islamic literature.

- **Does your child watch things on other social media platforms?**

Not at all.

- **How does she find the videos that she watches?**

When I'm busy, Rose finds what she watches accidentally. She takes my mobile, to watch YouTube, follows the recommended videos and switches from one video to another. I try to monitor what she is watching, but when I am busy, she watches ridiculous videos that contain unacceptable behaviours. I try encouraging her to watch useful videos and some videos in Arabic, such as Sesame Street. Rose depends more on herself getting the videos than the suggested ones. For example, when I give her my mobile, I play a specific video, such as Peppa Pig, which is a useful and educational cartoon, but when I become busy, she plays videos that she likes to watch. In addition, YouTube sometimes moves automatically from the videos that I choose for her, so she watches the subsequent videos automatically.

- **Does your child need help and ask you to look for something or does she use the device independently?**

She needs help sometimes when she asks me to open a specific video.

- **How does YouTube affect the following areas?**

5. Behaviours

Rose learned some unpleasant behaviours by witnessing children vloggers who scream and break toys, as well as learned to make impractical noises, such as loud burps. Rose also learned from the videos she watches on YouTube to hide her dad's things and perform pranks. she steps over the food with her foot, but she stopped this behaviour after her father, and I prevented her from engaging in this behaviour. She also imitated the children vloggers and their unacceptable behaviours, such as drawing on the walls or her hand.

6. Language

I find that YouTube plays a positive role for my daughter in terms of language, as she learns a lot of English terms and a little Arabic, but I did not find that she learned any bad words.

7. Skills and lifestyle

Rose learned self-care skills, such as putting dirty clothes in [the proper] place, wearing clothes alone, choosing clothes to suit the atmosphere and many personal care skills, such as washing her face, hands and teeth.

8. The way of playing

I find that Rose has tended to [engage in play that is typical for boys], such as [playing with ball[s], and her movements have become more active.

- **Do you think that unboxing videos influence a random method of buying? For example, has your child asked you to buy a game she saw on YouTube?**

Yes, it has affected her a lot because she wants to buy eggs that contain a surprise, such as Kinder Surprise and LOL. Moreover, she wants to buy a surprise egg when she sees it in the store. She also wants to buy cartoon dolls every time she sees them, such as Catboy and Peppa Pig. I buy them sometimes, but other times I do not want to buy them. As for my objection, she sometimes hears my words, but sometimes she very is attached to the character, so she refuses to listen and cries loudly until I buy it. She loves to own Catboy and Peppa Pig dolls.

- **Can you share a perspective or story about how YouTube has impacted your child?**

I remember one day that, in one of the scenes in a Booba carton, Booba was throwing cake and eating cardboard, and Rose was imitating her; when she ate candy, she threw the candies or biscuits and ate the wrapper. One of the bad behaviours I've noticed is that she sometimes answers

me by saying ‘don’t be silly’. Also, she imagines that we are Catboy’s family, and she imitates all of the events that happen as if we are Catboy family.

- **Does your child watch YouTube videos silently or imitating what you see?**

Rose watches silently and rarely imitates some of the words while watching alone, but if her father and I watched it, she comments on what she watches continuously.

- **Do you use YouTube with your child?**

Rose’s father watches YouTube with her more than me because I am always busy. In addition, her father is very keen to follow the content that Rose is watching. He also does not want her to watch videos that do not suit our Arab Muslim culture, just as he does not wish [her] to see bad content, such as the Booba series or the videos of Disney princesses that are portrayed by adults. Unfortunately, however, Rose watches them.

Recently, Rose and I watched a video about slime and how to make it because I found it enjoyable and something that we can watch together.

- **When do you use YouTube with your child and why**?

Rose’s father watches YouTube with Rose frequently, while I watch with her less often because I am busy most of the time. The reason for the follow-up by her father is careful on the content Rose watching on YouTube. We are currently watching Salim together because we enjoy it.

- **Do you know what your child watches on YouTube? What is the method used to select videos?**

Rose watches videos on regular YouTube and sometimes on YouTube Kids, but I do not feel much fear about adult content because my daughter is not attracted to videos geared toward adults, such as films. I do not use any filter on YouTube, but I am managing the time for her to watch, following what she watches and limiting the number of hours [she spends on YouTube]. I may have missed what she watches when I’m busy, but I ask her what she watches and follow what she is doing on YouTube. Rose’s father continuously monitors her viewing history to make sure that she hasn’t seen anything inappropriate, and continuously watches the same videos.

I try to limit the [number of] hours that she watches YouTube. For example, on the weekends, I stop her from watching YouTube to eat and sleep. Also, her father constantly follows what she watches and prevents her from viewing content that is not appropriate for our religion and our Saudi Muslim culture. And we always prevent Rose from seeing inappropriate content, such as videos that contain inappropriate behaviour, including Frozen videos [portrayed by adults] and

Booba. However, the implementation of these rules can be difficult when we go to Saudi Arabia on vacation because she imitates others.

- **Do you think parents should monitor their children while using YouTube? What type of surveillance do you propose? Why?**

Yes, I think parents should monitor their children while they are watching YouTube, such as by using filters and watching videos on YouTube Kids. However, I find that inappropriate videos may be displayed on YouTube Kids, such as Frozen [videos which are portrayed by adults], so the mother must watch her child and observe him/her constantly. The parents should be aware of advertisements, as some of them are not appropriate for children. In my view, I think that observing children while they watch YouTube is important.

- **What is your viewpoint about your child watching YouTube? Are you for or against it? Why?**

I am in favour of children using YouTube, but [I believe it should be done] in a balanced way because spending a long time watching YouTube makes my daughter distracted, and she is also learning bad behaviours.

- **Do you want advice on children's use of YouTube? What kind of guidance do you need?**

In my viewpoint, parents should be aware of YouTube, and parents must know that content that looks like it is directed at children might be not good. For example, cartoons may not be suitable for children and have a negative impact on children's behaviours. There should be awareness campaigns for parents, there should be monitoring their children, and parents should know how to find videos that help a child to develop his/her language skills. It should be noted that YouTube has its advantages and disadvantages.

- **Do you think YouTube poses a risk to your child? If yes, why do you think so, and what kind of danger?**

Yes, if she uses YouTube poorly. For example, if I leave my daughter unattended, she may watch inappropriate content that may pose a threat to her childhood, as it may affect her values and religious beliefs.

- **Is your child at risk from YouTube?**

No.

- **Do you use watching YouTube as a reward or a punishment?**

Yes, when she has good behaviour, I let her watch YouTube, but when she has bad behaviour, I prevent her from watching YouTube.

- **What do you think about the advantages and disadvantages of YouTube?**

YouTube advantages

- Learning the language and new terms, as well as learning polite words, such as could I have or please
- Learning how to arrange her personal belongings from the Peppa Pig cartoon, as she learned to be compassionate and embrace me, just as the girls do in Peppa Pig. She learned from this cartoon the appropriate clothing for the right atmosphere. For example, when it rains and the water turns the floor into clay, she says it is better to wear suitable boots for the rain. This is a personal care skill.
- Helping me modify some of my daughter's behaviours, as well as helping me arrange the house, as in Peppa Pig. She also learned to cooperate with me in [doing] the housework.
- Learning some things related to Saudi culture and the Islamic religion, such as Eid

YouTube disadvantages

- Learning bad behaviour
- Harming her eyes
- Besides, I find my daughter became nervous because of what she watches on YouTube.
- When my daughter is focus of what she watches, she becomes stubborn and screams, and I think the nervousness and stubbornness is something she learned from what she watches on YouTube.
- Sometimes she watches cartoons on YouTube, and inappropriate advertisement appears, such as for perfume or makeup, which sometimes has a man and woman kissing, and I find that not suitable for children.

- **Do you use YouTube with your child for linguistic or cultural purposes? If you do, how do you do that?**

Yes, I use YouTube for linguistic and cultural goals. I sometimes try to play some Arabic videos for her, such as Sesame street, to help her learn the Arabic language. I think Rose is still too young

to understand Saudi culture. However, I play Eid songs for Rose, such as the song 'Atana Eid', and she loves it a lot. Sesame street also has some episodes about Eid.

Her father and I sometimes talk about Eid, and we tell her that it is the Eid of the Muslims and these in the video are its manifestations, so she loves Eid, and we spend all of Eid in Saudi Arabia. I think that she did not understand the meaning of Eid in the past, but now I find her growing up and becoming more understanding and wanting to celebrate. After she became four years old, she wanted to wear an Eid dress and she said, 'I want the Eid dress like in Sesame street'.

Rose prefers English videos, not Arabic ones. For example, when I open a video about numbers, she prefers numbers in English. She also loves the 'Toyor Al Janah' channel, and it is one of the Arab YouTube channels dedicated to children. In Saudi Arabia, Rose preferred to watch videos in English, and she did not understand the Arabic language in the past. Last year, when we went to Saudi Arabia, I found that she did not understand much of the Arabic language of the people surrounding her. Also, if Rose watches an Arab cartoon with others, I do not see her interacting very much, and I do not feel that she understands the dialogue. Sometimes she asks me to play princess videos [portrayed by adults], but I do not fulfil her desire. I ignore her crying, and I choose videos that I want her to watch. She becomes interested in them, and then she watches them and stops crying.

- **Do you have any other additional points?**

In my opinion, YouTube should add more options to help control the child content, such as Frozen videos [made] by adults. I think that kind of video should be deleted from the child content [section].

3. **Child observations:**

- **The first observation, which was held on 4-12-2018, lasted for 77.34 minutes.**

I asked permission from Rose to watch her and explained that I would be using a camera to record a video of her while she watched YouTube. She was sitting in her toy room, which contained toys, a table and a child-sized chair. Rose watches YouTube on a laptop because her father and mother often watch TV in the living room. Also, her mother prefers that Rose watch YouTube on a laptop or TV to keep her eyes safe because the screen size is larger than that of a mobile. Rose sat on the chair opposite the table, and she asked her mother to play a Booba

cartoon she loves. Her mother opened the requested video and asked her if she wanted to change the video, but Rose replied that she wanted to watch Booba. After that, I left the room with her mother, leaving Rose alone watching YouTube.

Minutes	Action
1	I sat with Rose for five minutes, and she pointed out some of the details she saw, saying things like, 'look at a mirror, look at a game, look at a whistle, he plays, that's scary'.
5	Rose's mother and I left the room and let her sit alone. After we went out, she played with the toys on the floor and watched YouTube at the same time.
8	Rose sat on the chair in front of the screen, eating candy and watching silently.
11	I went back into the room to see what Rose was doing and found her sitting quietly in front of the screen watching a video as she was eating sweets. As soon as she saw me, she started pointing to the screen and saying, 'Look, he is in pain'. She started imitating the character's voice and movements and began laughing.
12	Rose's mother brought her mobile into the room. I asked Rose if she wanted to watch YouTube on the mobile, but she left it alone and kept watching on the laptop. After that, we left the room, letting Rose watch alone.
14	Rose watched YouTube for about 30 seconds on the mobile and then locked the mobile and put it aside. She sat on the chair opposite the screen watching the laptop quietly for 21 continuous minutes while videos played automatically one after the other.
35	Rose left the chair and sat on the floor, playing with the toys and watching cartoons on YouTube.
39	Rose returned to the chair and sat in front of the screen to watch a cartoon quietly for 10 minutes.
50	Rose left the chair and played with the toys on the floor while watching YouTube for seven minutes.
57	Rose came back and sat on the chair in front of the screen to quietly watch a cartoon on YouTube.

59	At 59 minutes when I returned to the room Rose was watching YouTube quietly . As soon as I entered the room in, she started pointing to the screen saying, 'Look, he's playing, playing with hot water, he is in pain'. She imitated the sounds and movements she saw while laughing.
60	Rose started laughing and said, 'Look, it's funny, he's falling'.
61	Rose watched, laughed, pointed to the screen, and said, 'Look, it's funny'.
62	Rose watched an advertisement on YouTube about toys with attention. She pointed to the screen and said, 'Look, police car'.
63	After the advertisement was over, a Booba cartoon video played automatically. Rose watching, laughing, and pointing to the screen, saying, 'Look, it's funny, he's fallen!'
64	Rose said what would happen in the carton before it happened. For example, she said, 'Look, he opens the refrigerator' before it happened.
65	Rose said, 'Look, it's scary'. I asked her, 'What is scary?' She said, 'Look, he makes himself scary'. Then, Booba painted his face black, and she said, 'Look, as I told you, it's getting scary'. Then, she pointed to the screen and said, 'Look, he will fall'. Then, Booba fell.
66	Rose laughed loudly and said, 'Look, he's running'.
67	An advertisement about a song played next, and Rose watched it until it ended. Then, the next video, a Booba cartoon, began automatically.
68	Rose said, 'Look, it is a delicious cake'. She imitated Booba's sounds and movements. She screamed when he screamed, and she purposely fell as he did, mocked what Booba did in the video that she was watching.
69	Rose said, 'Look, he is throwing cake on the floor and eating the cardboard'.
70	The video ended, and Rose waited for the next video to play automatically. It was another Booba cartoon.
71	Rose said, 'Look at him, he is taking the whistles to make a noisy sound', and she imitated him puffing.
72	Rose said, 'Look, he is in pain'. She imitated him and laughed.

73	Rose pointed to Booba on the screen as he hid from balloons and ran. While laughing, she said, ‘Look, he hid that [in a] very funny [way]’.
74	Another Booba video automatically began playing, and Rose pointed to the screen saying, ‘Look, he’s entering the classroom’.
75	Rose said, ‘Look, it’s delicious. Booba was licking chalk from the board. Rose said, ‘Yummy, [it] is delicious. I asked her, ‘Do you find it delicious?’ Rose replied, ‘Yes, it’s delicious.
76	Rose said, ‘Look, he will fall’. Then, Booba fell off the table after he stumbled across the chalk. Rose imitated his voice and movements as he fell.
77	Rose said, ‘Look, Booba [is] happy, he is dancing’.

I thanked Rose and her mother, asked for permission to leave, and told Rose and her mother's that I would visit her again.

General points regarding Rose based on the first observation:

- Rose used both Arabic and English when speaking.
- When Rose was alone, she watched videos quietly.
- When I watched with Rose, she interacted, laughed, pointed out most of the feelings and scenes she saw and imitated sounds and movements.
- She remembers some of the things that she watches. Often, she explained what would happen before it did, indicating that she had watched the videos many times.
- The videos played automatically without her intervention.
- All the videos she watched were Booba cartoons.
- She watched YouTube on a laptop.
- She did not use any site other than YouTube.
- Sometimes, she played and watched videos at the same time. Other times, she was focused on watching the videos.
- The device was owned by the mother but located in Rose’s room on a table.
- Rose’s mother asked her what she wanted to watch before selecting a video.

- Rose did not change the videos. She let them be selected automatically and did not seem to object to any of the videos.
- Sometimes, she watched advertisements carefully, and sometimes she did not.
- Rose's mother let her watch YouTube alone and did not observe the child.
- Rose watched cartoons in English, and the Booba cartoon did not have any spoken content, only rhythmic sounds.

○ The second observation, which was held on 11-12-2018, lasted for 78 minutes.

I asked Rose if I could record her, and she agreed.

Minutes	Action
1	When I entered Rose's room, she was watching a Frozen song on the laptop. Like the previous observation, she was sitting on the chair in front of the screen and eating candy. She happily welcomed me, and then she pointed to the screen and said, 'Look, it is Elsa'.
2	Rose sang with Elsa in the video, pointing to the screen with one hand, and eating candy with the other hand.
3	When the Frozen song video ended, Rose named each of the proposed videos. However, she did not choose any of them and waited for the recommended video to play automatically. The video started with an advertisement for face cream, and I asked, 'Do you want to close the advertisement?' She said, 'Yes'. She only pointed to the icon in the advertisement for starting the video. The next video was another song from the movie 'Frozen'.
4	Rose watched and pointed out what was happening in the video. For example, she said, 'Look, happy duck. Look, river. Look, she is dancing'.
5	Rose show me some of her toys while she was watching YouTube, although she was not focused on YouTube until the seventh minute.
7	The song finished and Rose pointed to the screen and said, 'Look, it is over'. The next video played automatically, and it was another of Elsa's songs. The video started

	with an advertisement for a perfume. Rose waited until the advertisement end, but she did not watch it and did not change anything and did not ask me to close or change it.
8	Rose resumed watching YouTube and eating candy. She pointed to the screen and said: 'Look, she is sad'. I asked her, 'Do you know her name?' Since she was watching with focus, she didn't answer me. She continued watching with focus until the 11th minute.
11	The video finished and the next suggested video was a Frozen song called 'Snowman'. She said, 'Look, he's a happy snowman'. She waited for the video to play automatically. The video started with an advertisement for an aid organization, and Rose watched the whole thing. Then, I told her that I was leaving the room and would leave the camera recording. She agreed.
12	Rose sat on the chair, watching a Frozen video and quietly eating candy.
14	Rose played quietly with some toys on the table while watching the same video.
16	The video ended and Rose waited for the next suggested video to start automatically. The video began with an advertisement on a beach for people who wear swimwear and play on the beach. It was 30 seconds long, she watch it. After that, a Trolls cartoon video played, and she watched it quietly.
18	Rose quit playing with the toys and became focused on watching the video.
20	The video finished and automatically switched to the next video. The video started with an advertisement in which a man gave some flowers to a woman. Rose did not watch the advertisement; she played with the toys until it ended.
21	A new video started, which was a song from the Trolls cartoon. Rose watched it quietly for four minutes.
26	When the video ended, Rose returns to playing with the toys and waited for the next suggested video to start. It began with a two-minute advertisement about the environment. Rose did not pay attention; she played with her toys and did not skip the advertisement.
28	The video started, which was a song from the Trolls cartoon. Rose watched quietly for four minutes until the song ended.

32	The next suggested video began automatically with an advertisement. It contained inappropriate clips from a site that shows geared toward adults. Rose was busy playing, so she didn't watch the 30-second advertisement. Then, the suggested video started, which was about a cartoon ballet dancer. Rose watched the beginning of the video and then walked out of the room for seven minutes.
39	Rose came back to the room and sat on the floor playing with the toys away from the laptop for six minutes.
45	I returned to the room. When she saw me, she pointed to the screen and said, 'Look, the princess is dancing with the fish'. Then, she brought me her toys and began showing me a little rabbit without paying attention to the screen.
47	The video ended, and the next video played automatically, but Rose did not pay attention to the screen. Instead she continued bringing her toys to me and saying things such as, 'Look, it is a car'. She played with the toys for six minutes.
53	The video ended with songs from Disney. After that, the proposed videos appeared. She pointed to a video about opening a Kinder Surprise and said, 'I want Kinder'. When I opened the video, she said, 'Look, a lot of eggs'. Then, Rose sat back down on the chair, pointed to the screen and said, 'Look, many eggs'. Then, counting the eggs she saw from one to five.
54	Rose pointed to her toys, and she said, 'Look, these toys [are] also from Kinder Surprise'.
55	Rose pointed to the screen and said, 'Look at the toys; it's a scary wizard'. She started watching with focus as the boy in the video opened the eggs. Every time he opened an egg, she said, 'Wow, beautiful!'
57	Among the toys that were shown on the video was a space monster doll. Rose carried two of her toys—a dolphin and a princess—and said, 'It is a frightening monster, we must escape'. Then, she stood up from the chair, acted like she was running away and said, 'Let's run away [from the] scary monster'.
58	Rose then sat on the chair and continued watching the same video. At this point, I tried to make sure that she knew how to use the laptop, so I stopped the video. However, she said, 'no' and played the video by herself.

60	The Kinder Surprise video ended, and a video showing buses in different colours began automatically. She repeated the colours along with the video in English, saying 'Red bus, blue bus, yellow bus'.
63	I went out of the room and left Rose alone while she was watching the same video about colours. She watching quietly and eating candy.
65	Rose played with the toys and watched YouTube.
66	Rose left the room.
67	Rose came back to the room and sat on the floor playing with the toys away from the laptop for six minutes
73	Rose sat on the chair to watch the same YouTube video, which had been showing tools in different colours, for five minutes.

I thanked Rose, said goodbye and asked if I could return. She agreed.

Minutes	Action
1	When I greeted Rose, she was sitting in her room, watching YouTube on the laptop, and playing with toys.
3	Rose pointed to the screen and said, 'Look, he is breaking the hat. Look, he's sad'. Then, she returned to playing with the toys and told me the names of the toys without watching YouTube.
6	Rose turned to the screen and said, 'Look he is sad'. Then, she returned to playing with the toys.
9	She turned to the screen again and pointed as she laughed, saying, 'Look, he fell'. She started imitating his movements while laughing.
10	Rose continued to watch while pointing to the screen saying, 'Look, fall!', and laughing.

11	Rose returned to playing. After 30 seconds, she went back to watching YouTube and explaining what was happening before it happened, as if she had memorised the video, such as, ‘Look, he is eating carrots. Look, he is crying’.
12	While watching a Cut the Rope video, she said, ‘Look, he’s getting scary’, because the character was wearing a pumpkin mask. She also said, ‘I’m afraid [because] he’s scary’.
13	Rose left the toys and pointed to the screen and said, ‘Look, the bear is sick’. She started imitating the sounds, including the sound of an explosion in the cartoon while laughing and saying, ‘Boom!’.
14	Rose told me everything that was happening in the video. For example, she said, ‘Look, he has turned into a monster that has become scary’.
15	She said she wanted to go to the bathroom and walked out of the room.
17	She returned to the room and started playing with the toys.
19	Rose turned to the screen and began to indicate what was happening. Then, she laughed without talking and returned to playing.
20	The video ended, and Rose pointed to one of the proposed videos on the screen, which was a Booba video, and she said, ‘I want this’.
21	Rose returned to playing with the toys, and I told her that I would leave the room. She continued playing with the toys for four minutes without watching the screen.
26	Rose left the room.
27	Rose returned to the room and played with the toys. She turned a little bit towards the screen and continued playing.
29	Rose left the room.
31	Rose returned to the room and played with the toys.
32	I returned to the room, and she asked me to play with her.
34	Rose stood in front of the screen and said, ‘Look, he is standing’. The Booba cartoon had been playing since minute 20. While laughing, she imitated how he jumped.

35	Rose started saying what would happen in the video before it happened, such as saying, ‘Look he is sad. Look, he is now happy’.
36	Rose returned to playing with the toys.
39	Rose returned to watching YouTube while saying what was going on, such as saying, ‘Look he’s sad. Look, [he’s] happy’.
40	Rose returned to playing with the toys and asked me to play with her.
43	Rose returned to watching YouTube while saying what was going on.
45	The video ended, and Rose approached the screen to choose what she wanted to watch. She asked me to play a specific Trolls video and started watching and playing with the toys at the same time.
48	The video ended, and she chose a Booba video from the proposed videos. She started saying what was happening in the video, such as, ‘He is dancing’. Then, she returned to playing with the toys while watching.
49	Rose sat in front of the screen and said what was happening in the video, such as, ‘Look, it opens the phone’.
50	Rose left the room because she wanted a drink of water.
51	Rose came back to the room, sat on the chair in front of the screen and watched Booba. She told me what was going on while pointing to the screen and laughing.
52	Booba started dancing, and Rose started imitating him. She danced and laughed for two minutes.
55	Rose resumed laughing and saying what was going on in the video before it happened.
56	I told Rose that I would leave the room. After I left, she sat quietly watching Booba.
59	Rose resumed playing with the toys without watching Booba for five minutes. Then, she left the room for seven minutes.

71	Rose came back and watched a Booba video that had automatically started while she was out of the room. She watched it for four minutes. Then, carrying her toys, she left the room. She returned five minutes later.
77	Rose came back and sat on the chair in front of the screen and quietly watched Booba for two minutes. Then, she went to her mother and asked her to turn off the laptop because she no longer wanted to watch YouTube.

General points regarding Rose based on the second observation:

- Rose was satisfied with watching the suggested YouTube videos.
- Most of the time, Rose did not change or protest the automated videos.
- Rose did not close the advertisements. She watched some of them carefully and did not watch others carefully.
- Rose knew how to use the laptop.
- She watched Frozen cartoon song videos all the time, which played automatically.
- Rose chose the video about opening Kinder Surprises from the proposed videos and asked me to select it.
- While I was watching with her, Rose echoed what she watched, imitating the movements and laughing.
- Rose watched YouTube quietly when she was alone.
- Rose use spoke in both languages both Arabic and English when she is talking.

- **The third observation, which was held on 26-1-2019, lasted 77 minutes.**

I asked Rose if I could record her, and she agreed.

General points regarding Rose based on the third observation:

- Rose primarily relied on the proposed videos while watching YouTube.
- Rose sometimes chose to watch certain videos and asked me to play them for her.
- Rose did not closely watch all of the advertisements.
- She only watched cartoons.
- When I was watching videos with her, Rose told me what was happening in the videos, imitated the characters and laughed.
- Rose watched YouTube quietly when she was alone.
- Rose spoke in both Arabic and English.
- Rose was busy playing with toys during most of the observation period because she had received a new toy that day. She did not watch YouTube with great focus.
- She had memorised some of the video content and told me what would happen in some videos before it happened.

Overall points about Rose based on the observations:

- Rose watched videos in English.
- Rose watched YouTube alone in the toy room.
- Rose depended on the suggested videos.
- Rose watched videos quietly when she was alone.
- When somebody watched YouTube with her, she talked about the video most of the time and imitated the character's movements and voices.
- Rose sometimes watched the advertisements that played automatically.
- Rose was attentive to many details of the videos she watched on YouTube. She named emotions and actions, such as crying, sad and laughing, and movements, such as jumping, running, and falling. She also named colours in English along with the videos.
- She only watched cartoons.
- During the observation period, Rose only watched YouTube on a laptop.

- She memorised the details of some videos and was sometimes able to say what would happen before it happened.
- She used her mother's YouTube account.
- Sometimes, she chose specific videos from the proposed videos and asked her mother or me to play them.

4. **The child's YouTube watch history**

   Child's YouTube watch history send it by the mother on Whats-app by screenshots from Mother Mobil in four different times one of them while the family came back to SA.

First history (in the United Kingdom)

- Peppa Pig (cartoon)
- Paw Patrol (cartoon)
- Cut the Rope (cartoon)
- Booba (cartoon)

Second history (in the United Kingdom)

- Peppa Pig (cartoon)
- Masha and the Bear (cartoon)
- Paw Patrol (cartoon)
- Cut the Rope (cartoon)
- Booba (cartoon)

Third history (in the United Kingdom)

- Peppa Pig (cartoon)
- Masha and the Bear (cartoon)

- Paw Patrol (cartoon)
- Toys & Little Gaby (A kid Youtuber channel)
- Cut the Rope (cartoon)
- Booba (cartoon)

Fourth history (in Saudi Arabia):

- Cut the Rope (cartoon)
- Booba (cartoon)
- Baby Bus (nursery rhymes)
- Oddbods in Arabic (cartoon)
- Grizzy (cartoon)
- Boomerang Africa (cartoon)
- Mickey Mouse in Arabic (cartoon)
- Nao Fun Baby (playing with toys)

General notes on Rose's YouTube viewing history:

- She mostly watches cartons.
- She sometimes watches YouTubers.
- She watches children's songs.
- When in the United Kingdom, she only watches videos in English.
- When in Saudi Arabia, she watches some videos in Arabic, but most are in English.

7.14 Appendix G: University of Sheffield Ethical Approval

The University Of Sheffield.

UNIVERSITY OF SCHOOL OF EDUCATION SHEFFIELD

Downloaded: 30/11/2018
Approved: 12/11/2018

Nadia Abdulaziz Q Qurban
Registration number: 170225106
School of Education
Programme: PhD Education Early Childhood

Dear Nadia Abdulaziz Q

PROJECT TITLE: Young Children Using YouTube
APPLICATION: Reference Number 023098

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 12/11/2018 the above-named project was **approved** on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

- University research ethics application form 023098 (dated 11/10/2018).
- Participant information sheet 1052006 version 1 (11/10/2018).
- Participant consent form 1052007 version 1 (11/10/2018).

If during the course of the project you need to deviate significantly from the above-approved documentation please inform me since written approval will be required.

Yours sincerely

David Hyatt
Ethics Administrator
School of Education

7.15 Appendix H : Project poster

(SHEFFIELD HALLAM UNIVERSITY DOCTORAL RESEARCHCONFERENCE 2018)

7.16 Appendix I : Project abstract

Young Children Using YouTube

Nadia Qurban, University of Sheffield

Nadia Qurban is a senior lecturer in early childhood education at the Umm Al-Qura University. Currently, she is a second year PhD student at the University of Sheffield. Her study focuses on the impact of social media; particularly YouTube, on Saudi children who are aged 3 6 years old. As YouTube has become an essential part of children's daily lives, parents should be aware of how to maximise their benefits. Notably, parents should understand the strategies that they can enact to set limits on its usage and avoid its consequences.

A large number of children across the world watch YouTube channels, which are managed by many users, such as players and bloggers. However, there is a lack of studies that study the effects of using YouTube, especially in Saudi Arabia, and it is not clear whether its use of passion affects children positively or negatively. This paper provides a study of how YouTube affects children ages 3 to 6 in multiple aspects using independent language, values and concepts. They also examined the role of parents in managing YouTube for their children, directing them to use their children for YouTube, and their awareness of the use of technologies (filters, time management, etc.) that they use to ensure that their children are not exposed to dangerous content, Access to violent content. Examples also include channels and videos that kids prefer to watch on YouTube. This study will use a mixed-method approach, using an online survey to create a general picture of how children use YouTube. The case study approach, which includes 5 Saudi families living in the United Kingdom, will also be used. The study data was collected by interviewing mothers and children and monitoring children while using YouTube. To determine the behaviour that children show while using YouTube, how they affect their development, and what regulations parents use to ensure the safety of their children

Overview:

1. Introduction
2. Literature review
3. Research methods
4. Research questions
5. Theory
6. finding

This research examines YouTube use by young children and the regulatory role of their parents. I used a mixed methods approach, which will include an online questionnaire, to form a clearer picture about how children aged 3–6 years use YouTube in Saudi Arabia.

Research questions:

1. What experiences do young children have when using YouTube?
2. How do parents mediate their children's YouTube use?
3. How does the cultural and social context in which families live impact on these practices?