

CHALLENGES AND STRATEGIES OF FILIPINO PARENTS ON SOCIAL MEDIA USE OF GEN ALPHA CHILDREN: LEARNINGS FROM MIL PARENTING WEBISODE

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ABSTRACT

The main objective of this study was to identify the challenges Filipino parents encounter regarding their children's social media usage and examine how they monitor and regulate this behavior. Additionally, the study explored parents' learnings after watching a media and information literacy (MIL) webisode designed to teach digital parenting strategies. Utilizing a qualitative case study design, in-depth interviews were conducted with seven parents of Generation Alpha children aged 3 to 10. Findings revealed that parents actively struggle with regulating device screen time, safeguarding socio-emotional well-being, preventing exposure to inappropriate content, and protecting physical health, alongside managing work-life balance. Crucially, the study contributes to the field of Media and Information Literacy by highlighting "MIL parenting" as a vital subfield; participants underscored the urgent necessity for large-scale, structured MIL educational programs tailored specifically for parents navigating the digital age. This work fills a critical gap in MIL literature by shifting the focus from student-centered interventions to family-wide digital literacy frameworks. Furthermore, it offers empirical evidence to help policymakers and educators design targeted media literacy initiatives that empower households against modern digital risks.

Keywords: *Digital age, digital wellness, Gen Alpha, MIL parenting, webisode*

Introduction

Many studies have been conducted in the past about the twentieth-century generations, particularly among Millennials and Generation Z, relative to their media content consumption behavior and utilization of online resources for education and entertainment purposes. Their successor, the first true generation of the twenty-first century, namely Generation Alpha, had already made their mark in a consumerism- and technology-driven world (Jha, 2020). Born in and after 2010, the eldest Gen Alpha is presently in their school years and behaving in a unique manner when it comes to digital tool utilization and social media use. It was found that by the age of two, they master touchscreens and easily navigate through various apps on smartphones, which their predecessors took years to learn (Turk, 2017), earning them the labels of *generation glass*, *screenagers*, *digital natives*, and *connected or wired generation* (Tootell et al., 2014; Williams, 2015).

Logged on and linked up with lots of screen time, the children of Gen Alpha have discovered more and more of life in a 24/7 diet of TikTok, YouTube videos, Zoom meetups, Netflix or Amazon Prime, and social networking sites. While they are mastering technology, which is promising or

threatening to be the last frontier of human evolution, the kids are also in danger of even shorter attention spans, impaired eyesight, arrested social development, and the tendency to be more selfish and given to instant gratification, especially as a large percentage of 2.5 million Gen Alpha members who are born every week around the world are likely being raised in one-child families and single-parent households (Manila Bulletin, 2021). Consequently, one of the most common parenting challenges in contemporary society is dealing with Gen Alpha's addiction to cellphones and other gadgets. Most parents cannot make head or tail of what keeps their children glued to screens. (Enang, 2022) Moreover, while this generation benefits from technological advancements in health, it could also suffer from the effects of a more sedentary lifestyle. More than 50 percent of Gen Z is predicted to be overweight or obese by the time they reach adulthood in 2027 (Tan-Zubiri, 2020).

On the subject of parental roles, in 2007, the World Health Organization (WHO) developed a framework that examines key dimensions of parenting or parental roles that positively affect adolescent well-being: connection, behavior control, respect for individuality, modelling appropriate behavior, and provision and protection (WHO, 2007). Parental roles can be easily applied to all situations and environments, including children's digital world.

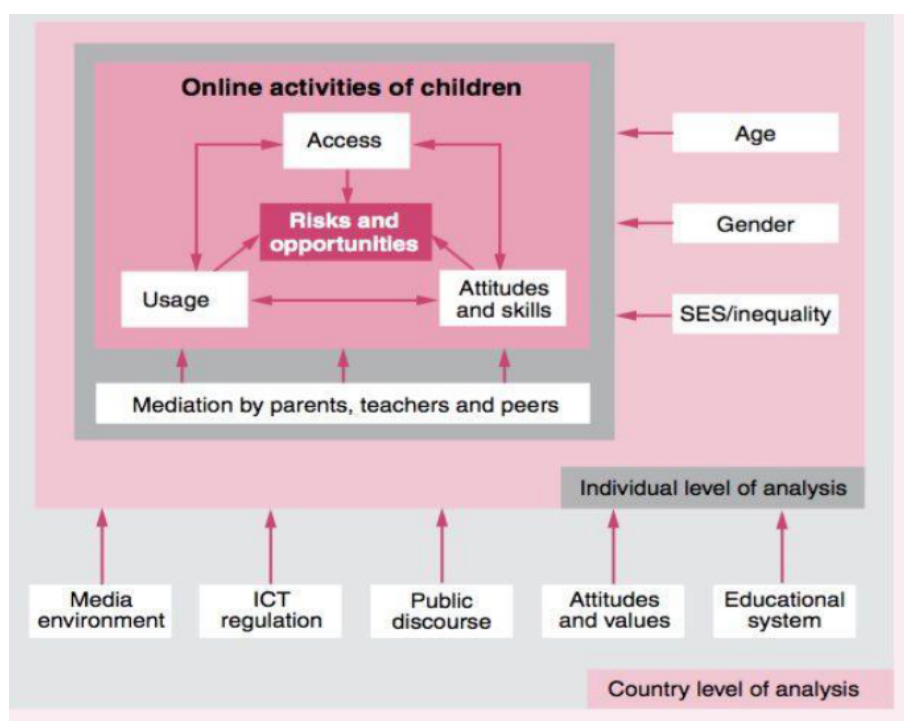


Figure 1. Analytic framework of Risks and Opportunities (EU Kids Online, 2014)

The theoretical foundation of this study relies on the Analytic Framework of Risks and Opportunities developed by EU Kids Online (2014), which conceptualizes children's digital engagement through a multi-layered model. This framework emphasizes that online activities yield both potential benefits and risks are influenced directly by a child's access, usage patterns, attitudes,

and digital skills, all of which are continuously negotiated through parental, peer, and teacher mediation. Grounding the investigation in this paradigm allows for a balanced analysis of how Filipino Generation Alpha children experience digital platforms, demonstrating that risks and opportunities do not occur in isolation but are mediated by immediate interpersonal influences and broader contextual environments. Recent scholarly work continues to validate this approach, underscoring that parental active mediation serves as a crucial mechanism to mitigate online harm while enabling educational and developmental opportunities (Youssef et al., 2025).

With reference to interpersonal dynamics and social context, the model reveals the central role of parental mediation in shaping a child's digital ecosystem. The framework illustrates how socio-demographic factors—such as parental age, employment conditions, and socioeconomic status—intersect with broader macro-level variables, including public discourse and educational infrastructure. Within the context of Filipino households, parents often struggle to maintain active oversight due to work demands and limited digital literacy, relying on restrictive measures or device reliance as pacifiers. Integrating the risk-opportunity framework illustrates that effective MIL parenting requires shifting from purely restrictive practices toward active, enabling strategies that foster digital resilience, critical thinking, and healthy online habits within the home environment.

The framework describes risks and opportunities resulting from a nested set of factors. The most immediate factors are whether the child has access to the internet, how much he/she uses it, and what attitudes and skills he/she has. These three factors are mediated by parents, teachers, and peers who exert some control on the child's internet use. Less immediate factors affecting cyber risk and opportunity, but important nonetheless, are the profile of the child in terms of age, gender, socioeconomic status, and others. Beyond these personal factors lie the community and society at large. Media laws and regulations, public debates, community values, and the education system all influence the nature and amount of risk and opportunity that a child may encounter online, and even the way he/she may respond to them.

In the Philippines, Gen Alpha children (ages 3-10) have started using digital tools extensively both for education and entertainment, especially during the COVID-19 pandemic. Locked down, schooled online, and conditioned to adapt to an isolationist world, they had no choice but to spend their growing-up years in the milieu of virtual experiences, with their gadgets serving as their schoolmasters, tour guides, babysitters, and even playmates (Manila Bulletin, 2021).

In order to help parents deal with these challenges, some organizations, such as the Philippine Association for Media and Information Literacy (PAMIL) in collaboration with the Communication Foundation for Asia (CFA), spearheaded webinars targeting parents to equip them with proper approaches in dealing with their children through their MIL Parenting Webisode. Their first webisode, which has reached out to many Filipino parents, was launched on July 16, 2022. It was affirmed that Millennials parenting Alpha Gen children are assuming the role of parents with the same level of planning, purpose, and professionalism as they would approach their next career move, and highlights a generational shift in the parenting approach from “do as I do” to “fix what we did” (Gilmour, 2023). But since Alpha Gen children are unique and distinct from Millennials, this becomes a challenge for them.

The “MIL Parenting” Webisode by PAMIL and CFA (MIL Webiserye, 2022) commences with explanations on parental mediation for their children's use of social media, followed by a discussion of

challenges and strategies recommended for parents to regulate and monitor their children's online activities. Parental mediation of media involves the interactions parents have with their children about media use (Nathanson 2001). It also discussed practical tips for guiding children to develop independent and critical thinking about media content and information. Lastly, it also focused on the role of parents and guardians in guiding their children on the use of digital platforms and social media.

The seven aspects discussed in the webisode are 1) the amount of time consumed by the child for social media use; 2) how the child views social media friendships; 3) how the parents assess the socio-emotional skills of their child; 4) the online attitudes and behavior of the child; 5) how the health of the child is in relation to his/her social media use; 6) what the effects of gadgets are on the brain development of toddlers; and 7) whether there is a need for their child to use social media.

Relative to the frameworks discussed on both parental roles and online activities of children, the study is geared towards the exploratory discovery of the challenges and strategies of Filipino parents on the social media use of their Gen Alpha children. Determining parents' learnings and realizations in handling the challenges and issues they experience, particularly in the digital wellness aspect of their kids, is essential in improving their parenting strategies.

Methodology

Research Design

The study focuses on the challenges experienced by Filipino parents in the social media use of their Gen Alpha children and the strategies they are employing based on their learnings from the MIL parenting webisode of PAMIL and CFA. The researcher employed a qualitative technique to achieve the study's objectives, a type of social inquiry that involves the conduct of interviews or focus groups to learn about people's attitudes, behaviors, and experiences. The needed data were obtained through in-depth interviews from seven (7) Filipino parents— composed of two (2) fathers and five (5) mothers serving as participants. All of the participants watched the webisode on MIL Parenting and provided inputs pertaining to their realizations and learnings.

Respondents of the Study

In acquiring the needed participants, the researcher, through colleagues and students, invited parents with Alpha Gen Children to watch the MIL Parenting webisode. From among these parents, seven key informants agreed to serve as key informants, as they were interested and willing to share their learnings. These parents also have interesting profiles. All of them are Millennials, currently between 25 and 40 years old. The youngest parent is 26 years old, while the oldest is 36 years old.

Six of the parents are based in Metro Manila, and one is from Bulacan province. Four of the parents are employed locally, with one mother on a work-from-home arrangement. One parent is a businessman, one parent is a student, and one parent is a plain housewife.

Six of the parents are married while one is a single parent. All of them have Alpha Gen children, with the youngest at age 2 and the oldest at age 10. Six of the parents are mothers, and two are fathers.

Data Gathering Procedure

The researcher used an interview guide for the in-depth interview, which was the primary data generation method of the study. The first part of the interview guide focuses on the socio-demographic and work profile of the participants. The second part focused on their basic knowledge of MIL, including its definition and concept. The third part deals with the challenges that they have been experiencing in parenting their Alpha Gen children in terms of gadgets and devices and social media use. Finally, the fourth part focuses on their learnings from the MIL Parenting Webisode relative to the strategies that they are using to nurture their kids. The researcher used both audio recording and Zoom recording for the interviews with permission from the participants. The researcher transcribed the interviews based on the recorded audio.

For the data analysis, the researcher made use of the seven phases of analytic procedures or data analysis as discussed by Marshall and Rossman (2011) to reduce data, allow for interpretation, and find meaning in the words and statements of the participants. The seven phases include organizing the data, immersing in the data, generating themes and categories, coding the data, offering interpretation, and writing the report.

As Marshall and Rossman described, reading and rereading, and reading through the data many times compels the researcher to be connected and intimate with the data gathered. In order to organize all significant information gathered from key informants, a summary of notes through MS Excel is created as an easy reference to the original data as needed. As expected, themes emerge for each of the research questions. Participants were not forced or coerced to participate in the study, but in order to protect their identities, code names were assigned per participating parent during data processing (P1 to P7).

Results and Discussions

The primary research question for this study is on the challenges that parents have been experiencing in parenting their Alpha Gen children in terms of gadgets and devices and social media use. In the webisode, this was called “MIL Parenting.” The primary themes that emerged from the data analysis are as follows:

Theme 1: Parents have little understanding of Media and Information Literacy (MIL) and MIL parenting, and they are grateful for the learnings and insights gained in the webisode.

Parents admitted that they are not familiar with the concepts of MIL but recognize that it is important, especially in coping with the trends of the digital age. They are also not familiar with the principles of MIL parenting, which is the reason why they are appreciative of all the learnings and insights they have gained in the webisode. Most of them even took notes and mentioned that they do not know how to regulate the social media use of their Alpha Gen kids and are also unaware of the harms that it could pose, particularly screen dependency disorder and impediments in brain development. They also confessed that they, most of the time, get hooked on social media and are not setting good examples for their Alpha Gen kids.

P1 – I learned that in MIL parenting, in order for a parent to guide and educate his or her children effectively in the use of social media, he or she should be media and information literate as well and be a good role model to them.

P3 – I am thankful to the webisode because the learning that had an impact on me on MIL and MIL parenting is the term “life-long learning skills” and how it becomes necessary nowadays to cope up with trends in this digital world....it only takes one tap

and our children can virtually visit the other side of the world... we have come so far when it comes to communication technology.

Theme 2: Parents, due to little understanding of MIL and MIL parenting, also admitted to having committed inappropriate actions over their Alpha Gen children.

Parents admitted that they are guilty of actually putting gadgets and devices into the hands of their Alpha Gen children so that they will not be disturbed from their online work at home and domestic chores. In the case of parents who are both working, they hardly have time to monitor the social media consumption behavior of their kids. They also admitted to not being good examples, as they too spend too much time with their gadgets and devices and are likewise enticed by entertaining media content offered by various social media platforms. Another parent confessed that she is guilty of giving in to the tantrums of her child and treats the gadget as a form of pacifier.

P5 – Because I and my wife are both working, we would often leave our daughter to a relative together with her gadgets so she would just stay in one place...but we don't have the time and opportunity to monitor her social media use.

P6 – During the pandemic when I was too busy working from home, the best way for me to be left undisturbed by my kids was to keep them busy also...this is why I allowed them to use their gadgets and watch their stuff in the social media for as long as I am working too...I am guilty of using these gadgets as a form of pacifier for them so I would be left undisturbed...

P7 – I am also guilty spending too much time over my gadgets....at first, I will just browse over the social media and later realize that I have already spent two to three hours watching...

Theme 3: Parents have common challenges and concerns about their Alpha Gen kids when it comes to the use of social media.

Sub-theme 1: Alpha Gen children are heavily engaged in social media but lack physical socialization

As described by the millennial parents, generations ago, including theirs, the usual problem with children was that they were always outside the house playing, and it was difficult for them to keep the kids at home, especially during their free time in the morning and afternoon. Ironically, parents admitted that Alpha Gen children are always at home, but their attention is always on the screens of their gadgets and devices, watching stuff and heavily engaged in social media platforms such as Tiktok, Youtube, Facebook, and the like. Worsened by the pandemic, they have been used to staying inside the house with prolonged screen time and seldom go out to play with friends. And when they do play, they like bringing around their gadgets just the same to talk about their preferred media content on social media. In addition to this, kids would prefer holding their gadgets rather than talking and bonding with their parents and family members, unless parents would make the move. Even at mealtimes, parents had to require them to put down their gadgets in order to interact and spend quality time with their loved ones.

P5 – *Whenever my daughter is holding her gadget, her focus is fully fixed on the screen and does not hear what I am saying. The social media steals away our bonding moments and the only solution is to require her to put it down first... She also does not want to play with other children anymore.*

Sub-theme 2: Alpha Gen children's physical health are at risk if their social media use is left unregulated

Eye health is a major physical health concern, as attested by parents due to prolonged use of devices. Eyeglasses have become a major commodity now among children due to high levels of screen exposure. One parent is very appreciative of the learning in the webisode that prolonged exposure to media devices causes impediments in a child's brain development. One of the mother participants admitted that during bottle feeding, milk is often unconsumed, especially when the toddler is holding her mobile phone engrossed in CoComelon. Moreover, kids have to be summoned for mealtime and put down their gadgets while eating. Another mother admitted having a hard time putting her daughter to sleep at night because the child refuses to surrender the gadget and begs for more viewing time.

P3 – *I notice that every time my daughter watches her favorite social media stuff, after a few hours, she would often blink her eyes and complain...this is when I decided to limit her gadget use for her eye health.*

P4 – *My son, during bottle feeding, often stops and forgets to consume his milk when watching CoComelon and other Youtube favorites...*

P7 – *It is now harder to establish good sleeping habits for my daughter because she would often argue and beg for more viewing time for her social media stuff.*

Sub-theme 3: Alpha Gen children's mental health and psychological well-being are at risk if their social media use is left unregulated.

According to parents, they see their kids imitating what they have watched in their favorite shows on social media. This leads them to conclude that inappropriate media content can affect the mental health and psychological well-being of their children. Moreover, one mother stressed that their children do not know how to fact-check yet and are usually very trusting when it comes to information fed to them. It is good, though, that her child usually asks her if information she picked up on social media is true or just a hoax. One parent admitted that she thought heavy exposure to social media would lead her child to become more articulate and develop good speech in English. She said she did not know that prolonged social media exposure for more than two hours can hinder their ability to focus and shorten the attention span of the child. This was attested by one of the mothers, affirming that due to prolonged exposure to social media, she noticed that her kids became more irritable and inattentive to her.

One father narrated how her daughter threw tantrums at him when she tried to take the gadget from her hand. Another issue brought up was the anxiety caused by cyberbullying on social media. Due to the interactive nature of various social media platforms such as TikTok and Facebook, kids often receive hurtful comments and are exposed to inappropriate language. Finally, a mother employed in a work-from-home arrangement confessed that the effect gadgets had on her children was delayed speech. They were heavily exposed to social media as early as they were toddlers because she used them as a means to pacify them and keep them from disturbing her from work.

P2 – *My daughter who was fond of watching a vlog over the social media titled "Diana and Roma" imitated Roma who would often complain about errands at home... she did exactly the same thing to me....so I talked to her and told her to stop viewing the vlog.*

P1 – *I am glad that my daughter would often ask me if the information she picked up from the social media is true or not. This means that I, as her mother should also know the right answer...*

P3 – *I was alarmed because I noticed that when I talked to her, while holding her gadget, she is not listening, she doesn't care what I say and she ignores me. And every time I try to grab the gadget from her hand, she would throw tantrums at me and would not stop crying.*

P6 – *My children were heavily exposed to gadgets and I saw that the effect on them was delayed speech. When I enrolled my 4-year-old child to kindergarten, I had to tell the teacher that he doesn't talk yet and he has to be taught to speak...*

Theme 4: Parents agree that they need to improve their strategies in handling the digital wellness of their Alpha Gen children and the webisode has helped them in this aspect.

Sub-theme 1: Alpha Gen children's social media has to be limited and controlled

Parents agree that it remains a challenge now for them to break social media consumption habits that their children have developed. But they are thankful for the webisode learnings because they also realized that there are ways to carry this out. Getting the kids' trust and explaining to them what could be good or bad for them is very important. Teaching them to become responsible digital citizens as early as possible is essential, considering that before two (2) years of age, children are still developing cognitive, language, sensorimotor, and social-emotional skills, which require hands-on exploration and social interaction with parents or trusted caregivers for successful maturation (Barr, 2013). Parents also agree that they need to manage their own schedules so that they can spend more time with their kids and explain to them the restrictions imposed on them. In doing all this, parents themselves should also be good role models and exemplify self-regulation when it comes to social media engagement.

P1 – *We have to teach our kids to trust us so that they would not hesitate to share to us what they are experiencing over the social media and would refrain from hiding things that we need to know about them.....we also need to devote more time for them, to make them understand why we need to restrict their use of the social media...*

P7 – *I do not know how to limit the screen time of my daughter but thanks to the webisode that now I know what to do....*

Theme 5: Parents agree that instead of relying on gadgets and social media as a form of recreation for their children, they should also consider investing on Arts, Music, Sports and other extra-curricular activities, which will make their children more productive and even socially and mentally healthy.

Parents expressed their appreciation for the "PAMIL Parenting" webisode for making them realize that buying their kids gadgets such as tablets, mobile phones, and laptops so that they can watch their favorite stuff via social media is not the healthiest form of recreation available. They realized that talent enrichment through Music and Arts is a great alternative. Crayons, paint, and art materials are a lot cheaper, and Art or Music tutorials are also just as affordable. Sports, depending on the inclination of the child, is also a very healthy form of recreation for their children. Playing and tending to pets also lessen their screen time and help them become more responsible.

P1 – *I consider enrolling my kids now in music education such as guitar lessons for healthy recreation.*

P4 – I agree with the suggestions in the webisode because I too, have been buying art materials for my son such as coloring books, crayons and also other toys that he shares playing with other kids.

P6 – In response to the webisode recommendation, I enrolled my son in a basketball clinic nearby to limit his screen time with his tablet. Meanwhile, I bought the other son of mine who loved drawing a sketch pad to keep him busy. The youngest, I acquired pet puppies to lessen screen time and to train him to be responsible.

P7 – Based on the insights I have gained from the webisode, I now consider enrolling my daughter in summer fast food crew workshops where they are trained to socialize and become more responsible.

Theme 6: Parents should know how to control the feature settings of the social media apps accessed by their kids to avoid exposure to inappropriate content.

One father, who works as a web administrator for a BPO solutions company, explained how the parenting option on mobile phones works. This prevents the child from accessing content meant for adults or inappropriate for the age of the child. Every parent should be guided as to how to use this setting as this would prevent their child from exposure to harmful media content.

P5 – There is a parenting option in our mobile phones that we should learn to use so that we can prevent our children from accessing adult content online.

Theme 7: Parents acknowledge that the school of their children play a big part in helping them to hone their Alpha Gen children to become more responsible digital citizens

Parents explained that the teachers of their children help much in educating them to become more responsible digital citizens. Instead of overspending time on social media with their entertainment stuff, kids are redirected to using their time wisely online through educational projects and learning activities that improve their knowledge and skills. Keeping them busy with assignments, workshops, talent festivals, sports and physical education activities, and other co-curricular engagements averts them from counterproductive social media use. Moreover, media and information literacy promotion in early education also plays a key role in inculcating values towards cyber wellness and cyber safety.

P4 – It's a good thing for the teachers of our kids to keep them busy while enjoying learning. This will make it easier for us to limit their time for their social media entertainment stuff...at times the children are more attentive and fearful of the requirements of their teachers and they tend to follow them with no complaints and tantrums.

Theme 8: Parents should also take time to play with their Gen Alpha children to connect with them socially and emotionally thereby earning their trust and obeying their instructions

Parents agree that part of bonding with the children, especially ages 1 to 10 years old, is to play with them. They admitted that they also need to find time to take them to malls or parks. These moments are very precious to growing kids, and when they feel that they are well cared for and secure with their parents' love and affection, they obey instructions and do what is right. Gadgets should not become surrogate parents because the real ones are too busy for them. Parents have pledged to devote more quality time to their kids upon realizing how important their roles are, especially in MIL parenting.

P4 – When spending time with my son, I will ask him to put down the gadget so we could play his favorite games at home.

P5 – Both I and my wife are busy at work but we have talked about devoting quality time for our daughter by way of taking turns and managing our schedules.

P7 - During my day offs I will make sure to bring along my daughter to the mall, park or even when I am going to the market place...this way she will be in touch more with real environment as we spend time together...

Theme 9: Parents should not totally eliminate the use of social media and gadgets on the part of their Alpha Gen kids because they are also beneficial.

Used especially in school and online learning, parents believe that gadgets and social media use should not be totally eliminated. However, monitoring is required because when left unattended, the children are usually wandering from schoolwork to games and other forms of entertainment. During the pandemic, online classes were required, and social media was also utilized by teachers for assignments and homework. As discussed in the Analytic Framework of Risks and Opportunities (EU Kids Online, 2014), there are opportunities and not just risks in the online activities of kids. For young children, active parental mediation can influence their comprehension of media, learning, and language exposure. When parents ask questions and scaffold interactions during media use, children as young as 3 can learn from videos and transfer learning to other settings (Collier et.al. 2016). Thus, through monitoring and mediation, social media use can also be beneficial.

P6 – I don't think it would be ideal to eliminate social media use for my kids because they are also using them in school...what is needed is monitoring, to make sure that they do not stray from the right purpose for such...

Theme 10: Parents recommend a widescale MIL Parenting campaign so that Alpha Gen kids would be guided well when it comes to gadget and social media use and families would benefit from the learnings.

Parents are thankful for the learnings they have picked up from the MIL Parenting webisode and recommend more educational opportunities like this among Filipino parents. They believe that just like them, there are many other parents who need correction on their erroneous parenting attitudes and practices. As they have admitted that there are things they thought were right but discovered to be wrong notions about their children's exposure to social media, they are sure that others are committing the same mistakes. The webisode also served as a wake-up call for them to be good role models to their Alpha Gen children, as they too were guilty of overusing social media for their own gratification. Parents are also worried to see their friends allowing their children to set up Facebook accounts for themselves despite their age. In fact, some of them are guilty of setting up the account themselves for their children, not realizing the consequences that these may bring. Thus, media and information literacy among parents is a must.

P6 – It served as a wake up call for me and I am sure that other parents need this kind of education too...

P5 – I am not happy to see friends setting up facebook accounts for their kids. I think this is not good because FB is for adults and may lead their children to get exposed to inappropriate content. I believe they need to be educated too.

Conclusions

Millennial parents who served as participants in this study have a need for "MIL Parenting" learnings, and all of them are grateful for having received significant insights and guidance in the PAMIL-CFA webisode in handling and guiding their Alpha Gen children in terms of social media use.

They have heard of the term “Media and Information Literacy” before, but admittedly, they needed a deeper understanding of its concepts and components.

Because of a lack of understanding, parents have committed erroneous parenting practices that were not helpful to the online behavior of their children, especially in handling gadgets and consumption of social media content. They do not know how to limit the screen time of their kids, and they too are not serving as role models since they do not limit their social media use as well. The children would often ask the parents if information seen on social media is true or not, but parents are also unsure of their answers because they do not know how to fact-check online. The digital safety and wellness of Alpha Gen children are therefore compromised unless the parents receive guidance and learning in this aspect.

The challenges that the parents have long been experiencing were all affirmed in the webisode. Their children are heavily engaged on social media, lacking physical socialization. Alpha Gen children are always at home, but their attention is always on the screen of their gadgets and devices, heavily engaged in social media platforms such as Tiktok, Youtube, Facebook, and the likes. Worsened by the pandemic, they have been used to staying inside the house with prolonged screen time and seldom go out to play with friends. Parents on a work-from-home arrangement prefer putting gadgets in the hands of their kids so that they will not be disturbed.

The physical, social, and mental health of Alpha Gen children are at risk because their social media use is left unregulated. Eye health, screen dependency disorder, delayed speech, sleeplessness, and malnutrition due to skipping meals are the most common physical health threats. Meanwhile, exposure to inappropriate content, which causes attitude and behavioral problems; cyberbullying; attention deficit; lack of focus; irritability; and impediments in brain development, were all manifestations of social and mental health concerns.

There is a need to improve the strategies of parents in handling the digital wellness of their Alpha Gen children, and the webisode has helped them in this aspect. First among these is the need to limit the screen time of their children while providing healthy alternatives for recreation such as music, arts, sports activities, and tending to pets. Parents should also know how to control the settings of the gadgets they allow their kids to use to prevent exposure to inappropriate content. Aside from spending quality time with their kids for play and emotional connection, partnering with the schools of their children is also a good intervention since teachers fulfill a significant role in helping them hone their kids to become more responsible digital citizens.

Based on the findings of this study, the researcher recommends a more intensified campaign on “MIL Parenting” for Filipino parents. This can be done at the community (barangay) level in partnership with various organizations advocating media and information literacy. Communication schools offering MIL subject courses may also conduct extension projects in partnership with adopted communities to conduct MIL Parenting seminars and mentoring projects. The Department of Education (DepEd) may also encourage projects like these among schools, particularly handled by parent-teacher associations. Studies pertaining MIL training needs of parents across various demographics are much needed and recommended. Faith-based organizations can also help in furthering this advocacy by conducting webinars, online fora, counselling, parent-mentoring programs, and campaign projects.

Project proponents may consider developing campaign resources for “MIL Parenting” learning activities. Aside from using the WHO 2007 framework on parental roles applied to children’s digital world, resources on cyber wellness and cyber safety for children developed by various educational institutions and non-government organizations (NGOs) may also be utilized.

More research in digital parenting is also recommended. Studies relative to this topic are needed to understand how parenting behaviors connect to parental mediation of various types of

digital media, especially at different child ages (Doty & Dworkin, 2014) and also among adolescents and teenagers.

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