

Mladá veda

Young Science



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MEDZINÁRODNÝ VEDECKÝ ČASOPIS MLADÁ VEDA / YOUNG SCIENCE

Číslo 5, ročník 14., vydané v septembri 2026

ISSN 1339-3189, EV 167/23/EPP

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Fotografia na obálke: Pohorie Čergov. © Branislav A. Švorc, foto.branisko.at

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v spolupráci s vydavateľstvom UNIVERSUM-EU, spol. s r. o.

PARENTS' MOTIVES FOR PROVIDING DIGITAL DEVICES TO YOUNGER SCHOOL-AGE CHILDREN

MOTÍVY RODIČOV K SPROSTREDKOVANIU DIGITÁLNYH ZARIADENÍ DEŤOM MLADŠIEHO ŠKOLSKÉHO VEKU

Annamária Šimšíková¹

Annamária Šimšíková deals with the risky behaviour of children and youth surrounding the online environment. In theoretical and empirical studies, she has dealt with topics such as the behaviour of Generation Z related to electronic media and socio-emotional well-being, and extreme social withdrawal. She focuses on media literacy, family-school cooperation and pro-social education.

Annamária Šimšíková sa zaoberá rizikovým správaním detí a mládeže v online prostredí. V teoretických a empirických štúdiách sa venovala témam ako správanie Generácie Z vo vzťahu k elektronickým médiám a socio-emocionálnej pohode, ako aj extrémnemu sociálnemu stiahnutiu. Zameriava sa na mediálnu gramotnosť, spoluprácu rodiny a školy a prosociálnu výchovu.

Abstract

The empirical study deals with the issue of digital devices in families in the Slovak Republic. The aim was to determine the role of digital devices in families with children of younger school age in the Slovak Republic; we specifically focused on the motives of parents for providing digital devices to their offspring. As part of the qualitative empirical research, we used the semi-structured interview method, and the collection of data took place from October 2025 to March 2026. The research was attended by 415 parents of children of younger school age from all regions in the Slovak Republic aged 20-60 years (M=39 years). We carried out the processing of meanings through the Atlas.ti program. The motives for the mediation of digital devices to children by their parents are narrative, cognitive, emotional regulation, and physical and psychological balance. The motives are supported by the environment.

Keywords: younger school-age children, digital devices (IT), narrative, regulation, family, environment

Abstrakt

Empirická štúdia sa venuje problematike digitálnych zariadení v rodinách v Slovenskej

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republike. Cieľom bolo zistiť úlohu digitálnych zariadení v rodinách s deťmi mladšieho školského veku v Slovenskej republike, špecificky sme sa zamerali na motívy rodičov k sprostredkovaniu digitálnych zariadení potomkom. V rámci empirického výskumu kvalitatívneho charakteru sme využili metódu zberu pološtruktúrované interview, zber významov prebiehal od októbra 2025 do marca 2026. Výskumu sa zúčastnilo 415 rodičov detí mladšieho školského veku zo všetkých regiónov v Slovenskej republike vo veku 20-60 rokov, (M=39 rokov). Spracovanie významov sme realizovali cez program Atlas.ti. Motívy sprostredkovania digitálnych zariadení deťom ich rodičmi predstavujú naratíva, poznanie, emocionálna regulácia a fyzický a psychický balans. Motívy sú podporené prostredím.

Kľúčové slová: deti mladšieho školského veku, digitálne zariadenia (IT), naratíva, regulácia, rodina, prostredie

Introduction

The family is part of a broader ecological system, as described by Bronfenbrenner's ecological theory (1979), which encompasses interconnected and mutually influential systems-the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. This is supplemented by a technical subsystem consisting of digital devices (Johnsons & Puplampu, 2008). Throughout the text, we refer to digital devices by the abbreviation IT (Information Technology); they represent a significant factor influencing the family.

Digital culture is becoming an integral part of everyday experiences (Morgade, Aliagas & Poveda, 2019). We draw on domestication theory, according to which ITs influence the behaviour of family members and their daily routines. In the family environment, children engage in IT-mediated activities from an early age, gradually forming attitudes toward digital culture. Today, it is no longer possible to isolate oneself from the stimuli of the digital environment, even within the family setting. *“Man is limited transcendence; he is being-in-the-world and being-with-others (people). His structure encompasses relationships with the world that surrounds him”* (Heidegger in Leščinský, 2013, p. 390).

IT can pose a risk to families. The use of IT also leads to a shift in the amount of time spent together as a family and reduced satisfaction with family life. Non-family-oriented use of mobile devices leads to a “crowding-out effect” on family relationships (Mesch, 2006). Jablonský and Siváková (2010, p. 58) have already pointed out the emerging risks, noting that *“The introduction of mass media and computer technology into the family reduces the time spent on mutual communication... Means of social transmission often produce patterns that lead to the disintegration of values.”* Most (mobile) media use takes place at home. Mobile devices can cause children and parents to become disconnected from family members (Stafford & Hillyer, 2012). Media use leads to a decline in social activities, mostly within the family context. The most pronounced “crowding-out effect” occurs in the time spent by (pre)adolescent children with their parents (Chesley & Johnson, 2014). Meeus et al. (2020), in a study of families with children (M = 10.9 years), found an indirect positive relationship between the use of family-oriented IT and feelings of satisfaction with family life, as proper regulation of such use allows for more time to be spent with the family.

Core

Research Problem: Digital devices in families with children of early school age in the Slovak Republic. The research objective is to determine the role of digital devices in families with children of early school age in the Slovak Republic. Among several research questions, we addressed RQ1: *What are parents' motivations for providing digital devices to children of early school age?* We conducted qualitative empirical research. The main method for data collection was semi-structured interviews with parents of children of early school age. The interviews focused on the topic of parents providing digital devices to their children of primary school age. Data collection took place between October 2025 and March 2026. The research was carried out as part of the internal project ROTZA I (internal project number KU: IG-2024-08-PD), which took place from 12/ 2024 to 6/2026 under the auspices of the Catholic University in Ružomberok, Slovakia. The ethical aspects regarding the use of grant data are also covered under ethical approval 02247/2026RE issued on 10.7.2026.

The methods used to analyse the data included content analysis, open coding, axial coding, and selective coding. The analysis of data from 415 interviews was conducted using the Atlas.ti.9 software. A total of 89 codes were created and analysed, from which 8 main categories were abstracted: digital devices (IT), content, environment, narrative, cognition, emotional regulation, mental and physical balance, and safe use of IT. The main central category is the mediation of IT. With regard to RQ1, we analyse the selected categories. We interpret the findings using the card-laying technique.

Research Sample:

The study's population consisted of 416 parents. The selection criterion for respondents was: a parent of a child of early school age who is a citizen of the Slovak Republic. The final research sample consisted of 415 parents, including 136 pairs of parents (intact families) and 143 single parents (single-parent families). The respondents' ages ranged from 20 to 60 years ($M = 39$ years). The research sample represents the available pool of respondents from all regions of the Slovak Republic. In the findings, we present the respondents' statements together with the designation "P" for participant, followed by the participant's corresponding serial number.

Region	man	woman	Total
Žilinský	109	144	253
Prešovský	25	45	70
Košický	17	21	38
Nitriansky	7	7	14
Trenčiansky	7	7	14
Bratislavský	4	8	12
Banskobystrický	5	5	10
Trnavský	1	3	4
Total	175	240	415

Table 1 – Distribution of the research sample by region and gender

Source: Compiled by the author

Empirical Findings

Based on RQ1, we find that parents' motivation to introduce IT to their children is driven by narratives, knowledge, the child's emotional regulation, and mental and physical balance. These motivations are supported by the environment.

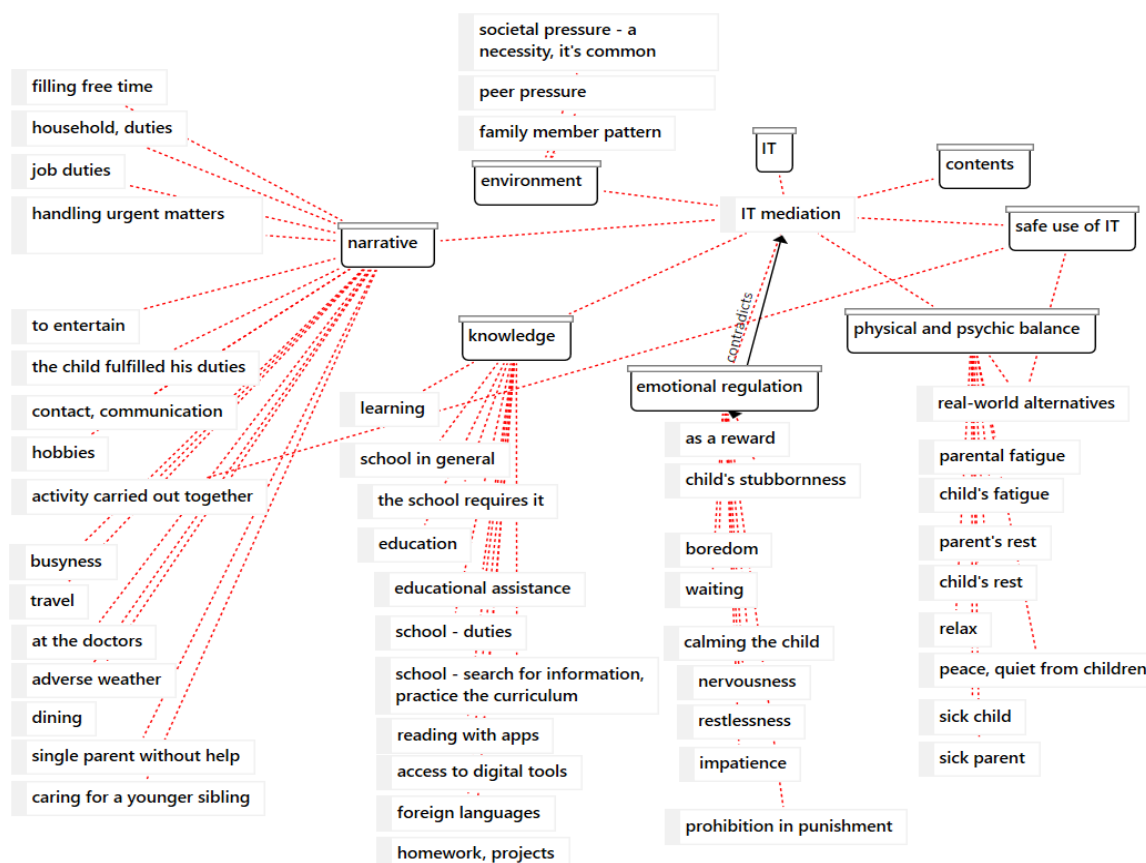


Figure 1 – Parents' motives for providing IT to younger school-age children

Source: Atlas.ti., own analysis

We provide a more detailed analysis. Parents' selection and introduction of IT to their children is supported by the environment; we outline the motives:

1. *Role models among family members*: Motivation is supported by the example set by the parent themselves, as well as by older siblings and cousins who already own such devices. “Older siblings have their own devices, so my wife and I are trying to manage this; our daughter sees it with her older siblings and wants one too” (P50). Sivrikova et al. (2021) specify that the use of IT is widespread among young children, and the presence of older siblings lowers the age at which children begin using digital technology. Older siblings represent a factor of parental control in introducing IT to younger siblings.

2. *The social influence of peer groups*: In the classroom setting, students form formal social groups, and starting in third grade, a class community begins to take shape (Štefanovič and Greisinger, 1987; In Gáborová & Porubčanová, 2016). At the same time, children of primary school age form and maintain informal social groups outside of school. Peer influence affects children's selection and use of IT. We find that

parents' motivations encompass the aforementioned circumstances, which also represent factors of their children's social well-being - interactions and social bonds, the dynamics of friendship, and a sense of belonging. They also take into account negative factors affecting well-being, such as social comparison, isolation, and even exclusion. We suggest that parents provide or purchase a smartphone for their child in an effort to prevent the child's segregation from the peer group and because classmates and friends already own one. Fernandez et al. (2025) identified similar motives: communication between children and their peers and the elimination of a child's feelings of exclusion and being left out of their peer group were cited by 23.76% of parents, while social pressure and the elimination of segregation from groups and teams were cited by 16.58% of parents. Auxier et al. (2025) found that 6% of parents of children under 12 purchase a IT for their child because their friends or classmates have one.

3. *Society Shaped by IT*: ITs are fully integrated into societal systems and accompany people throughout their lives from early childhood. Parents express the view that a child without a IT will not be able to advance and succeed in today's society. *"I see giving a child a cell phone or tablet as a necessary step in today's world, but one that comes with great responsibility"* (P325). We also find that parents view the digitisation of various areas of life as a natural development of society and defend their own stance in the name of the current trend. Šimšíková, Deutscherová (2025) highlight the complexity of integrating IT into families' daily lives as a result of societal pressure.

The use of IT takes place within the context of several narratives; we present a set of motives: The most prominent narrative involves filling free time: *"For us, the main motive would probably be something between filling free time and keeping the child entertained while the parent takes care of chores"* (P393). Gužíková and Mendelová (2024) note that families with children of early school age spend their free time using modern technologies.

The second most prominent narrative involves household chores and responsibilities: *"Most often, it's to keep them occupied while we have urgent tasks to do"* (P353). This also includes work-related responsibilities: *"When I needed to handle work matters while also keeping an eye on my daughter, the cell phone was a way to 'keep her occupied' and hold her attention for a few minutes"* (P33). Parents allow their children to use IT while they are at work or until they return home. In some cases, the motivation is to handle urgent matters: *"But we'll admit that when one of us is away and both children are at home and we have something urgent to do, we make bigger concessions"* (P339).

In conversations with parents about narratives, it is implicitly suggested that, when given the choice of how to involve their child in an activity, parents are more likely to choose to provide the child with IT than to involve the child in household chores. Excluding the child from household activities and responsibilities is justified by the argument that doing these tasks with the child is time-consuming, and that the parent can handle them more quickly alone, thereby gaining time to rest. Children are thus excluded from household activities such as maintaining the household and securing a livelihood-including grocery shopping, gardening, and other tasks. We observe that through this attitude, parents may deprive

children of the opportunity to develop self-care skills and habits related to household management. As a result, both children and parents lose out on suitable, accessible time and space for personal development in this area. White et al. (2018) have already confirmed that the regular participation of preschool-aged children in household chores is positively associated with the perception of a child's social, academic, and life skills. At the same time, we wish to highlight the fact that any replacement of opportunities and experiences for carrying out activities and achieving self-actualisation in a child's real-world environment-at the expense of the digital environment-shapes their perception of existential space and actual physical reality. According to Lythcott-Haims (2016), when children participate in household chores, they come to realise that they are doing the work of life in order to be part of life; there is a shift in perception from a self-centred focus to the perception of "being part of an ecosystem"-the family, and later the workplace.

Amid the daily routine and the rush to meet the family's needs, parents don't always have time to respond to every request and need to keep their child entertained: *"It's more of a practical necessity, because sometimes we need to keep the child entertained while we're doing chores or cleaning, or so that they can keep themselves occupied"* (P22). Varga & Topić (2022) also mention the motive of entertainment. Auxier et al. (2025) note that 25% of parents with children under 12 own a smartphone for entertainment purposes. We also find that entertainment itself serves as a motive. This essentially ties in with the motive of allowing children to use IT after finishing their chores: *"To pass the time and as a reward. Once they've finished their chores, they can use phone for a little while as a reward"* (P107).

A valid motive for parents to provide their child with a smartphone is communication and contact: *"He uses the phone to get around town when his after-school club ends and we can't make it in time"* (P245). According to Auxier et al. (2025), up to 73% of parents provide their children under the age of 12 with their own smartphone in order to stay in contact with their child, and 78% of parents do so to facilitate their child's contact with the world. The motive of communication across distant locations is cited by 19.55% of parents; they also want to ensure their child has the option to ask for help if needed. We also identify a motive related to getting around, which is linked to the motive of monitoring the child. *"When they have that phone, I feel more secure and know that they're safe and can reach out at any time"* (P40). This is consistent with Fernandez et al. (2025), who found that 20.54% of parents were motivated by a desire for parental control and monitoring of their child's whereabouts. In Aletta (2018; In Fábry Lucká et al., 2018) on responsibility as an attribute of a functional family, the authors recommend adopting a responsible approach based on mutual agreement regarding the child's movements and on mutual trust. Mobile devices should not be misused to track a child's movements 24 hours a day, 7 days a week.

In families, IT is also provided to children as a tool for pursuing their hobbies: *"...they could develop their interests and creativity"* (P246). This fulfils a higher need-self-actualisation. Using IT to engage in shared activities has proven to be beneficial: *"I think watching something together is completely different from when a child watches something alone; it makes sense because it's a shared experience. Television should be a complement to family time, not a substitute for it"* (P19). Meeus et al. (2020) encourage parents to harness the beneficial potential of devices and engage in shared activities that involve interaction with

their child, such as playing educational games together. However, we also point to a significant factor related to family members' time availability: busyness. Parents do not have time for their children or for planning activities: *"Exactly-to keep the child entertained while we're busy"* (P358). This is related to the structure of societal systems-a complex in which a number of negatively oriented protective factors interact.

Last but not least, we identified narratives in the set of motifs that relate to a child's ability to wait, such as travelling: *"on car trips, if they couldn't sit still"* (P388). Another example is a visit to the doctor: *"On rare occasions, I let her use her cell phone in the doctor's waiting room"* (P98). These are environments that children perceive as unstimulating and uninteresting, and which, according to parents, easily lead to boredom.

Parents also allow their children to use IT even when inclement weather limits opportunities for outdoor activities. *"I usually let him use it for longer when it rains all day, especially on weekends, and he starts to get bored"* (P369). Sigman (in Briggs, 2016) points out a potential negative trend of "videophilia"-a focus on sedentary activities associated with electronic media-and a shift away from "biophilia"-the desire to spend time in natural environments.

We also find that parents allow screen time during meals. *"Eating with a cell phone is also a problem; we try to address it, but we often eat with it too"* (P84). This is consistent with Wenhold and Harrison (2018), who documented the presence of TV during mealtimes in families. On the one hand, there are views that phone use during meals is common and is associated with sharing a positive moment with one's child (Lydecker, Dunford & Deierlein, 2026); on the other hand, IT poses a risk to the social sphere. Digital distraction leads to reduced communication, emotional alienation, and a loss of family culture. Murray (2025), citing a British study, indicates that 66% of children aged 8–16 would rather eat in front of the TV or computer than with a parent, and 51% report that they actively use digital devices while eating. 42% of parents report having trouble finding topics to discuss with children.

Family structure can also be a factor, and, like Šimšíková, Deutscherová (2025) finds that IT is provided to the child by a single parent. Due to his life circumstances, he is solely responsible for caring for the children and running the household. *"Since I'm a single mother, I usually come home tired from work, and on top of that I have to tidy up the house, so for the time being I give my child my cell phone"* (P72). Another factor may be caring for a younger sibling, where an increased need for parental care is naturally assumed: *"It wasn't until my younger daughter was born that the older one would always watch a fairy tale while her younger sister was falling asleep"* (P150).

Based on these findings, we conclude that digital devices are present in numerous aspects of family members' lives, have the capacity to replace significant family time, and interfere with household routines.

Parents' mediation of IT use and children's engagement with IT are related to all dimensions of personality-cognitive, emotional, and behavioural. From a methodological perspective, we agree with the recommendation by Harverson et al. (2025) regarding the measurement and interpretation of engagement with IT use across these dimensions. The cognitive dimension corresponds to the category of cognition we have identified; the

emotional dimension is identical to the category of emotional regulation; and under the behavioural dimension, we include the category of physical and mental balance.

Similar levels of engagement with the use of IT can be observed in families and in school settings. From a cognitive perspective, we find that IT is used to facilitate the acquisition of knowledge. This generally involves learning new information. A significant part of this involves the school environment and how IT is used to deliver educational content. Parents introduce IT to their children based on recommendations from the school. These are educational apps. *“The teaching process itself encourages-even instructs-children to search for online content as well. Smartbooks, Aa škola, Bez kriedy”* (P45). Kuru & Eryaman (2024) specified that parents allow their children to visit websites they believe are safe so that they can spend time on digital devices for educational purposes. We further find that digital devices serve as learning aids. Children use IT to complete school assignments, search for information, and review content. Varga & Topić (2022) similarly mention learning and information retrieval. We also find that IT is used to access specialised applications and tools. They are also used for learning a foreign language, completing homework, and working on projects. According to Auxier et al. (2025), 9% of parents of children aged 5–11 purchase a smartphone for their child specifically for the purpose of doing homework.

Parents’ use of IT as a reward is also linked to the child’s emotional regulation. Parents most often use IT as a reward for the child fulfilling their responsibilities. *“Like a digital pacifier, rewards for completing a task”* (P28). Here, it is important to highlight the potential risks of such rewards. Paradoxically, the reward is not merely the opportunity to use IT at that moment; IT itself is designed as a reward mechanism. For example, immediate rewards and the desire to win in a game enhance dopamine release in the child’s brain (Mikulcová, 2017), and the resulting sense of success and positive emotions encourage the player to continue playing (Serc, 2020). In general, the mechanism involving dopamine, adrenaline, and cortisol leads to repeated consumption of content, including content that is both frightening and fascinating (Šimšíková, 2025). This type of reward is addictive and leads to repeated seeking of this experience.

In connection with reward, we draw on the ideas of (Blinka et al., 2015; Spitzer, 2015; Kardaras, 2021) that through increased dopamine activation, the brain adapts to the situation, and long-term disruption of the reward system can lead to withdrawal symptoms, increasing tolerance, and negative reinforcement. The younger the users are, the more susceptible they are. This ties in with our next finding, which is a significant mediating factor in IT-the child’s stubbornness. Parents admit that their children “wear them down”. *“Sometimes it’s also her stubbornness, because she’s very headstrong and can get her way after a very long time”* (P284). *“When they’re screaming and I just can’t take it anymore”* (P316). Family relationships are disrupted, for example, by children’s manipulative behaviour, which manifests itself through lying, secret use of IT, and circumventing rules.

Emotional regulation develops through repeated real-world experiences, such as patient waiting, coping with disappointment and boredom, and resolving conflicts (Dhanji in Dawson, 2026). Current digital platforms are designed to keep children engaged and leave little room for quiet moments, boredom, or deep concentration (Dawson, 2026). We have identified the presence of boredom as a factor in families. *“A cell phone can fill time so that a*

child doesn't get bored or become restless. It's a tool for both parents and children" (P32). Varga & Topić (2022) similarly cite boredom as a motivator among children. In a review study, Camerini et al. (2023) report a strong association between internet use and boredom. Boredom can arise as a result of a lack of engagement in satisfying activities, the perception of a situation as pointless, monotonous, or meaningless, or the feeling that time is dragging; it may also be related to problems with concentration (Fahlman et al., 2011). However, boredom is particularly common during the pre-adolescent period (approximately ages 9–12), a time of change—a restructuring of the brain—during which non-functional connections die off, and new ones are formed. Positive correlations between boredom and creativity are reported by Mann & Cadman (2014) and Gasper & Middlewood (2014). The state of “*productive boredom*” is associated with creativity, problem-solving, and intrinsic motivation (Hilliar in Dawson, 2026).

Another factor related to the use of IT with children is waiting. An underdeveloped ability to wait is associated with other risks that parents inappropriately address by using IT—namely, the child's nervousness, restlessness, and impatience. Parents use IT to calm their child down. “*We bought him a tablet when he was little because he was very hyperactive. To calm him down, he would watch videos for kids, which really interested him, and he was able to sit still for at least 15 minutes*” (P401). Andina et al. (2026) confirmed the use of gadgets as a “shortcut” to soothe their children's emotions. The aforementioned manifestations of underdeveloped emotional regulation—restlessness, stubbornness, nervousness, and an inability to wait—may signal excessive behaviour related to IT use. The Dicastery for Promoting Integral Human Development (2026, p. 30) highlights the risk of “*excessive and compulsive use of the internet and texting*.” Parents confirm negative experiences with their children's excessive use of digital devices. “*She doesn't have a tablet because she's aggressive and exhibits withdrawal symptoms*” (P366). Parents acknowledge their own role in fostering their child's inappropriate behaviour, most often as a result of their leniency. According to parents, rehabilitation is a challenging process.

Children exhibit emotional dysregulation—screaming, crying, throwing themselves on the floor, aggression after the device is taken away, intense frustration, and conflicts with parents. “*When I take the device away from him, he gets really angry—he throws himself on the floor and screams*” (P84). “*...they tend to be more nervous... they get angry when we take the device away from them...*” (P1). According to Presta et al. (2024), long-term use of IT has a significant negative impact on children aged 2–12, leading to behavioural and social-emotional problems.

In light of these findings, we conclude that parents' use of IT to eliminate signs of underdeveloped emotional regulation in their children may be counterproductive to the healthy development of their personality. According to Hilliar In Dawson (2026), there is a risk of creating a cycle in which increased screen time predicts higher levels of emotional instability, and, conversely, emotionally dysregulated children turn to digital media as a coping mechanism that alleviates discomfort—which, over time, may actually reinforce emotional dependence.

In addition, withholding or delaying access to IT is used by parents as a form of punishment. “*There are days when I ban their devices, for example, when they bring home a*

note from school or do something inappropriate" (P286). On the other hand, withholding IT can be seen as a form of support and protection against the development of excessive behaviour.

People strive to maintain a balance between physical, mental, and spiritual health, which represents a safe framework for sustaining human life. Given the fast pace of modern life and exposure to environmental stimuli, maintaining homeostasis and balance is a challenge. Conscientious parents find a balance between exposing their children to IT and providing them with activities in the real world. *"My goal, however, is not to 'cut my child off,' but I always combine the use of devices with supervision and activities that support their development, communication, and physical activity"* (P95).

An interesting but negative finding is the use of IT to meet basic physiological needs. The most prominent motive for providing IT to children is parental fatigue, primarily after work hours. *"After a full day, we simply don't have the energy to constantly come up with activities and resolve arguments"* (P84). IT are provided to give parents a break from their children. Parents admit that they give their children devices so they can relax themselves, have a moment to themselves, or get a moment of peace and quiet away from the noise of the children. *"I give my child the device when I need a moment of silence"* (P242). Varga & Topić (2022) similarly cited relaxation and rest as motives for the use of IT among children and parents. Furthermore, our research reveals that, given their own need for rest, parents use digital devices to eliminate distractions from their children. *"Unfortunately, as you say, sometimes I give it (*the digital device) to my child just so I can have a moment of peace"* (P345). Here we find a negative correlation. *"When I'm too tired to play with him, I give him my phone. But sometimes it seems like he doesn't really want to play with me in the first place-he'd rather have the phone"* (P111). The Dicastery for Promoting Integral Human Development (2026, p. 46) highlights the risk of the internet disrupting family relationships and time spent together: *"The internet makes it increasingly challenging to set aside time to nurture relationships."* It also poses a risk by hindering the development of deep relationships (Dicastery for Promoting Integral Human Development, 2026).

Equally risky is the behaviour of a parent who gives a tired child a digital device so the child can rest. *"For them, it's a form of relaxation and an escape from all the responsibilities they have"* (P297). Parents also provide IT to their children even when they themselves are sick or when a child is sick. *"When someone is sick, we're more lenient; we let them use the tablet and play games for longer"* (P174). We view this strategy as counterproductive. Dhanji (in Dawson, 2026) notes that digital environments train the brain to expect a high level of stimulation. As a result of severe stimulation overload, the term "digital fatigue" is now being used (Dawson, 2026). At the same time, the reduction in periods of unstructured rest contributes to emotional fatigue (Dhanji in Dawson, 2026). It is questionable to what extent IT-the use of which itself requires energy from the user-supports the elimination of fatigue. The regeneration of the weakened human body exposed to IT is also questionable.

We therefore find that parents provide IT to children at a time when they are striving for their own regeneration of body, psyche, and soul, but thereby expose the child to risks directed at their mental and physical capacity.

Conclusion

Parents providing IT to children of early school age is a common way for parents to receive support and assistance with household management during both routine and stressful family situations. Household management is intertwined with the use of digital devices. Parents introduce IT based on cues from the child's immediate and broader social environment, within narratives aimed at knowledge acquisition. A risk arises when IT is introduced for the purpose of the child's emotional regulation, as well as for maintaining the physical and mental balance of family members. In light of these findings, we emphasise the need to educate parents about potential associated risks that may have a negative impact on interpersonal reactions, the child's competencies, and, ultimately, on family relationships and the overall well-being of family members within the family environment.

*This article was recommended for publication in the scientific journal Young Science by:
doc. PhDr. PaedDr. Miroslav Gejdoš, PhD.*

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Young Science

ISSN 1339-3189