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Qualitative Study on Repositioning Parental Digital Mediation for an Improved Early Childhood Learning Outcomes among Public Primary Schools in Oyo State, Nigeria

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Abstract

This paper examined parental digital mediation as a critical determinant of early childhood learning outcomes in selected public primary schools in Oyo State, Nigeria. Specifically, the study investigated the influence of parental digital mediation on early childhood learning outcomes, identified challenges affecting effective parental digital mediation and home-school collaboration, and proposed strategic measures for repositioning parental digital mediation as a sustainable framework for improving foundational learning outcomes among pupils. The study adopted a descriptive review approach and relied on relevant literature on early childhood education, parental digital mediation, and foundational learning outcomes. Empirical studies by educational researchers and stakeholders were also reviewed to establish the relationship between parental digital mediation and children's academic, emotional, and behavioural development. Findings revealed that the increasing integration of digital technologies into children's learning environments has transformed the role of parents from passive participants to active educational mediators responsible for regulating, guiding, and interpreting children's digital experiences. Effective parental digital mediation was found to enhance literacy development, numeracy skills, communication competence, and responsible technology use among children. However, challenges such as low parental digital literacy, poor home-school communication, poverty, and inadequate technological infrastructure hinder effective parental engagement. The paper concludes that parental digital mediation is an essential but underutilised factor in improving early childhood learning outcomes. It therefore recommends that government and educational stakeholders should organise regular digital literacy training programmes for parents, while schools should adopt digital communication platforms that encourage continuous parental involvement in children's learning and school improvement initiatives.

Keywords: Parental Digital Mediation, Early Childhood Education, Public Primary Schools.

Introduction

The rapid advancement of digital technologies has transformed virtually every aspect of human life, including the way children learn, communicate, and interact with their environments. In contemporary society, digital devices such as smartphones, tablets, computers, educational applications, and internet-enabled platforms have become integral components of children's daily experiences. Consequently, the educational landscape has undergone significant changes, particularly in early childhood education, where digital technologies increasingly shape learning opportunities both within and outside the classroom. While digital technologies offer substantial opportunities for enhancing learning, creativity, and communication, their educational value largely depends on how children engage with them and the extent to which parents provide guidance and supervision during their use. Early childhood education represents a critical stage in human development because it lays the foundation for future learning, behaviour, and overall well-being. During this period, children develop essential cognitive, linguistic, social, emotional, and motor skills that influence their lifelong educational trajectories. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2025), foundational learning begins in early childhood and encompasses literacy, numeracy, and socio-emotional competencies that serve as the building blocks for lifelong learning and successful participation in society. UNESCO further noted that children who fail to acquire foundational skills during their early years are more likely to experience learning difficulties,

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school dropout, and social exclusion later in life. Globally, educational policymakers and developmental agencies have increasingly recognized the importance of strengthening foundational learning outcomes among young learners. The United Nations Children's Fund (UNICEF, 2023) emphasizes that literacy, numeracy, communication, and socio-emotional competencies acquired during early childhood are essential for subsequent academic success and human capital development. Despite increased enrolment in basic education across many developing countries, evidence suggests that a significant proportion of children still fail to attain minimum proficiency levels in reading and mathematics, thereby undermining educational quality and sustainable development goals. In Nigeria, early childhood education occupies a strategic position within the educational system. The National Policy on Education recognizes Early Childhood Care and Development Education (ECCDE) as a fundamental stage for promoting holistic child development and facilitating smooth transition from home to formal schooling. However, despite policy commitments and educational reforms, many public primary schools continue to face challenges such as inadequate infrastructure, overcrowded classrooms, shortage of qualified teachers, poor funding, and weak parental involvement. These challenges have contributed to persistent deficiencies in literacy acquisition, numeracy competence, communication skills, and socio-emotional development among pupils. Among the numerous factors influencing children's educational outcomes, parental involvement has consistently emerged as a significant predictor of academic success. However, the digital transformation of learning environments has expanded parental responsibilities beyond traditional forms of educational support. Parents are increasingly required to regulate, monitor, interpret, and guide children's interactions with digital technologies. This evolving responsibility is commonly described as parental digital mediation. Parental digital mediation refers to the strategies and practices through which parents supervise, restrict, co-use, monitor, and actively guide children's engagement with digital media and technologies. Recent studies indicate that effective parental digital mediation contributes to positive educational outcomes by promoting responsible technology use, enhancing literacy development, strengthening cognitive engagement, and reducing exposure to harmful online content. The growing digitalisation of childhood has made parental digital mediation increasingly important. Research has shown that active parental mediation, which involves discussing digital content, co-using digital resources, and guiding children toward educational applications, is associated with improved cognitive development, language acquisition, and academic engagement. Conversely, inadequate parental supervision may expose children to excessive screen time, digital distractions, inappropriate content, and problematic technology use, all of which may negatively affect learning outcomes. Studies have further demonstrated that parental guidance significantly influences how children utilise digital technologies for educational purposes and how they develop self-regulation skills in digital environments.

Furthermore, effective home-school collaboration remains an essential component of children's educational success. The home serves as the child's first learning environment, while the school provides structured opportunities for formal learning and socialisation. Recent evidence suggests that digital communication technologies can strengthen parent-educator relationships and facilitate greater parental participation in children's learning processes. Strong collaboration between parents and schools creates consistency between home-based and school-based learning experiences, thereby enhancing children's academic achievement and socio-emotional development. In Oyo State, concerns about declining educational standards and poor foundational learning outcomes among pupils in public primary schools have generated increasing attention among educational stakeholders. Although access to digital technologies continues to expand, many families face challenges such as poverty, inadequate digital literacy, poor internet connectivity, irregular electricity supply, and limited awareness of effective digital parenting practices. Consequently, many children interact with digital technologies without adequate educational guidance, thereby limiting the potential benefits of digital learning and increasing exposure to associated risks. Despite growing scholarly interest in parental involvement and digital learning, empirical studies focusing specifically on parental digital mediation as a determinant of early childhood learning outcomes in public primary schools in Oyo State remain limited. Existing studies have largely examined parental involvement, digital technology usage, or academic performance independently, with little attention given to the interconnected relationship between parental digital mediation and foundational learning outcomes. Therefore, there is a need to reposition parental digital mediation as a critical educational strategy capable of enhancing literacy, numeracy, communication competence, and socio-emotional

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development among early childhood learners. It is against this background that this study examines parental digital mediation as a critical determinant of early childhood learning outcomes in public primary schools in Oyo State, Nigeria.

Objectives of the Study

The aim of this paper is to examine parental digital mediation as a critical determinant of early childhood learning outcomes in public primary schools in Oyo state. The specific objectives of the study are to:

1. examine the influence of parental digital mediation on early childhood learning outcomes in public primary schools in Oyo state.
2. investigate the challenges affecting effective parental digital mediation and home- school collaboration in early childhood education.
3. propose strategic measures for repositioning parental digital mediation as a sustainable framework for improving foundational learning outcomes among pupils in public primary schools in Oyo state.

Literature Review

Concept of Early Childhood Education

Early childhood education has become one of the most significant areas in education because it has tremendous impact on a child's intellectual, emotional, linguistic, physical and social development. Scholars agreed that early years in life are the foundational stage during which a child acquires the basic things needed for learning in future and adjustment socially. Invariably, the quality of education at this stage determines a child's future academic achievements (Laura, 2013). Early childhood education entails organised educational programs and activities designed for children before the commencement of formal primary education. It is the care, stimulation, instructions and social development available to children within their years of formative development. The federal republic of Nigeria stated that early childhood education involves the education given to children prior to their primary level (NERDC,2013). Education at this level is meant to facilitate eventful transition from home to school while preparing pupils to adjust cognitively, physically, emotionally and socially to formal education. George (2019) emphasised that early childhood education is the process of supporting and promoting children's holistic development through structured learning experiences in a bid to enhance cognitive growth, communication skills, creativity and emotional adjustments. Gestwicki, (2016) further viewed early childhood education as a process through which children acquire intellectual and behavioral competencies needed for a permanent, lifelong and productive citizenship. These perspectives indicate that early childhood education extends beyond classroom instruction and include a child's total experiences that aids in shaping and developing capacities. In the global scene, early childhood education is seen as a vital component required for sustainable national development. International bodies such as the United Nation's Children Fund and the United Nations Educational Scientific and Cultural Organisation (UNESCO) states that investment in education at the foundational stage significantly leads to educational equity, eradication of poverty, literacy development and human capital development (UNICEF,2019). One of the goals of early childhood education is the development of foundational skills, this includes acquisition of basic literacy, numeracy, communication, reasoning and socio-emotional competencies that helps students to function effectively in formal educational systems (UNESCO,2023). Majority of the students who fails to toil this part often have persistent academic difficulties in their later years, early childhood education is therefore regarded as the bedrock upon which future educational achievements is built. Early childhood education has received great attention from government in Nigeria over the year. The Nigerian national policy on education recognizes the early childhood care and education as very important for promoting holistic child development.

The policy identifies several objectives to include ensuring smooth transition from home to school, preparing children for primary education, developing creativity and promoting co-operation through play- based learning activities. This has not stopped the challenges faced as it relates to early childhood education. Public primary schools in rural and semi-urban areas are faced with the problem of infrastructural deficit, shortage of qualified teachers, overcrowded classrooms, poor educational materials and weak parental involvement (Adeniyi,2022). The Oyo state government has introduced notable educational reforms but many children in public primary schools encounter difficulties in reading culture, classroom participation and digital learning. The nature of early childhood education in recent years has been transformed globally in contemporary times. The advent and availability of digital tools and devices such as smartphones, computers and internet

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enabled learning platforms has influenced and affected the way pupils access information and interact within their learning environment. Sonia and Alicia (2020). Children are exposed to digital tools at an early stage both at home and in the school setting. Though these gadgets provide opportunities for educational development, there is still a growing concern about excessive exposure to screen, reduced attention span, social isolation and inappropriate media content. These indices points to the importance of parental digital mediation. Children are not independent they need someone to regulate their interactions with digital media. Parents are expected to guide, monitor, supervise and structure children digital engagement.

Foundation Learning Outcomes

Foundational learning outcomes have become a central concern in contemporary educational research. It is a core determinant in children's capacity building and ability to participate meaningful in formal education and lifelong learning processes. Educational stakeholders, policymakers and International development organisation emphasizes that quality of learning received at the foundational stage plays a significant role in influencing a child's future academic achievements and social development (UNICEF,2017). Foundational learning encompasses basic competencies, skills, knowledge, attitude and developmental abilities that children are expected to acquire during their early educational years. These outcomes generally include literacy skills, numeracy competence, communicative ability, cognitive reasoning, problem solving skills, creativity, emotional regulation and social interactions (Laura,2013) Foundational learning is not just about mere acquisition of academic content to include the development of holistic capacities necessary for effective participation in school and society. According to UNESCO (2023) foundational learning outcomes represent the minimum competencies children must achieve in reading, writing, numeracy and socio-emotional learning in order to progress successfully within educational systems. Literacy development constitutes one of the most vital dimensions of foundational learning outcomes. Literacy is the ability to read, write, interpret and communicate meaning effectively within different social and educational context (Olson & Torrance, 2009). During early childhood, children develop vocabulary, phonemic awareness, sentence construction, comprehension skills and communicative competence achieved through interaction with parents, teachers, peers and learning environment. A strong foundation in literacy skills greatly helps pupils to enhance their academic tasks in future. Similarly, numeracy development is another critical component of foundational learning outcomes. It refers to the ability of children to understand numbers and all it encompasses such as counting, measurements, patterns and basic mathematical reasoning (Douglas & Julie,2014) Early numeracy competencies help children to develop critical thinking, logical and analytical reasoning and problem solving abilities that are required (UNICEF ,2017)) for progress in education. Research has shown that children who acquire strong numeracy foundation during their early years performs better academically at their later years (George,2013).

Foundational learning activities outcomes include socio- emotional and behavioral competencies. Early childhood education promotes children's emotional stability, self- confidence, co-operation, discipline, creativity and social interactions skills (Gestwicki,2016) Communication effectiveness is another crucial skill needed to achieve a solid foundational learning outcomes. In Nigeria, poor foundational learning outcomes have generated interest and policy debate. Despite government efforts towards improving access to basic education, many pupils in public primary schools still experience difficulties in reading, comprehension, writing skills, communication competencies and basic numeracy (NERDC,2013). Reports by educational agencies indicates that many pupils' complete slower primary education without acquiring adequate literacy and numeracy skills expected of them at that level (UNICEF,2022). This is a pronounced challenge especially in many publics schools in Oyo state where overcrowded classrooms, lack of qualified teachers, poverty negatively affects children (Olayemi & Oyebanji, 2024). The advent of digital technologies though has great potential but uncontrolled digital exposure may negatively affect foundational learning through reduction in attention span, limiting physical interactions and excessive entertainment consumption. In this context, parental digital mediation is needed. Parents are expected to supervise children's digital engagement, regulate their screen and ensure that digital resource contribute positively to children educational advancements (Epstein, 2011). Foundational learning outcomes should not be seen as merely a classroom achievement but as a product of interconnected educational experiences involving schools, homes, parents, teachers and digital environment. In contemporary educational landscape, improving learning

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outcomes among pupils in public primary schools in Oyo state requires stronger attention to parental digital mediation, educational technology supervisor and collaborative home - school partnership.

Digital Technology and Parental Mediation in Early Childhood Education

The rapid advancement of digital technology has tremendously transformed contemporary educational as system and learning experiences across the world. In recent times, children have become greatly exposed to digital devices such smartphone, tablets, computers, television, internet platform, educational applications and social media technologies (Sonia & Blum-Ross,2020) It has emerged as a major factor influencing children's cognitive development, communication patterns, learning behaviour and social interactions within both home and school environment. Digital technology are electronic tools, system, devices and resources that generate, process, store and transmit information in digital forms. According to Neil (2017). In education, digital technology covers Internet enabled learning platforms, educational software, multimedia resources, digital games, virtual classrooms, interactive application and communication technologies used to facilitate teaching and learning processes.

In early childhood education, digital technology has become relevant because children are now exposed to technology mediated learning experiences both formally and informally with mobile devices before attaining school age, thereby making digital interactions on important aspects of early socialisation and learning (Tapscott, 2009). Scholars stressed that digital technology can positively support foundational learning outcomes when used appropriately. Interactive educational applications, audio-visual learning materials, digital story telling platforms and child centered educational games can enhance literacy development, vocabulary acquisition, numeracy skills, creativity and problem solving abilities among early childhood learners (George, 2019) In Nigeria, the integration of digital technology in education became more pronounced after the global COVID-19 pandemic which disrupted traditional classroom instruction and accelerated the adoption of online and technology assisted learning practices (Federal Ministry of Education,2021). During these periods, many children relied on digital devices for educational interactions, virtual learning and access to instructional materials. It expanded educational access for some children but also shows the inequalities relating to technological infrastructure, internet accessibility, electric supply and parental supervision. In spite of the benefits associated with technological devices, concerns have been raised as regards its potential negative effect such as excessive screen exposure, reduced concentration, poor reading culture, behavioral problems, sleep disorders, social isolation and limited physical interaction (UNESCO, 2023). These concerns have generated interest in parental media as a systematic strategy for regulating children's interaction with digital technologies. It is a deliberate and strategic measures through which parents supervise, regulate, interpret, monitor and guide children media consumption and digital engagement (Sonia & Helper, 2008) Scholars have identified several dimensions of parental digital mediation. Active parental mediation involves parents discussing digital content with their children, explaining online expressions and guiding the children towards meaningful learning activities. Restrictive parental digital mediation is the establishment of rules regulating screen time, internet access and media exposure. Co-use parental digital mediation occurs when parents participate directly in children's digital activities. Digital mediation includes the use of monitoring software, password and digital control mechanism to regulate children's online interactions (Epstein,2011). Effective parental digital mediation positively influences early childhood education. Children that demonstrate improved literacy development, better communication skills, stronger academic engagement and healthy technological habits. Within the Nigerian society, parental digital mediation is plagued with several challenges. Many parents lack adequate literacy skills necessary for supervising children online activities effectively. Economic restraints are another major factors, it limits access to educational technologies and stable internet connectivity (Afe Babalola,2024) Some parents underestimate parental digital monitoring or mediation because of limited awareness. The challenges become more evident in public primary schools in Oyo state where families struggle with poverty, poor and technological infrastructure and limited educational resources. Many pupils in public schools engage with digital technologies, without adequate educational guidance, thus leading to poor concentration, declining reading culture and weak academic engagement.

Empirical studies on Digital Parental Mediation

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A study by Sonia & Blum-Ross (2020) discovered that parents who actively get involved in guiding children's digital activities tends to achieve greater educational outcomes when compared to those who rely solely on restrictive control. The study mphasized that action mediation and Co-mediation improves children's ability to interpret educational content critically. Also, Ahn and Mceachin (2021) reported that parental engagement in digital learning environment greatly improves children early literacy and numeracy development, especially when it involves the use of educational apps and interactive tools used under close monitoring. Recent study by Nikken and Schools (2022) affirmed that parental mediation strategy such as Co-use and active discussion of digital content positively influences early childhood cognitive development. The study concludes that children whose parents participate in digital learning experiences demonstrate stronger attention span, vocabulary development and problem solving abilities. These findings reinforce the argument that parental digital mediation is not merely protective but also educationally formative. (Nikken,2020) Recent research evidence reveals that digital technology has both positive and negative effects on early childhood learning outcomes depending on the level of parental mediation. Neumann (2020) discovered that high quality education apps improve early children literacy skills with parental guidance. Neumann (2020) and OECD (2021) reported that children exposed to guide digital learning at home perform better in foundational literacy and numerical assessment than those with unrestricted screen exposure emphasising the fact that parental supervision is key factor between digital exposure and educational outcomes. In Nigeria, Adigwe, Mason and Gromik (2021) investigated parental mediation practices in Nigerian families and discovered that parental digital literacy significantly influences the type of mediation adopted. In another study, Olojede and Adebayo (2023) examined digital devices usage among primary school pupils in Lagos and discovered that uncontrolled screen exposure negatively affects reading culture and classroom concentration. Ogunna and Majebi (2025) stated in their study that parental factors significantly predict school readiness among nursery school pupils in Ibadan, Oyo state. The study concludes that parental engagement in learning activities at home enhances child cognitive readiness and classroom adaptation (Oloyede & Adebayo,2023) According to Atanda and Okolo (2021) reported that parental involvement has significant positive influence on students' academic performance in Ibadan South-West LGA. The study stressed that lack of parental engagement contributes to poor academic performance. Although the study did not focus on digital mediation but it affirmed the importance of parental participation in children learning process (Nwafor & Obi, 2022).

Discussion of Findings

Empirical and theoretical literature hinged on the fact that parental digital mediation plays a decisive role in shaping early childhood learning outcomes in contemporary educational settings. The continuous integration of digital technologies into children's learning environments has transformed the role of parents from being passively involved to becoming active educational mediators saddled with the responsibility of regulating, interpreting, and guiding children's digital experiences. Studies also show that when parents engage in active digital mediation, children demonstrate improved literacy acquisition, stronger numeracy skills, enhanced vocabulary development, and better cognitive engagement (Nikken,2022). Active mediation entails explaining digital content, co-viewing educational media, and guiding children toward educational applications rather than entertainment-based content. This form of mediation enhances children's ability to process information critically and connect digital experiences with formal classroom learning. Conversely, literature indicates that many parents adopt restrictive mediation, which focuses primarily on limiting screen time without engaging in meaningful instructional support. While restriction may reduce exposure to harmful content, it does not necessarily promote educational development (Oloyede & Adebayo,2023). This creates a gap between digital access and meaningful learning, particularly in early childhood education where guided interaction is crucial for cognitive development. In the context of public primary schools in Oyo State, this distinction is highly significant. Many children are exposed to smartphones and digital devices at home, but without structured parental guidance, such exposure often becomes entertainment-driven rather than educational. As a result, digital tools that should enhance foundational learning outcomes instead contribute to distraction and reduced academic engagement. Therefore, the literature supports the position that parental digital mediation is not merely a supervisory function but an instructional support mechanism that directly influences early childhood learning outcomes (Neumann, 2020) Where parental mediation is strong and educationally oriented, children show better reading habits, improved communication skills, and stronger readiness for classroom learning.

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Challenges Affecting Effective Parental Digital Mediation and Home-School Relationships

A major theme emerging from the literature is that despite the potential benefits of parental digital mediation, several structural, socio-economic, and educational challenges limit its effectiveness, particularly in developing contexts such as Nigeria.

(1) Low Digital Literacy among Parents

One of the most critical challenges is the low level of digital literacy among parents. Many parents lack the technical skills required to understand how digital platforms, educational applications, and online learning environments function (Adigwe, Mason & Nicolas, 2021). This limits their ability to guide children's digital usage effectively. Without adequate digital competence, parents are unable to differentiate between educational and non-educational content, thereby weakening the quality of mediation provided.

(2) Socio-Economic Constraints

Another major challenge is socio-economic limitation. In many households within public school communities in Oyo State, access to stable internet services, digital devices, and electricity remains inconsistent (OECD, 2021). These infrastructural limitations reduce opportunities for meaningful digital learning and also limit parental participation in digital education (NERDC,2013).

(3) Weak Home-School Communication Systems

The literature further reveals that home-school communication remains largely traditional in many Nigerian public primary schools. Communication between teachers and parents is often limited to physical meetings or informal channels, with minimal use of structured digital platforms (Nwafor & Obi, 2022). This weak communication structure limits the ability of schools to guide parents on effective digital mediation practices.

(4) Parental Perception of Education as School-Based

Another important challenge is the persistent perception among some parents that education is exclusively the responsibility of schools. This perception reduces parental engagement in children's learning activities at home, including digital learning supervision (Ogochukwu, Ogunna & Majebi,2025). As a result, children's digital experiences remain largely unregulated, particularly outside school hours. In Oyo State public primary schools, these challenges are compounded by overcrowded classrooms, inadequate instructional resources, and limited teacher capacity to engage parents in structured digital learning collaboration. Consequently, parental digital mediation remains weak despite the increasing presence of digital devices in children's environments.

Repositioning Parental Digital Mediation for Improved Learning Outcomes

A central argument emerging from the literature is that parental digital mediation must be repositioned from a passive or protective function to a strategic educational intervention capable of improving early childhood learning outcomes.

(1) Radical Shift from Restriction to Active Mediation

The literature strongly suggests that over-reliance on restrictive mediation limits the educational benefits of digital technology. Instead, parents must adopt active mediation strategies that involve co-learning, explanation of content, and guided engagement with educational digital tools. Sonia and Alicia (2020). This shift is essential for transforming digital exposure into meaningful learning experiences.

(2) Integration of Digital Literacy Training for Parents

Repositioning parental digital mediation requires deliberate investment in parental digital literacy education. Parents need structured training on how to use educational applications, monitor Carol (Gestwicki,2016) online learning, and support children's digital homework activities. Without such training, parental involvement in digital education will remain ineffective.

(3) Empowering Home-School Digital Collaboration

Another repositioning strategy is the strengthening of home-school collaboration through digital platforms. Schools should actively engage parents through messaging systems, online portals, and digital feedback mechanisms. This ensures continuous communication about children's learning progress and digital learning activities (OECD,2021) such collaboration creates consistency between home-based and school-based learning experiences.

(4) Systematic Policy Integration of Digital Parenting in Education Frameworks

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The literature also indicates the need for policy-level integration of digital parenting into early childhood education frameworks. Educational authorities should recognize parental digital mediation as a formal component of foundational learning strategies, especially in public primary schools where learning outcomes are often below expectations. In Oyo State, where foundational learning challenges remain persistent, repositioning parental digital mediation is particularly urgent. Strengthening parental involvement in digital learning is likely to improve literacy development, numeracy skills, classroom engagement, and socio-emotional development among early learners.

Conclusion

This study examined the role of parental digital mediation in early childhood learning outcomes in public primary schools in Oyo State, with particular concern to how home-school relationships influence children's foundational learning in a rapidly digitalisng educational environment. From the review and discussion of literature, the findings indicate early childhood learning outcomes are no longer shaped exclusively within the classroom but are increasingly influenced by children's digital experiences at home. The study affirmed that parental digital mediation significantly influences children's literacy development, numeracy skills, attention span, and overall school readiness. However, where parental mediation is weak or limited to mere restriction of screen time, digital exposure often leads to distraction, poor reading habits, and reduced academic engagement. The study also indicated that several challenges hinder effective parental digital mediation in Nigeria, particularly in Oyo State public primary schools. These include low digital literacy among parents, socio-economic limitations, weak home-school communication systems, and inadequate integration of parents into digital learning processes. these challenges reduce the effectiveness of digital tools in improving foundational learning outcomes. Furthermore, the study concluded that the current approach to parental involvement in children's education is no longer sufficient in a digital learning era. There is an urgent need to reposition parental digital mediation from a passive supervisory role to an active educational partnership between home and school. This repositioning is necessary for bridging the gap between digital exposure and meaningful learning outcomes among early childhood learners. Therefore, the study concludes that parental digital mediation is a critical but underutilized determinant of early childhood learning outcomes in public primary schools in Oyo State, and its effective integration into home-school collaboration frameworks is essential for improving foundational education.

Recommendations

Based on the findings, the study recommends that:

1. Government and educational stakeholders should organize regular digital literacy and capacity-building programmes for parents, particularly those whose children attend public primary schools.
2. Public primary schools in Oyo State should adopt digital communication platforms that facilitate continuous parental involvement in educational planning, monitoring, and school improvement activities.
3. State and local governments should invest in reducing digital inequality through the provision of affordable internet access, reliable electricity supply, and digital learning devices in public primary schools.

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