

# Parenting Styles Influence on Preschoolers' Gadget Use

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## Abstract

The usage of gadgets in a daily life is a very common thing within the society today especially for the children. This study aims to explore three different types of parenting styles that influence the usage of gadget among the preschooler in Telupid, Sabah. This quantitative study was carried out based on two theories namely Baumrind's Parenting Style Theory and Bronfenbrenner's Ecological Model. The instrument used to collect research data is a questionnaire by using google form software. Data analysis through the Statistical Package for the Social Sciences (SPSS) using Croanbach Alpha was used to ensure the validity and reliability of the instruments used. The results of the actual study were analyzed using Spearman's Rho. The results of the analysis found that the three parenting styles namely authoritative, authoritarian and permissive have a weak correlation value with the usage of gadgets among the preschool students. Therefore, a conclusion can be drawn that there is no significant relationship between parenting style practices and the frequency of gadget use.

**Keywords:** Preschool, Early Childhood Education, Special Education

## Introduction

The rapid development of technology in the current world has brought many changes in the lives of the world community today. The results of current technological innovations and developments have managed to create many new technological devices that facilitate daily life affairs. Gadgets are the new technological devices that have made a big impact in the world today. This is caused by the usage of gadgets represents the community group, age level, socioeconomic level and national identity in a community group. According to (Abdul Aziz, 2013), today's environment shows that young children as young as a year old have been allowed to use any kind of mobile phone such as smartphones or tablets owned by their parents. This shows that access to gadget usage nowadays starts in early childhood and is not limited to adult users only.

In the study of Aziz (2020) has stated about the results of a study conducted by child education experts at the *Michael Cohen Group* has found that as many as 60% of parents who have children aged 12 years old constantly use gadgets, 30% very often use gadgets and 36% of the number of children have their own gadgets. This shows that the use of gadgets is synonymous with children in today's world. In the context of today's educational world, the importance of using gadgets cannot be denied anymore. This is caused by the

gadget that has some greatly facilitates access to current information and information. In addition, the usage of gadgets in the world of education today helps to save time and energy to attend certain classes held in special places. This is due to the functions and uses of gadgets that allow certain classes to be held online. This functions of gadget had made it easier for many parties, especially students, to attend certain classes. Therefore, it has been proven that the usage of gadgets provides many benefits and conveniences in the world of education,

Even so, the negative impact of unlimited usage of smartphone cannot be denied. In the study of Danil & Mohamed (2021) also explained that prolonged and excessive use of smartphones can interfere the balanced development of children from the aspects of physical, emotional, cognitive and social development. This shows that the unlimited use of gadgets also has a negative impact on users, especially on users among children.

Based on a study conducted by the *Malaysian Communications and Multimedia Commission* (MCMC), 83.2 percent of internet users are children aged 5 to 17 years. In addition, 93 percent of these child internet users use smartphones to access social media, text communication, get information and watch videos (*Malaysian Communications and Multimedia Commission*, 2017). This shows that the rate of smartphone usage among children aged 5 to 17 years old is at a high level.

Thus, several studies have been conducted to conduct a review of the impact of mobile phone usage in children. According to Nahar et al (2017), children in Malaysia spend a lot of time surfing the internet using smartphones for an average of 19 hours a week. This has a negative impact on aspects of neurodevelopment and motor skills of children. The study of Naquiah et. al (2017) also explains that the use of gadgets can cause disturbances to children's sleep time. This is due to the needs of children who need at least 12 hours of sleep a day to ensure children get a quality amount of sleep. However, Aziz (2022) in her study found that 75% of children do not get enough sleep due to the use of various electronic gadgets. This will disrupt the growth process of children as well as affect their overall development.

Because of this, the use of gadgets for children in particular needs to be controlled to ensure that children's development is not affected. Therefore, parents play a very important role in controlling the usage of these gadgets. In fact, the practice of parenting style used by parents in controlling the use of these gadgets is an important aspect that needs to be emphasized. This also requires parents to apply the practice of the parenting style that can be used as a guide in carrying out this responsibility. Therefore, this study was conducted for the purpose of reviewing parenting styles practices that influence the use of gadgets among preschool students.

### **Literature Review**

Parents are the basic unit in a family institution. Parents also play an important role in ensuring the proper development of children that is in line with age levels. This is caused by the presence of parents in the daily life of children greatly affects the development of these children in all aspects. Therefore, to ensure that children's development is align with their

age level, parents need to practice the best parenting styles in educating their respective children.

The practice of parenting styles is an aspect that is closely related to child development. According to Mat Hassan (2007), the practice of parenting styles refers to the way that each parent practices to educate the child. This coincides with the fact of Berns (2004) who states that the practice of parenting styles refers to one of the implementation of serious decisions regarding the life of a child. In the study of Asmawati Desa et.al., (2015) has divided the practice of parenting styles into three main areas, namely the attitude, science and the skills of parenting styles. The study of Asmawati Desa et.al., (2015) also states that the relevant practices of parenting styles to be used need to cover all three areas. In summary, the practice of parenting styles in the context of this study refers to the style of upbringing used by parents in educating children in daily life.

Asmawati Desa et.al (2015) stated that the attitude of parenting styles refers to the behavior of parents in carrying out their practices, responsibilities and duties as parents in a family institution. In a family, parents play a role to be a good role model throughout the process of educating children. This is because early childhood development involves a lot of imitation of children through things that happen around them. This process of child imitation not only involves positive things but also involves negative things. Thus, parents who tend to show positive behavioral examples will indirectly be able to educate children to show positive behavior through the process of imitation.

Parents need to set the best example of behavior for managing smartphone use among preschool students. Among the examples of actions that can be implemented by parents include confronting the use of gadgets among parents themselves. In Naquiah et.al.'s (2017) study, children in Malaysia spend 19 hours on average using various types of gadgets in a week. This shows a high period of time for the level of gadget usage among children. Thus, parents need to model limited gadget usage practices when at home with children. In addition, parents can also show examples of daily practices that can replace the use of gadgets such as reading books and so on.

In addition, the science of parenting styles is one of the very important aspects in carrying out the practice of parenting styles. The science of parenting styles refers to a little knowledge regarding the education, psychological, food, health and so on related to child development (Desa et.al., 2015). These sciences are very important to master to ensure parents can carry out their duties and responsibilities in educating children properly. In addition, this knowledge of parenting styles is an important aspect to ensure that parents understand the developmental stages of children are parallel to their current age. This is very important to help the parents to design an appropriate approach or upbringing to ensure children's development reaches the optimum stage.

However, there are some previous studies that have stated about the gap in the knowledge of parenting styles among parents based on certain factors. In the study of Yahaya (2000) has stated that the practice of parenting styles in meeting the needs of children for parents who are in the Poorest People's Development Program (PPRT) recorded the lowest average score. In addition, the study of Omar (2016) also stated that the socioeconomic level of the family also interferes the smooth running of the family in carrying out social functions, especially the role of parents who have an effect on children. This shows that other factors such as socioeconomic level and education level in a family also affect the practice of parenting styles practiced.

In the context of the study, the practice of parenting styles practiced by parents to control the use of gadgets among preschool students while at home is expected to differ according to needs regardless of the economic background of the family. Among the examples include parents who are self-employed and unable to spend full time with children will tend to give more time to children to use gadgets while at home. This is also recognized by Zulkifli (2015) who states that the main phenomenon that afflicts the world today regarding the use of gadgets is when the gadgets function as a 'babysitter' who replace the role of parents to spend time with children. This situation shows that the use of gadgets among children is not simply based on the factor of the level of socioeconomic background of a family alone but is also influenced by the busy work and time constraints experienced by parents. In fact, this shows that the parenting styles practices chosen by parents are also influenced by the busyness of the daily demands of life.

In the study of Desa et.al (2015) also stated that parenting skills are one of the important aspects in carrying out parenting practices. This study states that parenting skills refer to aspects of communication, interaction, and disciplining children from the results of their attitudes, knowledge of upbringing and education. This shows that the aspect of two-way interaction and communication skills between parents and children is a very important aspect in carrying out the practice of parenting styles. This is in line with the study of Azizi Yahaya (2000) who outlined five main elements in the practice of parenting style, namely spending time with children, guidance given to children, aspirations for children's achievements, parents' acceptance of children and meeting children's needs. This shows that the aspect of communication and interaction in the practice of parenting style is very important for realizing the element of parental acceptance of children. Through communication and interaction, it will also be easier for parents to understand children's wants and needs from various aspects.

In shaping the personality and development of children, the practice of parenting style is one important aspect that needs to be emphasized. This is because, the practice of parenting style has a great influence on the development of children. In the study of Yahya (2000), the practice of parenting style includes several main aspects such as spending time for children, guidance given to children, aspirations for children's achievements, meeting the needs and acceptance of parents towards children. Akmilah (2007) also stated that the practice of parenting style is not about the issue of control and attention alone but also involves the issue of involvement, giving autonomy as well as assertiveness and supervision among parents.

The usage of gadgets is very common within the society today. Gadgets are used for various purposes in carrying out daily life. The usage of gadgets today is increasingly widespread regardless of the background of the community including age, nation, occupation and so on. According to Maslian Suatan et, al (2022) gadget refers to devices in various forms. This includes smartphones, tablets and so on. Aziz (2020) also states that these gadgets include the use of television and whatever material is watched. This coincides with the concept of gadget given by Omar (2015) in her study which states that a gadget is an object or small electronic device that has a special function. Gadget is different from other technological tools because gadget has an element of 'novelty' from time to time to make human's life easier practically (Omar, 2015).

The usage of gadgets in daily life today has received various perceptions among the public. Today many studies have been conducted to examine the influences, impacts, practices and various other aspects related to the use of gadgets. In the context of education,

gadgets are recognized as one of the technological tools that facilitate the process of delivering knowledge. This is caused by the usage of gadgets that are able to cross time and location. This helps the latest knowledge and information in the field of education to be delivered easily.

It is common knowledge that the world was once confronted with the phenomenon of the transmission of the Covid19 epidemic which caused the field of education to be affected. Because of that, the use of mobile phones has made it easier for the education process to be carried out even though the movement of the community at that time was limited in an effort to stem the transmission of the epidemic. The use of gadgets as a medium of education during the pandemic did not only involve higher learning students but also all students from all levels of educational institutions including preschool students. Although the use of gadgets has sparked various debates, the function of gadgets in facilitating the process of delivering educational knowledge cannot be denied. This is due to the special function of gadgets that stretch time and location in delivering knowledge and information. The widespread use of smartphones especially in early education stages such as preschool education has received a lot of criticism from various parties. This is because there are various opinions regarding the influence as well as the impact of unrestricted gadget access on the early age stage of individuals such as preschool students. Through the results of the Suruhajaya Komunikasi dan Multimedia Malaysia (SKMM) review, it has shown that internet usage of 28.5% in 2018 has increased suddenly to 47.0% in 2020 among users aged from 5 to 17 years. The results of the review by Suruhanjaya Komunikasi dan Multimedia (SKMM) in 2020 have also found that smartphones are the most widely used gadget by users to reach 98.7% of usage to access the internet.

### **Methodology**

This study is a quantitative study. This study is a descriptive study that aims to examine the practice of parenting style that influences the use of gadget among preschool students in the Telupid/Tongod area of Sabah. According to Gray (1992) this descriptive study involves data collection aimed at testing hypotheses or answering questions related to the subject or event to be studied. Descriptive studies that are commonly carried out involve opinions, attitude measurements, individual perceptions of other individuals, organizations, procedures and events. Descriptive data is often collected through the method of a research question, review, interview or observation.

The descriptive method used in this study is a review study. Leedy (2001) explains that the review method is one way to collect information that explains the nature of various data sets including various types of data that include views and attitudes. The information obtained can be used to explain the real situation of something related to the community in a separate context. The information obtained can also be used to answer the questions that have been stated at the beginning of the study. Leedy (2001) also explains that descriptive review studies aim to explain a situation or field of study accurately, based on real facts and carried out systematically.

The sample selection for obtaining the data for this study was by using random sampling. This is because the study sample consisted of parents of preschool students aged five to six years in the Telupid area. According to Bhardwaj (2019), the sample was selected randomly and by chance through random sampling. This method allows the quality of the sample to be unaffected as each member has an equal chance of being selected in the sample

(Bhardwaj 2019). Justeru, the random sampling method has been used in this study to ensure that all individuals who meet the criteria of the study have an equal chance of being selected.

### Instrument

The instrument used to collect data in this research is questionnaire. The instrument is used to collect data as it is an easier, faster and in detail. Quantitative measures of value will be easy to obtain and can help the reviewer assess the practice of parenting style used as well as the effect of using gadgets on the development of preschool students.

The research instrument used in this study contains three main parts, namely Part A (respondent demographics), Part B (30 question items related to the practice of parenting style) and Part C (6 question items regarding the period of use of gadget and 12 question items related to observation of children's behavior). Score 1 is used to indicate strongly disagree (STS), score 2 to indicate disagree (TS), score 3 to indicate uncertain (TP), score 4 to indicate agree (S) and score 5 to indicate strongly agree (SS).

### Data Collection and Analysis Process

To collect the study data, the reviewer has produced a schedule for implementing the study data collection procedures. This is to ensure that the study data collection process runs smoothly and systematically. Since this study involves a large-scale study sample, the reviewer also needs to comply with some provisions of the procedures for collecting information that have been outlined by institutions such as the Regional Education Office (PPD). Among the procedural provisions include obtaining a letter of truth and sending the letter to the PPD as information.

Inference analysis is used in this study to test the hypothesis using Spearman's Rho correlation test. This Spearman's Rho correlation test will be used to examine the relationship between the practice of parenting style used by parents and the frequency of smartphone use among preschool students. The strength of the correlation values was analyzed using the analysis schedule as in Table 1.3. All analyses for all types of data were made using the *Statistical Packages For The Social Science (SPSS)* software package.

Table 1.3  
*Strength of Correlation*

Correlation coefficient (r)	Correlation Strength
0.00	No relationship
Less than 0.19	Very weak
0.20-0.39	Weak
0.40-0.69	Simple
0.70-0.89	High
More than 0.90	Very High

Source: Cohen (1988)

Table 1.4

*Inference Analysis*

Study Issues	Data Analysis	Data Type
1. Is there a relationship between the practice of parenting style and the frequency of smartphone use among preschool students?	Correlation	Type of religious practice and frequency of mobile phone use

**Respondent Demographics**

The study findings in terms of respondents' background include several aspects such as gender, age, race, education level and location of respondents' residence. Table 1.5 shows the frequency distribution of respondents according to demographic aspects.

Table 1.5

*Distribution of respondents according to demographic aspects*

Part (Demographics of respondents)	A	Aspects	Frequency	Percentage (%)
Gender		Men	28	19.4
		Female	116	80.6
Age		20 years - 30 years	32	22.2
		31 years to 40 years	74	51.4
		41 years to 50 years	38	26.4
Ethnicity		Malay	32	22.2
		Chinese	2	1.4
		India	0	0
		Miscellaneous	110	76.4
Level of Education		Never Attended School	0	0
		Primary School Education	21	14.6
		Secondary School Education	78	54.2
		Diploma Certificate	20	13.9
		Diploma Bachelor's Degree	21	14.6
	Bachelor	4	2.8	

	Doctor of Philosophy (Phd)	0	0
Location	City	2	1.4
	Country side	87	60.4
	Rural Area	55	38.2

Based on Table 1.5, there were two options given to the respondents to identify the gender of the respondents who filled out the questionnaire. The two stated gender options are male and female. The results of the study found that the most respondents who filled in the questionnaire were as many as 116 people along with 80.6%. The filling for respondents among men was as many as 28 people along with 19.4%.

For the age aspect, there are three options given to respondents to determine the age environment of respondents who have filled out the form. The three age range options included 20 years to 30 years, 31 years to 40 years and 41 years to 50 years. The study information obtained found that respondents aged within 31 years to 40 years recorded the highest frequency of 74 (51.4%) people followed by respondents aged 41 years to 50 years as many as 38 (26.4%) people. Respondents aged 20 to 30 years were the least likely to complete the questionnaire at 32 people (22.2%).

For the aspect of ethnicity, four options have been given to respondents. Among these options include Malay, Chinese, Indian and others. The results of the study found that respondents consisting of other groups other than the Malays, Chinese and Indians were the most people who filled in this research question form, namely as many as 110 (76.4%) people. Respondents consisting of Malays are the second most people who filled out this questionnaire with a total of 32 (22.2%) respondents. There are 2 (1.4%) respondents consisting of the Chinese who have filled out this research question. This research question was not filled in by respondents among Indians (0%).

In the aspect of education level, there are seven options given to respondents to identify the education level of respondents who have filled out the form. The seven choices of education level are Never Attended School, Primary School Education, High School Education, Diploma Certificate, Bachelor Certificate, Bachelor and Doctor of Philosophy. A total of 78 (54.2%) of the respondents had a secondary school education level while respondents who received education at the primary school level and bachelor certificate were 21 (14.6%) people each. A total of 20 (13.9%) respondents had a diploma level of education. There are no respondents who have never attended school and a doctor of philosophy education level involved in filling out this research questionnaire.

In the aspect of location of residence, there are three options that have been listed in the probes to identify the location of the respondent's residence. These options included city, countryside and rural area. The information obtained from the study found that there were as many as 84 (60.4%) respondents who had filled out this research question lived at the countryside. Respondents who live at the rural area have recorded the second highest number



of 55 (38.2%) people. There were 2 (1.4%) respondents who filled out this research question living in the city area.

### Relationship between the practice of parenting style and the frequency of using gadgets

Table 1.6

*Relationship between the practice of authoritative parenting style and the frequency of gadget usage*

#### USAGE OF GADGETS

<b>AUTHORITATIVE PARENTING STYLE</b>	Correlation value	- 0.088
	Significant value (p)	0.296

In this study, the hypothesis stated is that there is no significant relationship between the practice of parenting styles and the frequency of gadget use among preschool students. Therefore, a correlation test using the Spearman's Rho Test was conducted to test the relationship between the three different types of parenting styles, namely authoritative, authoritarian and permissive with the frequency of gadget use.

The p-value of the correlation between the practice of authoritative parenting style and the frequency of gadget usage through Spearman's Rho test is -0.088 indicating a very weak negative correlation between these two variables. The p value > 0.05 indicates that the observed correlation is not statistically significant.

Based on the results from the Spearman's Rho test, there is a weak correlation between the practice of authoritative parenting style and the frequency of gadget use among preschool students. The p value greater than 0.05 indicates that the null hypothesis is accepted.

Thus, there is no significant relationship between the practice of authoritative parenting style and the frequency of gadget use among preschool students.

Table 1.7

*Relationship between the practice of authoritarian parenting style and the frequency of gadgets usage*

#### USAGE OF GADGET

<b>AUTHORITARIAN PARENTING STYLE</b>	Correlation value	0.096
	Significant value (p)	0.254

Based on the test results obtained through the Spearman's Rho test is 0.096 indicating a very weak positive linear relationship between the practice of authoritarian parenting style and the frequency of gadget usage. The  $p$  value  $> 0.05$  indicates that the correlation value obtained is not statistically significant.

The results of the correlation test between authoritarian parenting practices and the frequency of gadget usage using the Spearman's Rho test showed a very weak correlation between these two variables. The  $p$  value  $> 0.05$  suggested for the null hypothesis to be accepted.

Moreover, there is no significant relationship between the practice of authoritarian parenting style and the frequency of gadget usage.

Table 1.8

*Relationship between permissive parenting style practices and frequency of gadget usage*

USAGE OF GADGET		
PERMISSIVE PARENTING STYLE	Correlation value	0.225
	Significant value ( $p$ )	0.007

The pivot value of the correlation between the practice of permissive parenting style and the frequency of gadget usage is 0.225. This correlation value indicates a weak positive linear correlation between the two variables. The  $p$  value  $> 0.05$  indicates that the correlation value obtained is not statistically significant.

Test results using Spearman's Rho showed a weak positive linear correlation between the practice of permissive parenting style and the frequency of gadgets use. The  $p$  value  $> 0.05$  causes the null hypothesis to be accepted. Thus, there is no significant relationship between the practice of permissive parenting style and the frequency of smartphone use.

Overall, the test results found that there was no significant relationship between the three types of parenting styles namely authoritative, authoritarian and permissive with the frequency of gadget usage. Thus, the null hypothesis of the study is accepted.

## Discussion

Based on the results, the study found that there is no significant relationship between the three practices of parenting styles, namely authoritative, authoritarian and permissive towards the use of gadget among preschool students. This shows that the parenting styles practiced by parents does not have an influence on the use of gadgets among preschool students.

However, the practice of parenting style is one of the important aspects that needs to be emphasized in shaping the personality and development of children. This is because, the practice of parenting style has a great influence on children's development. In the study of Azizi Yahya (2000), the practice of parenting style includes several main aspects such as spending time for children, guidance given to children, aspirations for children's achievements, parents' acceptance of children and meeting children's needs. This coincides with the study findings which show that most of the respondents gave a scale of strongly agree to the statement 'I take the health and safety of my children seriously'. Thus, through the study findings it shows

that most parents prioritize aspects related to children's physiological needs versus side needs such as gadgets and so on.

In the study of Sivasthani (2021) also stated that the practice of parenting style is not about the issue of control and care alone but also involves issues of involvement, granting autonomy as well as assertiveness and supervision among parents. This is in line with the study findings which show that most of the respondents placed a scale of strongly disagree to the statement 'I give less attention and affection to my children'. Through the results of the study found that parents in the Telupid area of Sabah understand the importance of their role in assisting the development of children.

Overall, since there is no significant relationship between the practice of parenting style and the use of gadgets among preschool students in the Telupid area of Sabah, other factors that influence the use of gadgets among children need to be emphasized.

### **Study Contribution**

#### **Practical Contribution**

This study of the practice of parenting styles on the use of gadget among preschool students in the Telupid area of Sabah has some very important practical contributions. Among them include the results of the study that can be used as a guide to provide educational programs especially for education at the preschool level. Through the results of the study that has been carried out, several parties who are directly involved in providing education to preschool students, especially parents and teachers, will obtain guidelines for managing the use of gadgets. These guidelines are very important to be used by educators especially in integrating the use of information technology tools in teaching and learning sessions in schools or any educational institutions.

In addition, this study will also be able to provide awareness to parents and educators about the importance of ensuring there is a balance between the time spent by students using gadgets and various other activities. These other activities include outdoor activities that engage students' various senses, other activities that involve various social interactions and activities that involve conventional learning. Balancing the period of time students spend using their gadgets with these other activities is very important to ensure students achieve optimum development in all aspects. This will also help create a new generation that is balanced in terms of physical, emotional, spiritual, intellectual and social aspects.

This study also indirectly provides new inputs to the public about the growing presence of digital education in today's society. However, this study also helps to foster public awareness about online safety because this study also discusses the use of gadgets in early childhood. This will also educate the public about the ethical use of gadgets and digital devices especially for users in the early age group. This will directly help the public to become responsible digital users in today's increasingly complex digital world.

This study of the practice of parenting style with the use of gadget among preschool students in the Telupid area of Sabah contributes to one of the steps to improve communication in a family. This is because one of the objectives of the study is to examine the practice of parenting style that has a relationship with the use of gadgets among preschool students. Through the results of this study, it will help parents in particular to understand the role of applied parenting style practices in influencing the use of gadgets among preschool students. In addition, it will also help parents to communicate with children in a positive manner regarding the use of technological devices in daily life. This will indirectly help create

a more harmonious family system while supporting the optimum and holistic development of preschool students.

Overall, the results of this study are able to provide a framework for various parties such as parents, educators and professional groups in education to improve strategies and implementation of the use of various information technology facilities and modern education flows in the present time. Through a systematic and designed framework, it will help to maximize the benefits of digital technology in the field of education, especially education at the preschool level.

### **Theory Contribution**

The study of the practice of parenting style on the use of gadgets among preschool students is expected to make a significant contribution to various theories in the fields of psychology and education. One of the theories that is closely related to this study is the Theory of Parenting style. This is because the results of this study can be used as a basis for rejecting the role of certain theories of parenting style that affect children's development. This can be proven through the results of this study which found that there is no significant relationship for the three practices of authoritative, authoritarian and permissive parenting style with the frequency of using gadgets among preschool students.

In addition, this study can also be used as a reference source for Media Selection and Technology Use Theory. This is because one of the objectives of this study is to examine the relationship between the practice of parenting style and the use of gadgets. Through the results obtained, the study can help to contribute to the theory of media selection and the use of technological devices in the context of education.

In addition, this study can also contribute to a deeper understanding of child development and the surrounding factors that influence child development. This includes the parental practices used by parents in daily life as well as the existence of other factors such as the frequency of use of technological devices and so on. This will indirectly contribute to the effects of exposure to gadgets in early childhood schooling as found in this study through observing the behavior of preschool students.

This study can also contribute to Cognitive Theory and Information Processing in children. This is because the use of gadgets among preschool students is related to the cognitive ability of children to process and understand the information contained in the devices or gadgets used. This Cognitive Theory and Information Processing can also be obtained through the ability of preschool students to use gadgets in a learning context. This can indirectly be used to explore the impact of using gadgets on the way children understand and receive information.

Overall, this study can be used as a platform to understand some of the complex dynamics that are closely related to child development. These include the practice of parenting style, the influence of the selection and use of gadgets and the impact of the use of gadgets on children's development. All these aspects not only make important contributions to theories related to early childhood education but also contribute to theories in the fields of psychology and usage.

### **Reserve for Further Study**

Based on the studies that have been carried out, there are several suggestions for further studies that can be carried out. Among the focuses that can be used as follow-up studies include studies that examine the long-term effects of the use of gadgets as well as the practice of

parenting style used by parents. This follow-up study can be carried out to examine the long-term effects of the results of parenting style practices on the use of gadgets among children. To get the results of a more holistic study, the long-term effects can be assessed from several aspects such as socioemotional, cognitive, physical and behavior of children.

In addition, one of the further studies that can be carried out is a comparative study between different approaches. Among the examples of studies that could be carried out is to study the use of gadgets in the context of families that use different approaches to using gadgets. The results of this study can be used to assess how different usage approaches affect the developmental stages of children from the two families.

In addition, studies on the review of perceptions and practices of parents in controlling the use of gadgets for children at an early age can also be used. In this study, it can be assessed about the extent to which the perceptions and practices of parents regarding the use of gadgets will affect the use of gadgets among children.

Further studies on interventions and guidelines to develop better usage practice guidelines for parents or educators in managing the use of gadgets among preschool students. The main focus of this study could emphasize on the positive impact of gadget usage such as technological skills gained as well as steps to effectively integrate gadget usage in the educational context. This study may also include aspects of usability in the field of education such as how to sensitize the importance of technology applications in education.

The stated recommendations of further studies will be able to provide in-depth and widespread information about the relationship between the practice of parenting style and the use of gadgets among preschool students. This will also be able to be used as a source of practical guidance by the community, especially parents and educators in managing the use of gadgets among preschool students.

## **Conclusion**

The discussion that answers all the problems of the study has been stated in this chapter. In addition, some suggestions for further studies of this study have also been presented by the reviewer. In conclusion, the practice of parenting styles does not have a significant influence on the use of gadget among preschoolers as the results of the research that have been carried out.

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