

**Mothers' representations of Family Upbringing in a Digital World:
Between Traditional Practices and Digital Challenges**

تمثيلات الأمهات حول التربية الأسرية في عالم رقمي: بين الممارسات التقليدية والتحديات الرقمية

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Abstract:

This study aims to examine mothers' perceptions of the digital world and how these perceptions relate to their parenting approaches regarding their children's use of digital media.

The study employed a descriptive-analytical approach and utilized structured interviews as a data collection tool with a sample of mothers.

The study found that there is variation in mothers' levels of digital literacy, that a controlling approach is predominant in their interactions, and that there are differences in mothers' perceptions regarding the importance of digital media, which is reflected in variations in their parenting approaches toward their children.

Keywords: Mothers' representations Digital Media, Educational Intervention, Traditional Education, Digital Challenges.

المخلص

يهدف هذا البحث إلى معرفة تمثيلات الأمهات للعالم الرقمي وعلاقته بأساليب التربية في استخدام أبنائهن للوسائط الرقمية.

اعتمدت هذه الدراسة على المنهج الوصفي التحليلي، واستخدمت فيها المقابلة الموجهة كأداة لجمع البيانات من عينة من الأمهات.

توصلت الدراسة إلى أن هناك اختلاف في مستوى المعرفة الرقمية لدى الأمهات، كما أظهرت النتائج أن أسلوب الرقابة هو الأسلوب السائد في التعامل مع استخدام الأبناء للوسائط الرقمية وعن وجود اختلاف في تمثيلات الأمهات حول أهمية الوسائط الرقمية، ما ينعكس على تباين في أساليب تدخلهن التربوي تجاه أبنائهن.

الكلمات المفتاحية: تمثيلات الأمهات، الوسائط الرقمية، التدخل التربوي، التربية التقليدية، التحديات الرقمية.

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1- Introduction

Contemporary Algerian society has undergone profound transformations that have affected its social, cultural, and economic fabric in general, and the family structure in particular. In recent decades, the Algerian family has witnessed qualitative changes, most notably the rapid spread of digital technology in daily life, particularly among children and adolescents, as a result of the accelerating influences of modernity and digital globalization, which have become a fertile environment for influencing values, patterns of thinking, and the nature of social relationships;. These changes have inevitably affected the educational relationship within the family and posed new challenges to its roles, Family upbringing is no longer based on the traditional model of direct supervision; rather, it now faces new challenges such as screen addiction, the risks of digital content, and the need for digital supervision and guidance in internet use.

As a result of this digital reality, attention is turning to mothers as key agents of socialization within the family, Given a mother's constant interaction with her children, her daily involvement in their lives, and the traditional role she continues to play in socialization, she often finds herself directly confronted with the digital environment, which is reshaping the educational relationship and raising questions about methods of discipline, guidance, support, and protection.

Daily observation shows that many mothers are torn between the desire to protect their children from the dangers of technology and the difficulty of managing this new reality, which goes beyond the scope of traditional supervision. On the one hand, this reality pushes them to develop a new awareness of how to deal with digitalization, while on the other hand, they adhere to traditional norms derived from their past experiences and the social norms of their surrounding culture; This may result in an internal conflict that manifests itself in tension and hesitation in the performance of their roles ; Mothers are now expected to fulfill their parenting roles in a new world, one whose rules they can no longer control or dictate; Children have transformed from passive recipients into independent digital actors, and adults' authority has been limited in the face of their children's exposure to a digital world beyond the family's control and not subject to its regulations; In fact, digital media have come to play roles parallel to and even substitute for the family and other traditional social institutions. This

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raises educational and social concerns, because upbringing in this new world—the world of digitalization—requires the acquisition of new skills, a renewed educational awareness, and an open-minded perspective on the transformations taking place in this reality. In this context, this study seeks to understand the social representations that mothers hold regarding parenting in this rapidly changing and open world, where digital media dominates, and how these representations influence their relationships with their children as well as their methods of discipline, supervision, guidance, and protection. From this perspective, we pose the following questions:

- How do mothers today perceive the nature of family upbringing in the age of digital dominance? And how do these perceptions influence their regulation of digital media use and their role as digital mentors for their children?;
- What kinds of pressures and conflicts do mothers face as they navigate traditional norms and the new digital reality?.

2-Research Hypotheses:

- Mothers' perceptions of digital media are influenced by their level of digital literacy, which is reflected in their approach to parenting;
- Mothers are affected by parenting pressures stemming from the discrepancy between the traditional parenting standards they adhere to and their children's behaviors related to the use of digital media.

3. Significance of the Study

- The study aims to uncover mothers' perceptions of digital media and gain a deeper understanding of how these perceptions influence their parenting roles—specifically, their balance between monitoring, guiding, and restricting—in the digital age, as well as the challenges arising from the conflict between traditional parenting principles and their children's digital practices;
- To identify the characteristics of the social representations that mothers form regarding digital media;

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- Understanding the relationship between a mother's digital experience and how she perceives her role—balancing supervision, guidance, and restriction—in interacting with her children within the digital environment;
- To identify the educational approaches mothers use in response to their children's behaviors related to digital media use, and the pressures mothers face as a result.

4. Basic Concepts:

4-1- Definition of Social representations:

This concept has remained closely linked to the classical sociological perspective of Émile Durkheim (1858–1917) and to modern sociology as represented by Serge Moscovici (1925–2014). According to Émile Durkheim, individuals' representations vary according to the cultural values they have acquired from society and according to their intellectual, emotional, and physical dispositions(Durkheim, 1968, p. 65)

Moscovici employed this concept in 1961 in his book "*Son image et son public*", defining it as "a system of interpretations and meanings of real-world topics and events within the socio-cultural contexts to which social actors belong, where these are perceived by them and integrated into the dominant cultural system or one they have previously acquired; consequently, this integration leads to the provision of interpretations regarding these topics as perceived in reality."(Emad, 2021, p. 115).

As defined by Serge Moscovici as "Organized systems of knowledge, beliefs, and symbols that structure and shape the way individuals perceive and interpret the reality around them."(Michel & Sondes, 2024, pp. 58 -73).

Based on the above, social representations can be operationally defined as the way mothers perceive the meaning and impact of digital media on parenting; that is, what the mother expresses in terms of her views on her parental role, her perception of digital media, as well as her understanding of what constitutes good parenting.

4-2 - Family Education

Johann Heinrich Pestalozzi (1746–1827) considered the family to be the source of all proper upbringing that influences a child. It is within the family and social environment that a child's personality develops, and where they come to know themselves and others; they also receive their first

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lessons in social and moral values by learning what and what not to do, and they internalize societal values and accepted patterns of behavior. (al-Shammas, 2004, p. 210).

Huda Mahmoud Al-Nashif also believes that family upbringing aims to raise the individual's awareness of all the circumstances and changes in family life—including social, cultural, economic, and psychological aspects—thereby fostering stability and progress for the family and society in a rapidly changing world (Al-Nashif, 2011, p. 207).

In this study, family parenting can be operationally defined as a set of approaches employed by mothers in managing their children's behavior within the family as it relates to their use of digital media, through specific forms or patterns such as guidance and supervision, monitoring, or restriction, with the aim of regulating and organizing this use in accordance with family norms and values.

4-3 - The Concept of Digital Media

The term “digital media” refers to any content—whether visual, audio, text-based, or graphic—that is created using technology and distributed via social media and websites. Examples include e-books, podcasts, mobile apps, social media posts, websites, and web pages (Price, 2025).

Accordingly, the operational definition of digital media in this study can be defined as all electronic devices and platforms that children use for communication, entertainment, or content creation, including social media platforms such as Facebook, TikTok, YouTube, and Instagram, via smartphones, computers, or tablets, which are considered part of the contemporary educational space in which children engage.

4-4 - Digital literacy

The term “digital literacy” emerged in the United States and can be traced back to the publication of Paul Gilster's book *Digital Literacy* in 1997. Gilster's landmark work first defined the skills needed to critically navigate information in an increasingly digital world (Pangrazio, Godhe, & Ledesma, 2020, pp. 442-459).

The concept of Digital literacy refers to the ability to understand and use digital technology and navigate digital technologies effectively; it also refers to the skills and awareness necessary to interact with digital

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technologies and make effective and responsible use of them(Ibrahim, Kuhait, & Al-Ramahi, 2025, pp. 446-436)

According to Max Weber, technological transformations reshape patterns of social domination and influence relationships between individuals through new forms of power; If we apply this to the family, we can say that developments in digital technology have led to a noticeable shift in centers of influence within the family, as the younger generation now possesses greater cognitive authority due to their knowledge of and familiarity with technology compared to their parents, which has resulted in differences in the process of socialization(Al-Tamimi, 2025).

Digitally literate mothers can be defined, in practical terms, as those who are able to understand and use digital media, as well as the functions of digital applications such as smartphones and the internet, and who are therefore capable of monitoring and guiding their children in the use of these media.

4-5 - Educational Supervision

Researcher Qabari Muhammad Ismail defines control as “the measurement, evaluation, and correction of performance methods before errors occur, and the steering of activities toward the achievement of plan objectives; one of the functions of control is to evaluate work and correct deviations(Ismail, no publication date., p. 80).

In practical terms, we define Educational Supervision as a set of methods and practices that mothers use to monitor their children's use of digital media, such as monitoring the content they view, setting usage limits, and intervening when necessary to guide and regulate their children's behavior.

4-6 - Traditional education

Émile Durkheim defines education as “the action taken by the adult generation toward the younger generation to prepare them for social life; it involves creating and developing in the child a set of physical, mental, and moral dispositions required by society as a whole and by the specific social environment in which the child lives(Durkheim, Education et Sociologie, 1922, p. 15), Jean Claude Villoux argues also that the most important aspect of the educational process is ensuring the survival of society and the continuation of the conditions necessary for its existence(Filloux, 1994, p.

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22).Through this, we can say that traditional educational practices are patterns of behavior and social and educational roles passed down through generations within a society, derived from prevailing social and religious customs, values, and norms. These practices are often deeply rooted, stable, and possess strong symbolic authority because they are linked to the moral and cultural of society.

Traditional parenting can be defined as the parenting and guidance methods adopted by mothers, which are derived from past experiences and traditional social norms as the basis for child-rearing—such as an emphasis on obedience, the use of direct supervision over children, and limited opportunities for dialogue and guidance.

4-7 - Digital Challenges

The procedural concept of digital challenges can be defined as the totality of difficulties mothers face in fulfilling their parenting roles as a result of their children's use of digital technologies and media, This is evident in mothers' dilemma between traditional supervision and modern guidance, and their choice between maintaining traditional educational norms and adapting to the demands of the digital environment.

5. Previous studies

- A study by Zoubida Ben Ouaiha and Fatima Nebouche, titled "The Impact of screen Technology on the socialization of Child Under Six from the Perspective of Mothers from the Perspective of Mothers"(Zubaida Ben Aouicha & Niboush, 2019, pp. 173-189)

A Study of a Sample of Mothers in Algiers." The study was based on the following hypotheses:

- Children use screen-based technology extensively, both in terms of the amount of time they spend using it and the types of devices they use;
- There is a relationship between children's screen time and the following maternal variables: educational level, maternal age, number of children, and occupational status;

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- The mother is unaware of the effects of screen technology, as evidenced by the way she regulates, monitors, and guides her children's use of these devices;
- From mothers' perspective, screen-based technology has a negative impact on children's upbringing.

According to the researchers, the study aims to examine the extent to which screen technology influences the social development of children under the age of six, given the importance of this period in shaping their personality, cultural identity, and social integration.

In their study, the researchers adopted a descriptive-analytical approach and used an interview questionnaire to collect data from a sample of 200 mothers, who were selected through purposive sampling.

In the end, the researchers concluded that screen technology has taken over children's lives, as they have been exposed to it since birth, and that a significant proportion of the researchers' children spend far more time in front of screens than experts recommend. As for the mother's educational level, the researchers concluded that this factor plays an important role in determining and regulating the use of screen technology. According to the study's findings, a mother's age has a relative impact on the amount of time she allows her children to use screen technology.

- An Arabic study by Ahmed Ibrahim Ahmed Khidr titled "Parenting Styles Suited to the Digital Transformation and Their Impact on Children" (Khadr, Ghonaim, & Al-Oweili, 2023, pp. 58-86)

began with the following questions:

- What is parenting in the digital age, and what are its characteristics?;
- What are inappropriate parenting styles, and how do they affect children?;
- What are appropriate parenting styles, and how do they affect children?.

The study aimed to identify parenting styles that are appropriate and inappropriate for the digital transformation and their impact on children, in order to answer these questions. The researcher employed a descriptive approach and ultimately reached several key findings, the most significant

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of which was a notable weakness in the family's role in educating children on how to navigate the digital transformation, The study also recommended the creation of websites focused on parenting in light of the digital transformation, as well as efforts to educate parents on developing sound beliefs regarding child-rearing in the digital age through the involvement of print and broadcast media organizations.

The researcher also suggested utilizing digital transformation tools to broadcast programs focusing on the family's role in child-rearing and to develop a specialized curriculum on parenting to be taught in education colleges and accredited centers.

- A foreign study by Ellen Wartella, Vicky Rideout, and others titled "Parenting in the Age of Digital Technology": (Wartella & Rideout, 2013)

The study aimed to examine how parents integrate new digital technologies—such as iPads and smartphones—and traditional media platforms—such as television, video games, and computers—into their family life and parenting practices. Among the questions addressed in the study were:

- How widespread is the use of mobile media technologies?;
- Do these technologies make life easier for parents?;
- How do parents use media and technology as a tool for raising children—to help them complete tasks or to teach them?;
- How do different parenting practices and parents' levels of media and technology use influence children's patterns of use at home?.

The study was based on a sample of 2,300 parents of children aged 0 to 8 years. The researchers used a questionnaire as their research tool, and all numerical data and key findings in the report are based on the results of the national quantitative survey.

The study reached the following conclusions:

- In today's world, new digital media have become the preferred method of raising children;
- Children are now demanding more screen time, and parents are constantly trying to prevent them from having it;

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- Few parents use the internet or social media to get advice on raising children;
- Children's media use is not a major concern for parents of children under 8 compared to other issues such as health and education; however, they do believe there is a link between media use and a lack of physical activity;
- Parents do not view the media as particularly educational for their children, but they do not consider the media—whether traditional or new—to be harmful; rather, fathers and mothers tend to see the educational benefits of these activities for their children more than they see the drawbacks.

6. Methodology used

In this study, we adopted a descriptive-analytical approach, which aims to describe and analyze mothers' perceptions of digital media and their relationship to their parenting styles. This approach provides an accurate and clear picture of the characteristics, motivations, and personal experiences of mothers, as well as an analysis of the qualitative data extracted from the interviews.

7. Study sample

The study sample consists of 30 mothers, including 15 with a college education and 15 without a college education. The sample was selected using a purposive sampling method to ensure the inclusion of mothers with firsthand experience in using digital media.

8. Data collection tools

In this study, we used structured interviews to collect data and shed light on mothers' perceptions of digital media and their educational approaches.

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Table N°01: Distribution of Female Research Participants by Educational Level

Level	Frequency	Percentage
Below university	2	50%
University	16	50%
Total	30	100%

The table shows the distribution of the mothers in the study by educational level: the university level includes bachelor's, master's, or postgraduate degrees, while the pre-university level includes elementary, middle, and high school education.

It is evident that the study sample is evenly distributed, with 50% of the mothers having a below-university level of education and 50% having a university level of education. In this study, we ensured that both groups were equally represented in order to facilitate an objective comparison of mothers' perceptions of digital media and their educational approaches.

Table N°02: Indicators for Assessing Mothers' Digital Knowledge Levels

Category	Indicators	Fr	%
High	I have good computer skills- I'm proficient with apps- I have a background in digital technology	02	6.66
Medium	I only know the basics - I only know a few apps - I use a few apps - I only know Facebook, Messenger, and YouTube	16	53.33
Low	I'm not interested in learning it - I only use Facebook and Messenger to stay in touch - I use YouTube to watch cooking video	12	40
Total		30	100

The table shows mothers' levels of digital literacy based on a set of indicators derived from the respondents' answers to the following questions:

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“How would you rate your level of knowledge regarding your use of the internet, smartphones, and available apps?” and “What apps do you typically use, and why?”.

As clearly shown in the table above, the results illustrate the extent to which the mothers in the study are able to navigate and use digital media. The group with a high level of digital literacy consists of mothers who are proficient in navigating applications and using them effectively, They also possess technical training, which reflects an advanced level of digital literacy ; As for the intermediate group, their digital knowledge is limited and confined to the basics; they use only popular apps such as Facebook, YouTube, and Messenger, but they understand these apps and their functions without delving into or understanding other apps.

Finally, there is the group of mothers who have very limited digital knowledge and use digital media solely for communication and simple tasks, without any interest in learning new digital skills.

We conclude from this that there is a clear disparity in digital literacy levels among mothers, and this will undoubtedly influence how they interact with their children regarding the use of digital media—whether by accompanying and guiding them, monitoring them, or even preventing them from using such media.

The table shows the distribution of mothers by their level of digital literacy. We can see that the majority of mothers have moderate digital literacy (53.33%), followed by those with low digital literacy (40%). The smallest group consists of mothers with high digital literacy, accounting for just 6.66%.

Based on these findings, we can conclude that the majority of mothers do not possess a high level of digital literacy; rather, their digital literacy falls within the range of moderate to low. This may be attributed to a lack of digital training or limited use of technology, resulting in insufficient acquired digital literacy, This may affect their ability to navigate digital media and guide their children in a healthy and effective manner.

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Table N°03: Distribution of mothers by style of educational intervention

Category	Indicators	Fr	%
Parental guidance	I use the phone with them- Let' swatch it together on the phone- show them educational videos	7	23.33
Parental control	I check his phone - I monitor it using a special app on my phone-I keep asking him what he's watching	16	53.33
Prevention	I won't let him use the phone	07	23.33
Total		30	100

The table presents indicators of mothers' educational intervention styles regarding their children's use of digital media, ranging from modern approaches focused on guidance and support to traditional, control-based methods such as supervision and Prevention.

The approach of guidance and support reflects an interactive educational style based on dialogue and participation, in which the mother involves her son in the use of digital media and directs him toward useful content, such as educational materials.

While this monitoring approach relies on tracking and supervision through the use of monitoring apps and phone tracking—which reflects mothers' desire to protect their children—it is an approach based more on control than on interaction.

In contrast, the restrictive approach reflects a strict, traditional style, which involves denying the child access to digital media; this stems from a fear of the risks associated with such media or a lack of ability to control their use.

This diversity in the approaches mothers take stems from their differing perceptions of digital media; while some view these platforms as tools for learning and guidance, others see them as a source of danger and a threat that calls for monitoring and restriction.

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Table N°04: Distribution of mothers by educational level and digital literacy

Level Digital knowledge	High		Medium		Low	
	Fr	%	Fr	%	Fr	%
Below university	00	-	05	31.25%	10	83.33%
university	02	100%	11	68.75%	02	16.66%
Total	02	100%	16	100%	12	100%

The table shows that there is a correlation between mothers' educational level and their level of digital literacy; specifically, mothers without a college degree are concentrated in the low digital literacy category (83.33%) and are completely absent from the high digital literacy category, We also note an average rate of 31.25% for the intermediate digital literacy category, which indicates limited familiarity with digital media among mothers with less than a college education.

Meanwhile, university-educated mothers show a more balanced distribution, with the highest proportion (68.75%) falling into the "moderate" literacy category, along with some representation in the "high" literacy category and a lower proportion (16.66%) in the "low" literacy category, This indicates that mothers with a college education have a higher level of digital literacy than mothers without a college education.

These findings underscore the role of education in developing digital skills, which is reflected in mothers' perceptions and the nature of their educational involvement in guiding their children's use of digital media; This structural relationship between educational attainment and digital literacy is not limited to the impact of education on raising digital literacy levels; it also encompasses the nature of this knowledge and its educational function; However, this approach is linked to mothers' perceptions and parenting practices, which we will explore later.

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Table N°05: Distribution of Research Participants by Level of Digital literacy and Type of Educational Intervention

Level style	High		Medium		Low	
	Fr	%	Fr	%	Fr	%
Parental guidance	00	-	02	12.5%	05	41.66%
Parental control	01	50%	12	75%	03	25%
Restriction	01	50%	02	16.66%	04	33.33%
Total	02	100%	16	100%	12	100%

We can see from the table that 75% of mothers with moderate digital literacy tend to use a monitoring approach , adopting a cautious and precautionary approach based more on monitoring than on guidance and support, while mothers with low digital literacy tend to provide more guidance and support, with a rate of 41.66% , This may be due to their lack of technical proficiency and their need to compensate for their lack of digital literacy, as their limited media literacy does not necessarily lead them to block content, In contrast, we find a group of mothers with high digital literacy; although they are few in number, they tend to adopt a balanced approach of restriction and supervision. This reflects a deep awareness of the potential risks of the digital world, which leads them to take a stricter stance.

Based on these findings, it can be concluded that increased digital literacy does not necessarily lead to the adoption of a supportive approach, but rather reinforces forms of control such as monitoring, supervision, and prevention ; Mothers with low digital literacy rely on supervision as a compensatory mechanism and restriction as a defensive measure, while those with high digital literacy, despite possessing technical competence, rely on monitoring and restriction, aware of the risks posed by digital media to their children, This indicates that educational intervention is not determined solely by digital knowledge but is also influenced by social perceptions of risk and family upbringing patterns.

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Table N°06: Distribution of Research Participants by Level of Digital literacy and Type of Educational Intervention

Necessity	frequency	Percentage
absolutely essential	18	60%
Some what necessary	04	13.33%
Not necessary	08	26.66%
Total	30	100%

The table shows that the majority of the mothers surveyed 60% believe that digital literacy is very important in guiding their children's use of digital media, while 26.66% of the mothers believe that digital literacy is not necessary for this purpose, Meanwhile, 13.33% of them believe it is partially necessary, while none of the mothers surveyed hesitated to answer.

These findings reveal a relative disparity in mothers' perceptions regarding the importance of digital literacy and its impact on educational interventions, However, there is a strong link between digital literacy and supervision, as mothers believe that a mother with digital literacy is better able to understand apps and the risks involved, making it easier for her to monitor her children's use of technology, This underscores the fact that possessing digital skills enhances a mother's ability to monitor and supervise her children in the digital environment, On the other hand, some mothers believe that digital literacy alone is not enough, and most of them cite "lack of time" or "inability to control their children's behavior" as reasons for this. This may highlight the weakness of mothers' authority within the home or the difficulty of controlling their children's behavior ; This indicates that knowledge alone is not sufficient to ensure the effectiveness of educational practice, as other factors—such as working conditions and the nature of the relationship with the child—also come into play , Consequently, the relationship between a mother's digital literacy and her children's educational intervention regarding media use is a complex one that combines both cognitive and social dimensions.

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Table N°07: Mothers' Perceptions of the Risks of the Internet and Its Impact on Their Educational Interventions

Category	Discourse Markers	Fr	%
Increased guidance	- I spend more time with my son - Encourage him to engage more with educational content	08	26.66
More control	- Keep a closer eye on him - Reduce the amount of time spent online while keeping a closer eye on it. - I'm keeping an eye on him from my phone	13	43.33
Both of them together	-I accompany and observe together	05	16.66
No change in approach	-My approach is appropriate	04	13.33
Total			

The results in the table show that the majority of the mothers surveyed (43.66%) responded that they increased supervision. This indicates that mothers' awareness of the risks of the internet to their children often leads them to increase supervision of their children as a way to protect them from digital risks, suggesting a preference for a control-based approach to supervision.

The table also shows that the approach of supervision and guidance ranked second at 26.66%, indicating a tendency to supervise children and encourage them to browse educational content; however, it appears that this approach has not yet taken root among mothers, as it is observed to be less prevalent among them; Meanwhile, 16.66% of mothers adopt a dual approach that combines supervision with support, and protection with guidance, reflecting a balanced understanding of the nature of digital media; Finally, there is a group of mothers who responded that they do not wish to change their approach with their children, as they find it appropriate; this group accounted for 13.33%. This may indicate consistency in parenting practices and limited awareness of the risks that digital technology poses to behavior.

These findings indicate that mothers' awareness of the risks of the internet does not necessarily lead them to adopt a supervising approach;

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rather, it significantly and fundamentally reinforces their monitoring behavior, which stems from their fear of the negative effects of digital media. Consequently, mothers prefer to exercise control and caution rather than engage in interactive supervision.

Table N°08: Mothers' Perceptions of the Value of Digital Media in Their Children's Lives

Impact	Frequency	Vertical title
An educational tool	17	56.66%
A form of entertainment	10	33.33%
To gether on Monday	03	10%
Total	30	100%

The table results show that the majority of mothers (56.66%) consider digital media to be essential in their children's lives, They stated that it has significant educational and pedagogical value. This reflects a clear shift in the family's perception of technology, as it is no longer seen merely as a source of entertainment, but rather as an important educational and learning tool that supports children's learning and skill development. Meanwhile, 33.33% of mothers view it merely as a means of entertainment, considering it not very essential in their children's lives. This reflects a position that combines recognition of the importance and positive aspects of digital media with caution regarding its potential negative effects on children's lives. Meanwhile, only 10% of the surveyed mothers consider it both an educational and recreational tool at the same time.

Table N°09: Distribution of respondents according to their intervention style and conflicts with their children.

Disagreements Type	Mostly		Sometimes		Mostly	
	Fr	%	Fr	%	Fr	%
Parental guidance	02	7.40%	-	-	-	-
Parental Control	22	81.48%	-	-	02	66.66%
Restriction	03	11.11%	-	-	01	33.33%
Total	27	100%	-	-	03	100%

The data in this table show that conflicts between mothers and their children over the use of digital media are widespread regardless of the type

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of intervention, but they are more concentrated around the issue of supervision, with 81.48% of mothers citing this as a source of conflict; This indicates that the use of digital media is a source of conflict within the family, stemming from the clash between children's desires and mothers' attempts to set limits ; As we can see from the table, a policy of prohibition and censorship does not help to reduce these conflicts; rather, it may lead to an increase in them. On the other hand, while parenting is flexible, it does not completely eliminate conflict, which indicates that the educational process in the context of digital transformation remains complex and that mothers face an educational situation that goes beyond traditional methods.

-Results and discussion

- The study results revealed that there is an intertwined relationship between mothers and digital media; it is not merely a technical relationship, but also a social and educational one. In this relationship, digital literacy is connected with perceptions, concerns, and parenting styles. The findings showed variation in mothers' levels of digital literacy: while medium and low levels predominate, high levels of digital literacy are less common, indicating limited digital proficiency among the majority of the mothers studied;
- The study found that a monitoring-oriented parenting style predominates among mothers regardless of their educational levels, compared to reliance on accompaniment and guidance. The results also showed that higher levels of digital knowledge among mothers do not necessarily lead to adopting accompaniment and guidance as an interactive approach with their children; rather, mothers tend more toward reinforcing control and regulation, especially with increased awareness of the risks associated with the digital world;
- On the other hand, the study revealed a variation in mothers' social representations regarding the importance and necessity of digital media in a child's life. These views range from considering it an educational necessity to seeing it as a source that threatens values and morals, which explains the fluctuation in intervention strategies between prohibition and monitoring;

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- In this context, and in light of the study's findings, it becomes clear that the use of digital media within the family is a site of negotiation, tension, and conflict between mothers and their children. This is due to the gap between children's relatively advanced digital culture and mothers' representations, which are often characterized by caution and control;
- Based on the above, it can be said that mothers' educational intervention in their children's use of the digital world is primarily governed by representations of risk and threat rather than by digital competence. This leads to the predominance of control-oriented approaches at the expense of interactive, supportive guidance.

- Conclusion

At the end of this study, which addressed mothers' social representations of digital media and their impact on their educational interventions with their children, it becomes clear that the mother's relationship with digital media is one in which digital literacy intersects with social representations and family upbringing practices. It is not merely a matter of technical use. The transformations experienced by our society do not affect only patterns of consumption and communication; rather, they extend to reshaping educational relationships within the family, particularly between mothers and their children. The digital space has thus become an arena where roles overlap and new boundaries of educational authority are drawn, within a context characterized by rapid and complex changes.

In this study, we aimed to go beyond the issue of digital media use to address a deeper concern related to the family's ability to adapt to digital transformations, and the extent to which it adopts parenting styles that align with this digital reality. This requires an understanding of its nature and of the ways children interact within it. The results indicated that mothers face a dual challenge between maintaining their educational role on the one hand and keeping pace with digital transformations on the other. This reflects a state of tension among mothers between the desire to protect their children and the need to adapt and meet the demands of the modern age.

However, what should be emphasized is that the real challenge does not lie in controlling the use of digital media, but rather in reshaping a

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balanced educational relationship that combines understanding, trust, awareness, and guidance.

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