

Empowering Children with Adaptive Technology Skills: Careful Engagement in the Digital Information Age

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Abstract

The technological advancement occurring in the world today has a potency to create positive and negative side effects especially on children. The positive side may entail increased empathy and acceptance of diversity through modelling the prosocial behaviours, while the negative can be manifest in aggressive behaviour, risky sexual behaviour, and substance abuse. These challenges pose a need to draw a particular attention to children's rights of protection and care in relation to the use of technology. This paper sought to critically explore the way in which children adapt technology skills and the way they respond towards media influences. The findings revealed that the adaptive technology skills are needed in providing a considerable guidance for child protection and careful engagement towards digital information as part of their rights to natural growth and development.

Keywords: Adaptive technology skills, careful engagement, digital information, media influences, and children's protection and rights

Introduction

The advances in technology in the 21st century entails that children are naturally growing within arenas of higher levels of information access. It is critical for children to adapt their capacity to get knowledge and to develop their skills through technology usage. The dynamics of technological revolution has both positive and negative effects. Studies have shown that it may potentially affect children negatively manifesting in aggressive behaviour, risky sexual attitude, and substance abuse. On the other hand, positive impact may include promoting empathy and acceptance of diversity through modelling prosocial behaviours (O'Keeffe & Clarke-Pearson, 2011). Since children feel inquisitive and would always like to inquire, and to reflect on what to do with information acquired, there is a need to provide considerable guidelines on technology use so as to support them their potential and capacities. It is noted that children face numerous risks as they interact on various social

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media platforms. For example, they grapple with drawing up a picture of emerging conceptions in their digital world and the philosophical struggles understanding their childhood experiences. This study posits a need in guiding children appropriately in facing the challenges in digital environment like cyber bullying, social media depression, accessing inappropriate content (Christensen & Aldridge, 2012). Furthermore, it is necessary to take into account that the need for protecting on media platforms is inextricably linked to children's rights protections.

The advocacy role relating to media influences, and the theoretical framework for protecting children will be examined by proposing a reference model for child adaptability to technology usage. This approach is preventive action, taking care when using technology in ways that can be applied through guiding and filtering issues and ideas coupled with organised and cautious parental involvement and counselling (Tirri & Husu, 2002). There is a need for paying serious attention to controlling their behavioural dependence on technology usage by ensuring parental involvement and taking care of the children's adaptation process on appropriate uses of technology (Buckingham, 2013a). There is also a need for collaboration between parents, practitioners, and policymakers so as to maximize prosocial aspects of social media for the appropriate development of children and adolescents. This approach can be achieved by well-designed guidelines which develops their skills to question, analyse and evaluate, whilst accessing information freely but under the control of their seniors (Buckingham, 2013b). Regardless of the challenges in nurturing an appropriate culture of technology use free from violating children's rights, children must be guided wisely in the way that makes them engage and reflect on the accessed information. This will allow them to be mindful of adult materials which can hamper their moral and cognitive development. The need to maximise benefits and reduce the harm emanating from the media and technology uses, has become a core point of discussion on how to utilize technologies as an attempt to empower children's adaptive technological skills.

In the light of the aforementioned, there is an urgent need to promote an empowerment process that takes care of the children and their natural growth within various digital media platforms. Thus, this paper aims to explore the attempt to empower the adaptive technology skills among children and their awareness about media technologies and influences.

Literature Review

Information Pattern in the Digital Era

In the digital era, information can spread fast around the world through digital devices and by creating machine-readable formats which users can easily get access to (Agichtein et al, 2008). There are many distinct features for which electronic messages can be transmitted. This includes social media which enables sharing of information and ideas thus generating databases into a form with particular interest in expression through virtual means. Since the model of the touch screen has been widely developed, this feature seems unique compared to traditional media forms, and is easily accessible (McNaughton & Light, 2013).

There are a number of digital media forms which are integrated into the model of computing. The outstanding value of digital media in society is creating interaction skills combined with further technological advances manifest in platforms such as Instagram, Facebook, LinkedIn, twitter, among others. In the digital era, this trend seems nuanced to the process of transmitting information where intellectual assets may also be included as an enduring value (Raju, 2014). It is noted that connecting the users by rethinking new approaches and perspectives is needed before going into the action stage. Prior to application, the way to manage information pattern represented by the current situation refers to competitive achievement widely organised to create the way to interact with

others especially in cyberspace, the virtual world (Dabbagh & Kitsantas, 2012). It refers to how the objects of the virtual world can be achieved with an open content movement widely seen as the activity by which the users do.

In addition, there are two models of information patterns which can be exerted to transfer the knowledge information to other users in exploring the virtual world. These two, are namely, explicit and tacit (Nonaka & Von Krogh, 2009). Explicit information refers to the access of verbal patterns of information which are easily transmitted from one set of media to another. On the other hand, tacit patterns of information refer to actually performing the knowledge acquisition by addressing the reliability of 'content fit' in the digital era (Stevens, Millage & Clark, 2010). Apart from that, the outstanding potential concern which would lead to being readily articulated to communicate with others in the context-specific value to transform needs to be adjusted to knowledge with the ability of combining such types of information (Holste & Fields, 2010). Moreover, it can be generated to give a right path of guidance on the communication pattern in the cyber environment with consistently stressing the moral engagement. In order to guide the processes and provide the perceived value of information pattern, focusing on individual and social concerns should be given more attention, applying the right path of knowledge. The media information has a significant, wide-ranging and complex impact on society and culture through processes explicitly driven by digital transitions (Koltay, 2011). In light of this, it is necessary to keep accessible the information systems in the digital media, including developed devices, which can be utilized to become prominent parts of people's everyday life, particularly the youth and children. Whilst, engaging in social media there may be need to encourage notions of critical thinking, bringing awareness to both positive and negative aspects and being mindful of the essential component of feelings, its merits and demerits, in a digital society.

In an attempt to consider the potencies of digital information, the moral engagement has to be the basis of integrating media technology in a creative way. It is to enhance the children's ability to have an opportunity to access information online more enjoyably and in an appropriate way (Shenton & Fitzgibbons, 2010). It is noted therefore that adopting digital tools in the process of transforming and transmitting information is required so as to channel it in a fun way, in line with ethical engagement suitable for children's consumption. The way and manner of adapting moral principles to digital tools should be integrated with professional skills so as to drive the process in getting feedback on digital information. The trends on mobile information transmissions in the social media allow the reaping of rich benefits in a safe digital environment. This immersion in digital information and access, often leads the creation of a virtual reality. In view of these interactions with digital technologies, it is critical to prepare children and the youth to effectively access educational information to support their varied educational inquiries. The way to use digital technology wisely and safely should therefore be directed at developing social skills in order to discourage addictive behaviour and exposure to the negative side-effects related to technology use, especially on the net (Strasburger et al, 2013). In order to promote effective child protection during teaching and learning, the supervision, guidance and advice from teachers and parents should provide an ethical supportive structure, in line with the framework proposed herein., Creating awareness of such adverse issues on digital media such as on web links containing both good and bad data could be pivotal to the needs of children and their protection. Hence it would constitute an integral part of the cultural and daily livelihoods with potential value of reaping the positive benefits for the greater good of the society.

Child Adaptive Skills on Media Information

Since today's generation is bombarded by media technology, where people live, interact and communicate with each other using digital devices, all information can be easily accessed

and forwarded using various digital devices. These include the internet, email, Twitter and Facebook. Moreover, there are a number of digital devices which can be used to support daily information transmissions in this cyber age, which includes tablets, smartphones, computers or iPad.. It is generally accepted that the use of such portable digital devices to enable people in their daily interactions should be cautiously made accessible to children especially the digital gaming devices (O'Keeffe, & Clarke-Pearson, 2011). Children often feel entertained by a variety of internet devices, which enables them further access to useful information and innovative devices. As a result, the increasing demand to use play digital devices among children has been clearly observed in the last decade (Strasburger et al., 2013) hence, the need for a wiser approach in designing suitable adaptive processes and skills. This also applies to social media information transmissions which arise as a necessity in today's everyday life.

Furthermore, the adaptive skills on media information transmissions among the youth, both at home and in community settings have to be developed in a purposeful way. These skills could be taught and promoted within the school curriculum whilst childhood education settings may also provide nurturing of adaptive skills, appropriately embedded within technology applications (Campbell et al., 2006; Hutinger & Johanson, 2000). The uses of technology applications both at home and in early childhood settings may require the need for trained practitioners (Mettler et al., 2011; Shepherd, 2004). In order to implement adaptive processes, the use of applications should be more widely prioritized in transmitting information useful to children in line with their age and development needs. With regards to an attempt to see the essence of potential value which childhood possess, bringing many benefits is to facilitate growth and identity which enables people to connect with each other. There is also a need to appropriately guide the usage of media information by paying attention to insightful guidelines, since this may enhance the child's personal identity and value. Whilst children may want to watch whatever picture or image they like, infusing a positive ethical dimension into the development of their technological skills may enhance their personal and social awareness. Collaboration between the home, the school and other stakeholders is pivotal in helping the children develop such necessary skills through fun whilst accessing a variety of service application to strengthen their critical thinking skills.

There are wide ranges of media information platforms featured amongst educational services to enable children in getting enhanced skills along with critical thinking abilities in any subject, for instance, in maths and these are found to be appealing (Cemalcilar et al., 2005; Christensen & Aldridge, 2012). , It is noted that providing the young generation with unlimited access to the internet via tablets and smartphones has both opportunities and challenges. According to a number of studies, the youth and children showed that such devices can change their thinking skills and capability to absorb information (Collis et al., 2013; Druin, 2009). However, the approach to avoiding prolonged exposure to 'useless' online materials should be regarded as an attempt to keep a balance between providing wider opportunities and positive conscious control. Providing children with tools which may assist them on the use of technology as a creative substance can help their development in the digital age (Buckingham, 2013a). It is noted that as long as the adaptive process goes together with consistent surveillance under a guardian or parent, the potency children have can develop well in utilizing the digital devices and media information platforms.

Challenges and Opportunities of Adaptive Technology Skills

The emergence of widespread technological use and innovation in the media information has both positive and negative effects in children's daily lives. The emerging innovations with some new features and digital tools enable individuals from all generations and walks of life to connect with each other and interact like never before. These benefits of technology

use can concisely be taken into satisfying the human needs in terms of activities in their social system (Anshari et al., 2017; Chayko, 2014; Chen & Hwang, 2014; Fenwick & Edwards, 2016; Huda et al., 2016). For instance, downloading music and watching movies at home can be carried out with an array of digital technologies. These may include mobile devices combined with interactive social networks. The virtual interaction may also go well through Facebook, Myspace, and Twitter. As a result, such distinct characteristics do enhance the positive aspects of technology in society by promoting social good and constructing general approaches underlying self-performance and awareness of these technologies (Davies, Coleman & Livingstone, 2015). In this regard, digital technology has all aspects constructed into worldwide communication system and integrated into the activity which humans may fulfil by adapting it to the social system. An attempt to engage the process with adaptive technology skills should be committed to the time management together with planning (Huda et al., 2017). This refers to the way to support assessing the multi-channels of knowledge sources to extract new insights of value combined with strengthening the management skills into adaptive technology competencies.

Despite digital technological advances, there are numerous side-effects which are quite apparent and pervasive in the digital social media. Among them are a number of unlikely phenomena, such as depression amongst the users (DeHue, Bolman, & Völlink, 2008; Erdur-Baker, 2010; Gillespie, 2008). Depression has negative effects, which seem to have spread amongst some users including both adults and children, culminating in aggression, natural and unnatural sexual behaviour, substance abuse, disorderly eating habits, and academic difficulties (Strasburger et al., 2010). The number of these challenging issues is likely to increase, leading to other dangerous elements threatening children and their development (Collis et al., 2013). Another instance of the negative effects of technology is how quickly it is pushing younger generations into early maturity in society (Davies et al., 2015). Children can now see whatever they want online, can learn anything or even view sensitive images which have no relevance to their needs. It is noted that when they are free from proper supervision, children usually access such prohibited material (Gillespie, 2008). Through parental guidance and supervision, it is hoped that the uncensored sources from the internet, would be safely under parental control and appropriate safeguards followed (Gentile, 2014). The need to strengthen the impactful power of control under adult guidance should be given due consideration both at school and at home.

Apart from some potential harm highlighted above, there are also evidences that media can be beneficial to the youth such as increasing empathy and acceptance of diversity through modelling prosocial behaviours (Buckingham, 2013); and also developing children's early literacy skills through educational programming (McLoughlin & Lee, 2010). When societies know more about technological developments and innovations, they are abler to take advantage of it (Luo et al, 2010).. Knowledgeable uses of technology tools in every field can result in the utilization of its latest innovations leading to enhanced interactions (Keith, & Martin, 2005). The options users have in social media become more challenging due to increased impact of daily communication. This can be seen from making Facebook friends to posting status, sending emails or pictures to catch up with others instantly. The mode of communication and discussion is often transparent about its broadcast content. The ability to adapt and navigate communication technologies may enhance one's performance thereby transforming the way the users interact with others in an appropriate, ethical and safer way wisely.

Analysis and Discussion

The Need to Strengthen Adaptive Skills with Moral Engagement

There are several emerging challenges of technology usage in the social media such as Facebook, LinkedIn, and even messenger, which impact upon behavioural challenges such as student-teacher relationship (Campbell, 2009); and cyber bullying (Erdur-Baker, 2010). There is therefore an urgent need to adopt strategies on technology uses so as to resolve the challenge faced by institutions such as schools. The role of Information Communication and technology (ICT) in contribution to the social system and technical structures is engaged into the framework of feedback on strategy and application in technology adoption (Fenwick & Edwards, 2016). Understanding of the alignment with critical discourse will enable users to integrate the modes of interacting with others in an appropriate way. This can be supported by the model of decision making integrated into the feedback levels coming from the decision- learning structures. As a valuable contribution with the main focus on adopting and utilizing tool in the digital era, creating feedback levels would demonstrate inherent contribution along with technical tools of ICT.

In line with exposing the creative way considered to be the professional adoption towards the use of technology tools, the role of strategic planning has a significant role to engage both the educational technology which may be implemented in the school program and the society concerned (Fenwick & Edwards, 2016). It means that such course redesign which takes a strong leader that is willing to challenge in doing difficulties enables the users to assess what is needed as an attempt to pay attention in creating the vision by communicating with the team of experts. In this regard, the vision is needed to build the way of implementation skills through teaching practices and methods. Hence, the resources are essential in the framework to address dimensions of technology integration and course redesign. In terms of considering the integration among the dimensions about the professional adoption, there needs to be strong commitment in terms of time instructors invest in integrating the technology tool into the course in the model (Gupta & Hee-Woong, 2007). The level of current approaches lies in the core model which underlies organisational initiatives in providing the motivational basis (Kaplan & Haenlein, 2010; Koltay, 2011). In particular, the personal values and goals indicate that a causal relationship between time commitment and competence has a particular essence to the identification of skill development. The skills set out in integrating technology may enhance pedagogically sound way to signify the quality course design and teaching expertise. In using the instructional design model as a guide to serve as a frame of reference, the professional competence can lead to the redesigning of a variety of instructions which can support multi-media experts.

Ethical norms in digital information seem to have been important achieving a good life and contributed to the adoption-derived information technology standard (Spence, 2011). This goal, specifically, can be useful in terms of personal and social orientation. The moral principle states that the moral worth of an action is determined solely by its usefulness, summed among all beings. In this social context, the credibility of information is an important prerequisite for creating good life among all the users. This ethical norm becomes important in guiding to the right path by evaluating and applying digital information. As a result, social media can be used to transmit information by consistently following ethical considerations in dealing with individuals and society. The normal human interactions from face to face or live and direct way can be accomplished through digital information technology. Since information sharing can make life easier, for example by allowing us to build relationships with one another, create business contacts, or get news updates, carelessness in information sharing on the other hand can cause confusion and even conflict if users spread information which is not true. It is not uncommon for hostility arises among groups as a result of misinformation (Rainey & Goujon, 2011). In addition, there can be

dangerous consequences when there is no way for users to discriminate among news, fact, prejudice, and gossip (Sensoy et al., 2013; Wakunuma & Stahl, 2014). These ideas are relevant to both face-to-face interactions and interactions via technology adoption. Consequently, disseminating information presents a particular challenge, which necessitates possessing good ethical foundation. In short, attainment of the social good should become an ultimate goal of the digital information acquisition with cautious consideration for ethical engagement.

Careful Engagement with Children's learning in Digital Information

The digital information which refers to the current extent of ICT has undergone such concerns in driving the societal benefit and also educational process by using the technology's transformational impact. With regard to seeing as their opportunities, children may have exciting ideas to present key information which can be explicitly seen in the social and cultural issues. By tapping their finger on the screen of a tablet for instance, they can learn in creating pictures to express their skills of social and individual concern through their own way (Hutinger & Johanson, 2000). Moreover, the skills which they adopt actually refer to the performance of personal skills on digital media management process, which enables them to live interaction to the virtual one.

With regard to the educational field, the features would enable to enhance teaching and learning with the technology developments such as mind training software, computers, digital cameras, projectors and even PowerPoint presentations and 3D visualization tools. All these refer to the additional sources which can support instructors to help children engage with learning process through grasping a concept easily. Integrated with visual explanation into making interactive and interesting circumstance, the distinction of making learning enjoyable enables them in getting some opportunities by empowering the technology tool in the particular design such as curriculum design, informal one, and housing setting, informal one (Raju, 2014; Shenton & Fitzgibbons, 2010). With this regard, circulating the learning materials through maximizing the facilities such as using the internet can make easier in enduring educational system. It aims to ensure the process of enriching learning experiences and possibilities among the students (Othman et al., 2016) to get involved in enhancing and transforming the curriculum which the stakeholders have prepared (Mettler et al., 2011). As a result, achieving students raise the standard of the learning process dependent on the way which they can organise appropriately. It refers to how they can perform moral engagement to adopt digital tool integrated with creative ways. In this regard, the existing contributions are actually needed to elucidate in further on how the ethical engagement with adaptive skills can contribute to drive the process of transforming the technology in the education in a right way.

Apart from that, exposing to internet use in learning to operate and manage students' way of accessing information refers to the useful ways on how to describe technology tool which enables them to stand strong in term of self-esteem and confidence (Jackson et al., 2010). It should be engaged in the global competition where many matters to do characterised by technology, since its functionality in terms of social and economics aspect is needed to the personal ability based knowledge to the school environment and daily life. An effort to control such changes and diffusion needs to take into account building sustainable relationship into the social and educational aspect which technology can help facilitate. In the digital era, understanding of the basic rule to adopt is required to see its impact which can become an inextricable link between technology and the advanced knowledge. It is important to note about this era where virtual acts are essentially higher than direct one relies on the knowledge which is produced frequently adapted to the changing environment. The attainment of mixing and matching rates of knowledge is regarded to be the development for a dynamic and ever-lasting world. Moreover, it can be seen as the

control of humans in the understanding of the knowledge embedded within the human genome about how we relate to the world which is generated in association with technology and freely available on the Internet to raise the questions about our assumptions of control (Rainey & Goujon, 2011). Driving evolutionary system which enables to make knowledge increasingly become more mobilised to manage, software agents with replacing the search function of unknowingly matching words will exchange knowledge without human intervention.

In the digital era, both implications and innovations in shaping the human experience increasingly affect to engage with media entertainment and information to connect with each other and in collective (Rainey & Goujon, 2011). This would potentially result in the effects on humans of increased engagement with media platforms, services, and content. With the key insights into the emerging media consumer's behaviours, it would be how hyper-connection to the digital tool could be affected by various aspects of human lives with a wide range of individuals, organizations, and societies. In line with changing condition involving transforming how to interact, develop, work, and play affected by digitization involving media, entertainment, and information with newer generations leading to the evolution, there has emerged such challenges on this opportunities (Shepherd, 2004). With regard to the challenges of technology use among the humans, paying particular attention to adapting the ethical basis of the emerging technology to reach positive implication for both individuals and society is needed for providing ethical based instructional suggestion with adaptive skills. In order to reach this, attempts to help users better understand the importance and implications of virtual interaction in actions within the digital identities in digital media should be engaged with the way to use properly and wisely. It is necessary to take into account referring to foster positive implications of increased digital media use and address potential issues by proposing a reference model of ethically based instruction associated with adaptive skills in the digital era within emerging technologies and converging technologies.

Cooperative Engagement of Children on Awareness of Digital Information

Digital information refers to the knowledge which is usually utilised in transmitting information through application of a wide range of digital devices, like mobile, tablet, laptop or PC (Shepherd, 2004). All these can be engaged into the network which has a particular value to generate devices in digital literacy. It indicates that digital skills to operate and use in a daily life have an outstanding initial representation about the certain subject of what to conduct in a network device. In the case of children, since they have the potency to follow what they see and listen to, careful awareness in guiding them in virtual interaction should be taken into consideration in particular about each single activity in fun and creative way. Encouraging kids to have creative and critical thinking comes across within and outside of class (Strasburger et al., 2013; Voogt et al., 2013). The extent of encouraging them can be facilitated through letting them play games with others which enable to cooperative experience (Dabbagh et al., 2016). This would lead to the solidarity among them. It can be seen there is a valuable insight to take care in guiding them in terms of the format of communication and information content. With regard to the way to choose in developing initiative amongst the national approach to the internet regulation, imposing internet filtering can also be applied with controlling access to the subject content. The technical approach as an attempt to control the message consequently offers the multiple ways which can be employed at this stage. Creating the filtering techniques to deploy the restricted access in network level may be carried out, where amongst guardians, parents, educators, and other authorities may also have to access the tools into the programs generated in the digital devices. Those are the following stages (internet and children, 2016). Proxies and software that can allow or block specific sites and protocols (including anti-virus protection,

email spam filters, pop-up blockers, anti-spyware, cookie deletion software, etc.); Content filtering software that finds and blocks specific content or websites; and Configuration options to set site privacy and monitoring features (e.g., Google Safe Search filter, Privolock). Moreover, cooperating children with awareness in digital information can effectively apply their knowledge and experience gained. In addition to setting up the continual basis where the access to search for material content has the connectivity and flexibility to adjust the children, it is necessary to integrate children's material needs together with digital media devices.

Apart from that, the way to conceive the children's ability to access a variety of such Internet would enable them to see the exact risk. As an important role to help them understand something useful to their growth development by safety on the internet use, the role of awareness in digital information (Gackenbach, 2011) should be embedded in protecting them against the threats such as inappropriate content or cyberbullying (DeHue, Bolman & Völlink, 2008; Erdur-Baker, 2010). In this regard, internet safety education here refers to the conceptual framework which considers the critical engagement in protecting them towards the cyber threat, which enables them to have a careful engagement infrequently accessing the Internet (Edwards et al., 2016). As part of the role in enabling the children's safety on the internet use, the way to help them understand the risk and safety online will make them more careful towards the digital information. By allowing them to get access online, the continual control would become a necessity to go through in a safe and responsible way with such opportunities. An attempt in the commitment to keep away immoral attitude such as due to the addition of online use would help better understanding on impacts of online use apart from its benefit (Luciana, 2010). It is important to keep in mind that the balance between exposing online with continual control is important to see its unprecedented danger. As a result, the idea of the resilience-based school of thought at this stage to deal with the way of adaptive capacity is an essential skill which drives the ability to adapt to changed circumstances in fulfilling the proper content. In short, addressing the issues related to the safety in online access is necessarily integrated with cooperating children awareness.

Strengthening Children Adaptability with Appropriate Information Content

In the digital era, most of the people in the modern society interact and communicate with others using their digital device (Westerman et al., 2014). Such produced information contains sometimes inappropriate content or even sensitive images backgrounds like graphic sexual images, inappropriate aggression or fighting. There is need for every individual to have some degree of responsibility in nurturing appropriate content for the children. This would allow children grow at their age when they would still be active in gaming and making fun (Saint-Jacques et al., 2006). An attempt to strengthen adaptability among the children with management ability can actually be applied by every individual in school and home environment. In order to achieve this designed approach of engagement with appropriate information content, the individuals must take responsibility for their own actions in nurturing their children (Collis et al., 2013; Strasburger et al., 2013). As a result, considering creative and fun approach should be related to positive attitudes and interests of children in an attempt to keep appropriate information content for children's adaptability.

In line with appropriate information content approach, this should widely strengthen the protective action against misuse of information. In particular, it refers to enhancement of the accuracy of information relevant to globally accepted standards of representation for children and the basis of preventive action to empower children to cope with the challenges (Gentile, 2014). With regard to the extent of information inquiry from both speaking and listening skills, the quality of interpersonal relationships seems to rely on learning process

to achieve high quality communication (Saint-Jacques et al., 2006). At this point of view, the demands of personal needs directly relate to getting appropriate information content to underlie the interaction pattern with continuous inquiry to verify and maintain the information content (Westerman et al., 2014). This also applies to the children where they need personal satisfaction by getting access to recreational, gaming or cartoon images. In order to facilitate this approach, which is free from the risks, avoids key weaknesses and emphasises virtues to ensure information quality, is achieved widely amongst users and offers alternative and efficient opportunities for solving challenging issues (Strasburger et al., 2010). The acquisition of knowledge on how to develop child adaptability needs to deal with establishing a productive interpersonal inquiry under parental guidance. To meet the demands and address the challenges of everyday life, this allows the children to enhance their communication skills in an efficient manner for positive adaptability behaviour.

Enhancing Moral Responsibility in Media Information for Children

Moral responsibility here refers to the personal and social trait which is usually applied in the way to transmitting and delivering information (Wakunuma & Stahl, 2014). In order to achieve the responsibility performances, children protection can be engaged in the supervision which is taken in maintaining the continual basis integrated with a significant essence towards any situation which represents the inner state of the users. This involvement should concern the moral aspect in any particular state. In line with children, the parental involvement here needs to concern into the main persons responsible for their children's caring (Saint-Jacques et al., 2006). In terms of maintenance, education, and supervision, the initiative here should intervene only in exceptional cases in which the child's interests and rights require protection (Tirri & Husu, 2002). Any situation which should be reported to represent a serious threat to the child's security or development means the inclusion and-or active participation of mothers and fathers in activities. In this regard, parental involvement, amongst tasks, services and decision-making throughout the process of child protection needs the involvement which enables parents to interact with all those who provide support services to their child. Apart from that, the different social work perspective with referring to the concept of parental involvement has to strengthen the process as an attempt to empower moral responsibility. Towards the shortcomings, parent involvement is the springboard for a process of empowerment into the children protection by focusing on parents' skills and strengths.

In line with moral responsibility which parental concern is used to describe the interaction between themselves with their children, amongst both individuals and groups in producing the exchange ideas, the children may have opportunities to grow up with their surrounding with digital devices including interactive social media (Collis et al., 2013; Druin, 2009). Producing and sharing any matter through digital devices indicated transforming the manner to enable children in trying to interact with their parents, peers, as well as how they make use of technology. The moral responsibility which children may show is the way for cooperating together with other peers in their group. Towards the emotional response which is adaptively quick and reliable to individuals in any condition, preparing basic emotion such as empathy with others or cooperative assisting with others becomes a significant factor in drawing attention away from the experience of child protection (Gentile, 2014). The increasing concern is about the restructuring of social work and child protection. Emphasising rules and procedures are collaborated with inter-professional collaboration for information as a way of managing the most complex emotions (Burnett & Daniels, 2015). In particular, the risks of sharing the emphasis on procedures, audit, and new rules in a greater accountability require more active cognitive processing to develop moral emotions from other emotions. It is commonly known as one self-directed and three other-directed. In addition, the invaluable tool for enhancing the moral skills for the

children to get access online would lead to the moral responsibility in achieving information with assisting interactive social networking sites such as the social media which made a vital aspect of their life.

Further Reflections

Careful Engagement in Digital Information to promote Child Protection

Careful engagement has an outstanding value to drive users in a particular way in the digital information. It can make us aware that the moral issues have to be an ultimate attainment which should pay serious attention, especially amongst the youth and children. In particular, empowering the way to deal with children's protection is significant to play a constructive role with perceiving problems arising from Internet use (Keith & Martin, 2005). As a result, amongst guardians, parents and educators at this stage, the approach to empower careful engagement is mostly the one which has an effective way to deal with techniques. For instance, there are some approaches which can apparently endure legal boundaries to empower children and young people in the age with an appropriate pattern such as language and means approach to make them know the way to safeguard them in particular and their communities or friends in general (Collis et al., 2013; Edwards et al., 2016). In addition, empowerment to the careful engagement covers the approach in expectations of moral and cultural norms by elucidating openly with teaching them about the significant essence of digital information with making a fun approach (Druin, 2009; Hutinger & Johanson, 2000). In working together amongst educator, parent, government and private sector, the extent of this empowerment would enable them to help to prepare a preventive action by recognising these boundaries and norms to the careful engagement into the child protection.

In addition, both young people and children need to be well prepared with the preventive action to face the cybercrime by managing their use of digital information and device. Here, the consistent control as a significant role to strengthen their confidence and expertise should be combined with careful engagement and appropriate anticipation towards the impact which may happen. As a result, for paying particular attention into this expectation, keeping aware of potential risks has to be integrated with the anticipation approach to effectively convey the information reliable as role models and sources of advice (Rainey & Goujon, 2011). With the emerging strategies in an effective way for evading the victims from offensive, the ability to make under control in managing the way of use of digital information will likely become an outstanding value to make sure the children in a safe condition. In order to take an active role, to keep children and young people from the sexually explicit materials, for instance, available online should be equally anticipated into the careful engagement (Saint-Jacques et al., 2006). By educating those in the way which can be communicated privately into the subsequent stages which parents are responsible for their children's safety (Gentile, 2014), paying serious attention to the children's potential growth is an entirely developed plan with understanding the way of the cultural basis used in digital information. In particular, careful engagement here refers to the extent of keeping the rights to child protection.

Child Protection as the Rights to Natural Growth Development

Child protection here refers to the way of protecting children from the impact of digital information. The number of issues in digital device and information such as cybercrime emerges to be seen such huge generational gaps in attitudes in terms of confidentiality, privacy and an individual's rights which encourage parental involvement with the struggle to keep up (Saint-Jacques et al., 2006). The potential of addressing safety and privacy against cyberbullying and online predation points out the necessity to encourage parents to engage with their children and to discuss their online activities. In terms of psychological

and technical aspect, the parents may find such factors equally important to empower children by equipping them with online literacy skills (Koltay, 2011). With regard to the level of experience in getting involved amongst guardians, parents, and educators, to keep children out of harm's way may include teaching about the introductory use of the digital device. As a result, empowerment of children against abuse and vulnerability will make positive benefit to access a filtered and purified Internet. Hence effective child protection can be achieved with a deep understanding of the requirement around rooms and houses to engage directly with children (Gentile, 2014). Here is the agenda which is firmly circumventing the filters deployed on the computer.

In line with the proposed child protection regarded as the right to natural and positive growth of children who access internet with continual guidance of parents and instructors for the purpose of filtering and purifying content for safety of consumption The domain is intended to protect children to solve the underlying problems through a mediated discussion as they may encounter where this is to help educate children about how to behave online (Strasburger et al., 2013). This enhancement of individual and collective creativity refers to the development and growth of ideas and endeavours (Keith & Martin, 2005). In particular, the children can be helped through expansion of one's online connections shared, gaming sites, for instance, with more diverse backgrounds. It covers such communication in fostering the one's individual identity with social skills to become an important step for children to let them grow naturally in the way which they can search for as many opportunities as possible through cooperative and creative ways.

Conclusion

In the light of the forgoing discussion, careful engagement of media information with the expressed purpose of child protection and rights of accessing media is critical in this age of globalization. Hence the proposed framework on how to transmit valuable information within an ethical context from empirical literature relating to the growth and development of the child is all the more necessary. The protection of children digital era is significant and would be difficult to achieve without parental or instructor's guidance to promote positive impact of technology on their lives rather than negative one. This paper elaborated the current situation on the moral responsibility for the parental engagement on how to protect children from media influences by creating awareness and mediated supervision of media usage by parents and instructors. This paper provided a considerable guideline on child protection from the harmful impact of media influences to grow naturally with positive attitude in a good social environment. This is expected to contribute in disseminating the children's rights to get useful insight from the media. The finding reveals that encompassing what children should do mainly on adapting their capacity to get knowledge and skill development towards the technology usage should be linked with providing a considerable guidance on taking care of the child protection aspects by forestalling its harmful impact. This can be enhanced as the children's rights to enable them grow naturally with positive impact of media influences. In addition to the consideration of a distinct guideline to protect innocent childhood from something which harmful, this attempt would lead teachers to mediate between competing private and public interests within ethical conflicts. All practices concerning children's attitude and behaviour can be considered as primary precursor to evaluate and balance all the elements necessary to make a decision on a specific situation for a specific individual child or group of children. In addition to the understanding on child adaptability to media technology usage, this approach will contribute in creating awareness of information and engagement of children to promote cooperative behaviour and reaction on transitions and changes. Thus there is the need for monitoring both changes and transitions, helping children to find a way by giving accurate information to assist with making smooth transitions that allows them to know what will

happen next and what behaviour is expected. Hence, this paper contributed to natural and positive growth of children by promoting ethical consideration of their protection and innocence through parental or instructor guidance for purpose of achieving appropriate media content for children.



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