

The Place of Digital Technology in Ghanaian Children's Fantasy of Ideal Childhood

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Abstract: Children may not directly influence their lives, but as the world progresses through different stages, they have shown remarkable adaptability to the complexities of our evolving society. They often embrace new experiences and even set the pace for others. This is particularly evident in their interaction with digital technology. While children may simply be part of the digital age, it is important to understand their perspectives and how they integrate the digital technology into their childhood. In response, this study explored the place of digital technology in Ghanaian children's fantasy of ideal childhood. The study was situated in the qualitative reconstructive research design. Forty-seven children between 10 and 13 years old participated in the study. At this age, children have spent eight years in the basic school and have five more years in childhood, and they have also experienced life, both in and outside the home. They participated through narrative essays. Analysis took place through the thematic approach. The study revealed that the young people fantasized about both communal and personal digital devices. Although television was the most commonly mentioned, they also fantasized about personal devices, such as different models of mobile phones, tablets, iPods, etc. They perceived their digital use from the perspective of it being used for education, leisure and adventure and were more inclined to positive effects of digital technology as they focused only on the positive results rather than the negative ones. Therefore, the Ghana Education Service should encourage the use of digital devices in schools under the supervision of teachers and under specified guidelines.

Keywords: Children; ideal childhood; digital technology; education; leisure; adventure.

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Introduction

Children and childhood are key concepts that are part of every society. These concepts have undergone tremendous changes over the years (Cunningham, 2020; James & James, 2012). For instance, children have been theorized as small adults (Classen, 2005), as innocent (Palmer, 2015), as deviant (Levitas, 2005; Murphy, 2007), as a social construction (Moss & Petrie, 2002; Woodhead,

2006), as social actors with agency (Mayall, 2002), as right-bearing citizens (Stasiulis, 2002; Woodhead, 2006), as consumers (Buckingham 2011; Aitken, 2001; Sinclair, 2004; Cook, 2004) and as independent (Dahlberg, 2003; Kj rholt, 2005; Vandenbroeck, 2006; Olsson, 2009), etc. Farley and Sonu (2020) believed that in an attempt to promote new ways of engaging with children and childhood discussions, researchers employ diverse

representations and images that stimulate the reconstruction of human life itself. Damon (2008) explains that children play a very minor role in defining their lives, which are mostly drawn out for them and they are, by different means, guided to tow those lines. Thus, a successful childhood is defined by a succession of well-demarcated experiences, outside of which childhood is described as not so successful. Even in situations where there is a call for certain rights to be allowed to children, those rights still depend on others (Antwi, 2021; Ame, 2019; Ame, et al., 2020).

Although children do not directly influence the course of their lives, they experience the world just as others do. As the world moves through different stages and eras, based on daily experiences and inventions, children tend to be more agile with the sophisticated turns and twists of our present world. This is explained in proposition that the human nature is such that the new generation grows into an already existing one (Moscrip, 2019; Kloeg, 2022;). Hence, it is very common to see the younger generation settling into experiences than most adults. This is the case of the experience with digital technology. Digital technology permeates every aspect of human life, be it social life, professional life, communication, education, and even leisure (Tutar & Turhan, 2023; Onyeator & Okpara, 2019).

According to the United Nations (1989) and the Organization of African Unity (1990), a child is any person below age 18. However, there are different stages in childhood, such as early childhood, late childhood and adolescence. The focus of this paper is children between ages 10 and 13, who are also considered as young adolescents. Hence, young adolescents and children will be used interchangeably.

From the time we wake up from bed to the time we go back to sleep, digital plays a key role in all our experiences. This is even so with the lives of children. Although the digital may be experienced differently according to where a child is born, most people on the face of the earth, in one way or another, have experience with digital technology and it has become an integral part of childhood (Amante, 2016; Shin & Li, 2017). This is the case for the Ghanaian child. Although Ghanaian children might be carried along in the digital world as a thing of their time, it is worth knowing what they understand from their experience with digital technology and what they hope it to be.

Most countries limit children's access and use of digital technology with legitimate concerns for their well-being (Bittó-Urbánová, 2023; Lievens et al, 2018; Kardefelt-Winther et al, 2022; Kardefelt-Winther, 2017; OECD, 2021. Even in societies where children are given liberal use of digital tools, stakeholders still harbour fears of the obvious and the unknown threats in the digital world (Lafton et al 2023; Milosevic et al., 2022; Smahel et al., 2020). Such discussions about children's well-being are usually carried on without their voice representation, and even when their views are solicited, they are only used as mere formalities. Adults are positioned as the custodians of children's welfare, and they make and implement decisions for children without consulting them. The assumption is that adults know what is best for children. However, most hazards that children encounter are orchestrated by adults, whether deliberately or otherwise. Children's views on their use of digital technology in a situation they consider to be ideal will give a representation of their voice in ongoing discussions about their digital technology use, and resulting decisions and policies will be met with more acceptance and compliance. If children are included in discussions about their digital well-being, will their views and ideas affect decisions and policies made on their behalf when it comes to their digital use? What will be the disparities between children's ideas of their digital use and those of adults? Will it be possible to find an equilibrium between adults' thoughts on children's digital technology use and children's own perceptions of their use of digital technology?

In Ghana, most research on digital technology with children focuses on their experiences and not necessarily their views (Kyei-Arthur, 2024; Kyei-Gyamfi, 2024). Hence, this paper explores children's imagination of what they perceive as the best use of digital technology in a childhood that they deem to be ideal. The study is part of a larger study in which children were asked to write narrative essays about their fantasy of an ideal childhood. The participants' views on their digital technology use in their fantasy of an ideal childhood are the focus of this study.

Theoretical Framework

The study was underpinned by Katz and Blumler's Uses and Gratification Theory (UGT) (1974) as explained by Vinney (2022). The theory posits that consumers' choice of media is influenced by specific expectations to gratify their needs. That is, people choose a particular medium to use by focusing on

what they need or want at a specific time. This theory focuses on the individual using the media and contrasts with other theories that tend to focus on the media in use. Most often, society takes a paternalistic view of children as vulnerable and needing protection. In this view, children are viewed as inexperienced and gullible. The UGT provides the opportunity to focus on the young consumer as an individual with choices backed by a certain level of intellectual ability to make choices. This way, the theory diverts attention from the situation of the consumer to the choice and the reason for it.

Vinney (2022), citing Katz et al. (1973), explains five human needs gratified by media use. These needs are not secluded to adults only but are also made manifest in young adolescents. Particularly, emotional needs, cognitive, integrative, social integrative needs, and tension-release needs all apply to humans irrespective of age or experience.

UGT's appropriateness for this study stems from the perspective of children as competent social actors (Prout & James, 1990; Qvortrup, 2005), who have reasons to pursue media and, in this case, digital technology use to satisfy their specific needs. Most often, society is lopsided when it comes to young people's use of digital devices and social media. The focus is mostly on the negative effects. However, when young people are deemed and accepted as competent social actors, then they too, according to UGT, choose digital devices and social media terrains to satisfy specific needs.

Concepts of Childhood

Existing literature reveals a labyrinth of definitions and views spanning societies and cultures, histories, contemporary and future thinking, disciplines, politics and education (McLeod, 2008; Šagud, 2014). Ordinarily, one will justifiably link childhood to age limits but that is not enough. Childhood has been seen as a state of innocence and purity (Rousseau, as cited in Dent, 2005), as a blank slate shaped by environment and learning (Locke, as cited in Axtell, 1968) and as evil (Hendrick, 1997). It has also been connected to history (Aries, 1960; Pollock, 1983), biological and social age (Séguy et al, 2019), agency, and society (Hendrick, 1997; Gittins, 2009; Kehily, 2004; Prout & James, 1997; Woodhead, 2008). Other complementing factors include sexual consent, crime and prosecution, gender, and education (Bajpai, 2003). Contemporary childhood is connected to cultural diversity; a multifarious social set and a technologically advanced environment.

Children have been viewed as "adults in the making" (becoming) and this is contrasted with children as being, and it is assumed that adults focus on the discrepancies between their abilities and the inabilities of children to define childhood (Šagud, 2014; Kehily, 2009; Arneil, 2002; Prout & James, 1990). Consequently, their capabilities are downplayed and most often they are the silent group in the population (Šagud, 2014). As becoming, the focus on children is future-oriented, which is to become adults. In this sense, childhood is a kind of preparatory stage for children with the end result being adulthood.

The global constitution, United Nations (1989) defines children and childhood in a universal sense with cultural diversity in mind; Members of the UN have the option to carve out their culture-specific childhood from the global one. Consequently, childhood has been defined according to the society in which children find themselves. Childhood can therefore be said to be the space in time in an individual's life which is characterized universally by a young age; under 18 years (United Nations 1989), but bound by factors such as those defined by society (Gittins, 2009; Kehily, 2004; James & Prout, 1997; Woodhead, 2008). The African Charter on the Rights and Welfare of the Child (ACRWC) defines the child as any human being below age 18. Unlike the UNCRC, the ACRWC recognizes the innate and physical abilities of the child as well as the need to prepare the child for future roles and thus invests the child with responsibilities to the family, community, and nation. These responsibilities are mostly the socializing agents employed by most African societies (Nsamenang, 2008).

Children and Digital Technology

Digital technology has become part of almost every society, and it has led to significant advances in countries globally. The transformation induced by digital technology has necessitated its inclusion in all aspects of human activities (Trucco & Palma, 2020). These include children's activities, the chief of which is education. The ubiquitous status of digital technology currently implies that even people (like children) who do not directly use digital tools are still affected by it (Gere, 2008; Anderson & Rainie, 2018). However, the dangers apparent in direct access to it (especially the internet) (Goldstein, 1998; Kosenko et al., 2017; Ferguson & Wang, 2019) made most societies reluctant to give open access to the younger generation. Carlsson-Paige (2018) believed that reducing screen time as much as

possible for children paves way for in-depth development, creativity, and understanding that is usually lost with high screen-time. However, Livingstone (1996) and McLaughlin (2014) describe this as moral panic associated with digital technology and downplay the negative effects of children's use of digital technology as compared to its merits to them (Trucco & Palma, 2020). Children themselves have their views and perceptions about their use of digital devices, and unlike most adults, they are adventurous, optimistic, progressive, and future-thinking oriented, albeit cautious (Third & Moody 2021).

In Ghana, generally, young adolescents are not allowed to have personal mobile phones, especially in schools, and most studies on children and the use of mobile phones focus on older children, especially those in the Senior High Schools (Akaglo & Nimako-Kodua, 2019; Aggor et al (2020; Buabeng-Andoh, 2012). However, a study by UNICEF (2021) indicates that children as young as 5 years old are allowed access to mobile phones at home. The study statistics found a strong correlation between geographical location and children's mobile phone use, suggesting that more children in urban areas are allowed to use mobile phones than those in rural areas. In addition, although the Ghana Education Service (GES) prohibits mobile phone use in schools, the New Standard-Based Curriculum (currently being implemented in Ghana) promotes digital literacy as a core competence and the use of learner-centred pedagogies, such as research and presentations. These definitely promote or demand digital use by children. The Government of Ghana, in a bid to promote digital literacy among Basic School learners, provided tablets in some schools (Government of Ghana, 2008; Natia & Al-hassan, 2015), but these were insufficient. Thus, young learners have to resort to the use of mobile phones in their academic work.

Methodology

Design

As this study is purposely designed to elicit children's views about their use of digital technology, it is important to control the researchers' own suppositions and prior knowledge to avoid their imposition on the data, which in our case, would also mean imposing adults' opinions on children's perspectives. To achieve this, the study was situated in the qualitative reconstructive research design, the Documentary Method, as

propounded by Mannheim (1952) and further expounded by Bohnsack (2010).

In practice, the documentary method makes both explicit and implicit meanings data for analysis. It follows the assumption that human behaviour is motivated by two levels of meaning: the explicit level, about which people can communicate, and the implicit (or atheoretical) meaning, which is mainly based in the unconscious, incorporated through everyday life experiences and cannot be communicated (Bohnsack, 2010; Mannheim 1952). Thus, the children's explicit views of digital technology use and its implications are both data for analysis. This method makes researchers privy to two levels of meaning for analysis and in practice, it makes use of three levels of analysis; formulating interpretation, reflecting interpretation, and formation of types (or semantic interpretation). However, data analysis in this study is limited to the first two levels.

Sampling

Two basic schools were selected from the Winneba Municipality of Ghana, based on the acceptance of the school administration to allow access to the children. Writing materials were distributed to a combined class of 125 children to facilitate their participation. Out of 125 children who received the writing materials, forty-seven (47) returned their essays, and after reading through them, thirty-two were selected for the study. The participants were between 10 and 13 years old. At this age, children have spent eight years in the basic school and have five more years in childhood, and have experienced life, both in and outside the home. With such experiences, it was expected that they have an idea of what an ideal childhood could be.

Instrument

The instrument for data collection was narrative essays, and the stimulus was, "Imagine you have the opportunity to live the way you want (in the immediate future), what will be your perfect life, starting from the time you wake up to the time you go back to bed?" The researchers' interest was in their perfect lives, which spanned more than a day; however, the idea of "going to bed and waking up" was to bring order to their narrations and to avoid the jumbling up of isolated events and activities or just listing of events and objects of interest.

Writing materials were distributed to the children to facilitate their participation. What they narrated as their perfect lives and how they did the narration

both formed the data for the study. Out of a combined class of 125 children who received the writing materials, forty-seven (47) returned their essays, and after reading through them, thirty-two were selected to be used for the study. The others were rejected because they (i) listed objects they wish to have, (ii) retold a popular story, or (iii) did not mention digital technology in their narrative.

Ethical Considerations

Letters were sent to the Basic Schools in Winneba to ask permission to collect data from the school children. The choice of schools was based on the school administration's willingness to allow the children to participate in the study. Contact was made with the children after permission was granted by the school authorities. The aim of the study was explained to the children, and they were made to understand that their participation was strictly voluntary. To ensure confidentiality and anonymity, participants were asked to indicate their sex and age but not their names. They were also assured of confidentiality as far as what they write is concerned.

Trustworthiness

The nature of the qualitative research makes researchers' contributions an integral part of the research outcome. In the use of the Documentary Method, interpreting the data still imbibes a lot of ideas and contributions from the researcher, which, in the long run, can influence the final results. To reduce this influence to the barest minimum, the data was subjected to group analysis, particularly at the level of reflecting interpretation.

Statistical Treatment of Data

The essays were assigned numbers according to which was read first, and they were subjected to close reading one after the other. The first mention of digital technology in the first essay was extracted and given a colour code. Any other mentions that are similar to the first were given the same colour code; however, a different colour code was given to another mention that is not similar to the first. This went on for all the essays. The same colour codes were then brought together and given code names that formed the themes.

Findings and Discussions

This section presents the results and discussion of the study. It is initiated by the frequency of the mention of digital technology in both the overall

essays submitted for the study and the essays selected for the study.

Findings from the initial analysis of the essays showed that, in the 47 essays submitted for the study, digital technology was mentioned 33 (70%) out of 47 times. In the 32 essays selected for the study, 26 (81%) included digital technology in their fantasy of an ideal childhood. The implication is that the children in this study perceived digital technology as very important and an integral part of their lives.

Research Question 1: What digital interests do Ghanaian children reveal in their fantasy of ideal childhood?

The most common digital tool mentioned was television. It was mentioned thirty-two times in the children's essays. Engaging with television is thus the most preferred activity for leisure. While it would be the last activity before going to bed for some children, others would do it even at or just after breakfast. One child revealed, "After 30 minutes I will come to the hall and watch television till news and listen to the news to 8:00 pm in the evening" (Essay 45). Another child revealed, "At 8 O'clock, I want to watch some interesting movie for thirty minutes" (Essay 44). One more child revealed, "After eating I will put everything in order. I will live in a mansion by myself. Then I will watch TV from 9:00 to 10:30 am. When I finish, I will watch movies" (Essay 2).

The focus on television could be because it is common in most households. It also has socioeconomic connotations as its use tends to be communal or for family use. In this way, one television set serves the whole household. In addition, most often, children returned from school and engaged in household activities, and by the time they can engage in leisure, it is too late to engage in outdoor activities. Hence, television becomes their only source of leisure (Acquaye, 2022; Sener et al, 2008; Pavlova & Silbereisen, 2015). Also, it is the best access to all forms of information for adolescents (Watson & McIntyre, 2020). Thus, the television fills the socioeconomic, informative, and family bonding gap as well as the much-needed or desired leisure. However, television is not the only digital tool they are interested in. They showed engagements with tablets and mobile phones, which are quite common. One child reported, "And in school, my mom will allow me to take my tablet and ipod to

school" (Essay 38). Another child revealed, "When I'm tired of watching television, I go for my tablet and then play all sorts of games that interest me" (Essay 36).

The focus on television is mostly on moving pictures; however, when it comes to playing games, they personalized their digital use by preferring digital gadgets like tablets, as indicated by König et al (2022). In this way, they depicted the disparity between communal and personal digital use. In addition, as children imagined their ideal childhood, they explored the digital domain as a means to higher intellectual abilities. One child revealed, "On Monday, I want to come to school with my iphone and my tablet so that I can learn with it so that I will be clever in class always" (Essay 21).

The use of digital tools here is connected to excellent academic performance. Allowing children's use of such devices as the mobile phone in schools (in Ghana) is still hanging in a balance for several reasons, chief of which is its adverse effect on learning activities and access to unhealthy content. However, in the children's view, digital tools in school are purposely for learning and research and to better their performance at school (Yun & Kim, 2025).

From the young adolescents' point of view, digital technology makes life easier, cleaner, and more comfortable as indicated in the following information: "Gosh! there's air-condition in my classroom as well as television, game pads and flexible, comfortable, massaging chairs" (Essay 35). Furthermore, "I get settled on an electronical chair and table. We would learn with electronical board and tablets. There would be no need for writing and no need to get chalk stains in your dress" (Essay 36).

Although the participants had academic interest in mind with the use of digital tools, they also saw it as a means to a cleaner, healthier and more comfortable academic life, and this is consistent with Haleem et al (2022). The idea of digitized furniture in the schools implies that they are aware of how it can influence their learning at school. Thus, changing the hardwood furniture to a more comfortable one is a fantasy in an ideal school setting. Additionally, a digitized teaching resource will aid in avoiding dust and creating a healthy learning environment.

Children engage with Television and other digital tools such as iPod, mobile phones and tablets to

access information in the form of televised news and for leisure as in watching movies. In addition, they engage digital technology as a means to better education, convenience, and general comfort in school.

Research Question 2: How do children feature digital technology in their fantasy of ideal childhood?

An analysis of the essays revealed that the participants approached the issue of the digital from three main perspectives. They view the digital use from the perspective of it being for; Leisure activities, Education and Adventure. For leisure activities, the digital is engaged at different times of the day. One respondent revealed, "At 8 O'clock, I want to watch some interesting movie for thirty minutes" (Essay 44). Another respondent revealed, "When I am tired, I will take my computer to play game like football, volley, Tennis when I'm done playing the game, I take a story book" (Essay 14). It was also revealed that "After eating I will put everything in order. I will live in a mansion by myself. Then I will watch TV from 9:00 to 10:30 am. When I finish, I will watch movies" (Essay 2). One more revealed, "I will like to get home at 4:30 and take a short shower and after having lunch I will do my homework and watch television for the whole night and go to bed at around 8 o'clock" (Essay 46). Therefore, engaging digital technology for leisure throughout the day implies that it plays a key role in their ideal childhood.

They also engaged digital technology in their education to make learning both easier and more comfortable. One respondent revealed, "On Monday, I want to come to school with my iphone and my tablet so that I can learn with it so that I will be clever in class always" (Essay 21). Another one said,

And in school, my mom will allow me to take my tablet and ipod to school (Essay 38) and I get settled on an electronical chair and table. We would learn with electronical board and tablets. There would be no need for writing and no need to get chalk stains in your dress (Essay 36).

Finally, digital technology provided exciting adventures that are undertaken both locally and internationally. In their ideal childhood, adventure was enhanced by digital technology, making them global citizens. One child reported, "In my perfect life, I would like to travel every single day to another

country every single day because I want change so that I can explore to have a feeling of change and excitement” (Essay 6). Another said, “I would like to go to places like New York City, England, U.S.A, Dubai, UK and India and will like to live in a mansion” (Essay 19). He added,

Then I will go to the airport and take a flight to England and as soon as I get to England, I will go and meet the queen of England and have a lunch with her and right after there I will go to the field to meet my favourite team Liverpool FC and my favourite footballer Mohammed Salah then I will train with them and after training I will have some shopping in two shopping malls in England) (Essay 12).

These three perspectives give a conglomerated use as digital tools used for leisure are also tools for doing academic work. Some of the tools mentioned are TV, YouTube, computer games, Play Station, own phones, Cinema, Tablet, Laptop, video games, computers, etc. These are digital tools and sites that provide both leisure and learning opportunities for young people.

Parker et al. (2022 p.3) explained that defining playful learning as “joyful, meaningful, iterative, socially interactive and actively engaging experiences, focused on fostering cognitive, social, emotional, creative and physical skills”, make it relevant to engage it in teaching young people as it achieves the highest learning impact among them. Thus, digital tools that give play opportunities also, most often, give higher learning outcomes.

Shipley (2012) posits that young people do not only play for pleasure and learning but also play challenges their abilities and imagination, making them more daring and prone to experiment to improve on their current capacities. This is directly connected to viewing digital technology from the perspective of adventure.

Digital use as adventure is evident in ideas of faster-than-light travel that run through the essays. Typical examples are traveling just to see the world and using digital devices to make movement easier and better. Digital activities are portrayed as providing opportunities for adventure all around the world. This adventure, as much as it is for pleasure, also provides learning experiences for them as they explore other places. Additionally, the adventure could create opportunities to improve existing

digital opportunities to more sophisticated ones as their fantasy navigates not only current trends of transportation but also more sophisticated ones.

Research Question 3: What are the children’s perceptions about the influence of digital technology in their lives?

In all the selected essays, children focused on only the positive use and outcome of digital technology. The implication is that children mostly focus on the positive in their perception of digital technology, unlike adults. On the other hand, it is possible that since the children wrote the essays within the setting of an imagined ideal childhood, they imagined a childhood of only positive influence and effects, and that was why they did not include the negative effects of digital technology. However, research shows that adults tend to focus more on the negative effects of digital technology than children (Gottschalk, 2019; Livingstone & Blum-Ross, 2020; Boyd, 2014; Uhls et al, 2017).

In a review of 131 articles on young people’s use of technology and digital, 53 of them being empirical studies, Haddock et al. (2022) concluded that the use of digital technology among the younger generation has positive effects. They reported that studies show that public perspective on young people’s media use tends to tilt towards the negative impact despite the overwhelming positive effects. However, Kleeberg-Niepage et al. (2023) are of the view that young people are aware of and consider both the negative and positive digital influence in their daily engagements with the digital and they are usually careful to maximize the positive.

The UGT theory posits that consumers choose particular media to satisfy specific needs. From the discussion so far, it is evident that, in their fantasy of an ideal childhood, young adolescents' choice of digital devices and social media use is geared towards attaining specific interests and gratifying particular needs. These interests and needs include education, leisure, and adventure. All three could be categorized under emotional, cognitive, integrative, social integrative needs, and tension-release needs (Vinney, 2022).

Ongoing discussions about young people’s use of digital tools draw on contradictory theories that hinge on the gaps between the digital industry and educationists in the sense of the danger that the digital can pose to the health of young people

(Twenge & Campbell, 2018; Selwyn, 2021; Zahra & Alanazi, 2019; Syahril, 2024). For instance, there is the issue of danger posed by the length of time used. Another is the proximity to digital tools and even how to handle them. The disconnect between these two industries places young people in a lopsided relationship with digital technology. This is because their focus on digitalized learning is not bad. However, the looming danger to their health should not be overlooked.

The essential role of the digital in young people's lives is clearly and eloquently stated in the following words:

Life is a blind lottery. You cannot choose the circumstances of your birth: your gender, your ethnicity, your parents' wealth, or your disability. Yet technology has the immense potential to even the playing field. Technology can transform the way children learn, connect, and discover opportunities for their well-being and development. In a world of growing inequalities and uncertainties, technology can be a source of empowerment, enabling children to become the authors of their futures and to rise above the cycle of disadvantage." Philip Chan, Youth Advisor (Third et al, 2017).

Conclusions and Recommendations

The young people under investigation fantasized about both communal and personal digital devices. Although television was the most commonly mentioned, they also fantasized about personal devices, such as different models of mobile phones, tablets, iPods, etc. Furthermore, they perceived their digital use from the perspective of it being used for education, leisure and adventure. Finally, the study concludes that children are more inclined to positive effects of digital technology as they focused only on the positive results rather than the negative ones. Therefore, children are not ignorant of digital technology, and their views of its use are not wrong, even though some adults are more focused on the risks involved.

The study, therefore, recommends that the Ghana Education Service (GES) should encourage the use of digital devices in schools under the supervision of teachers. In addition, the Ministry of Education should procure customized digital tools for use in Basic schools. In all the decisions taken concerning children's digital use, they should be involved in the

discussions to give them a voice regarding issues of their digital technology use.

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