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DOES CHILDREN'S INTERNET USE AND PARENTS' KNOWLEDGE ABOUT IT DIFFER IN LATVIA, LITHUANIA AND TAIWAN?

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Background

- Internet becomes more accessible and also more interactive and engaging
- For that there are changes in the Internet use
- It is a question if changes would affect children's development from a very early age
- A lot of studies concerning the effects of the use has been with adolescents or young adults



Background

- Children are engaging in the computer games or learning basic academic skills on touchscreen devices
- Internet use can have an educational and psychosocial value
- Content, duration and timing that deserve serious attention (Radesky, Schumacher, & Zuckerman, 2015)



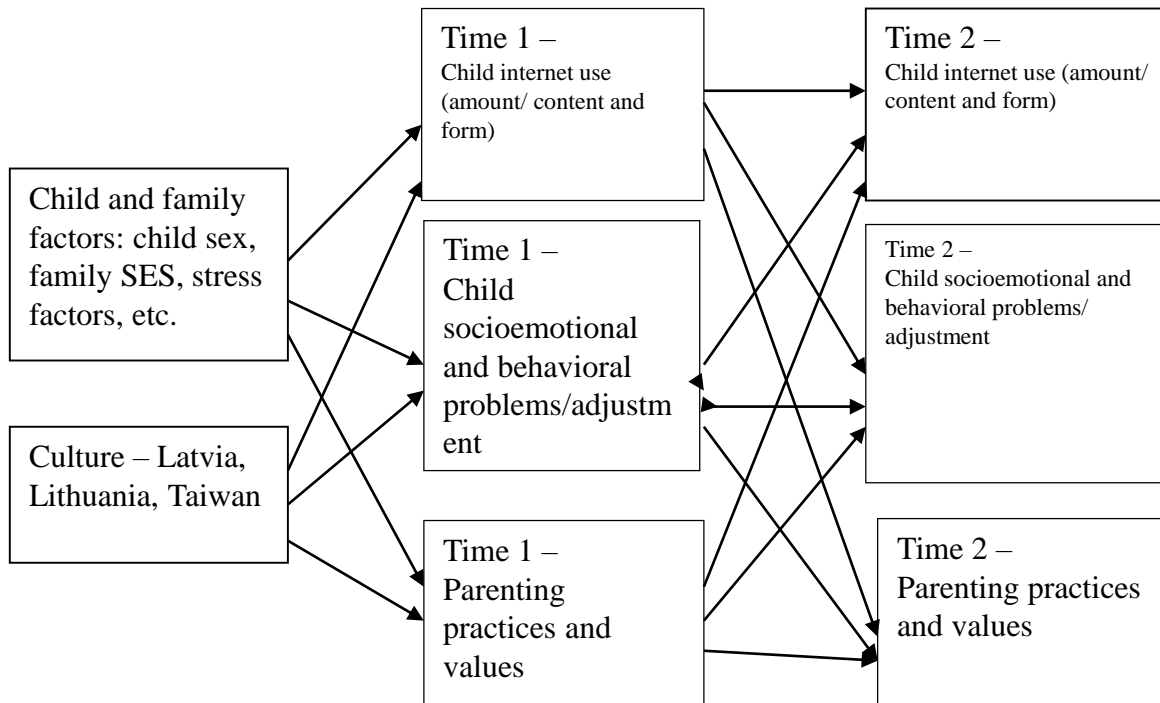
Project

- „School-aged Children’s Internet Use in Relation to Socioemotional Development and Parenting Practices in Latvia, Lithuania and Taiwan: A Longitudinal Study”
- Project is supported by Mutual Funds between the Ministry of Education and Science of the Republic of Lithuania, the Ministry of Education and Science of the Republic of Latvia and the Ministry of Science and Technology (MOST) of the Republic of China (Taiwan)

The goal of the project

- Was to examine elementary school-aged children's accelerated Internet use in relation to possible socioemotional difficulties
- To consider the protective and/or risk factors provided by biologically-based individual differences, parent-child relationships and parental monitoring, as well as broader cultural traditions

Theoretical framework



Why these countries?

- Sociocultural variations in regard to collectivism vs individualism values
- That allows to examine interrelationships between sociocultural, family and child effects

Sample

- 269 Latvian children (52 % females) and one of parents
- 304 Lithuanian children (47.4 % females) and one of parents
- 304 Taiwanese children (46.1 % females) and one of parents
- Children age between 7-11 years ($M = 8.78$, $SD = 0.72$)
- From capital cities

Methods

- **Internet use**

- Average time spent online during regular school days

- one items with a response scale ranging from 1 (*little or no time*) to 8 (*about 6 hours*)

- Average time spent online during weekends

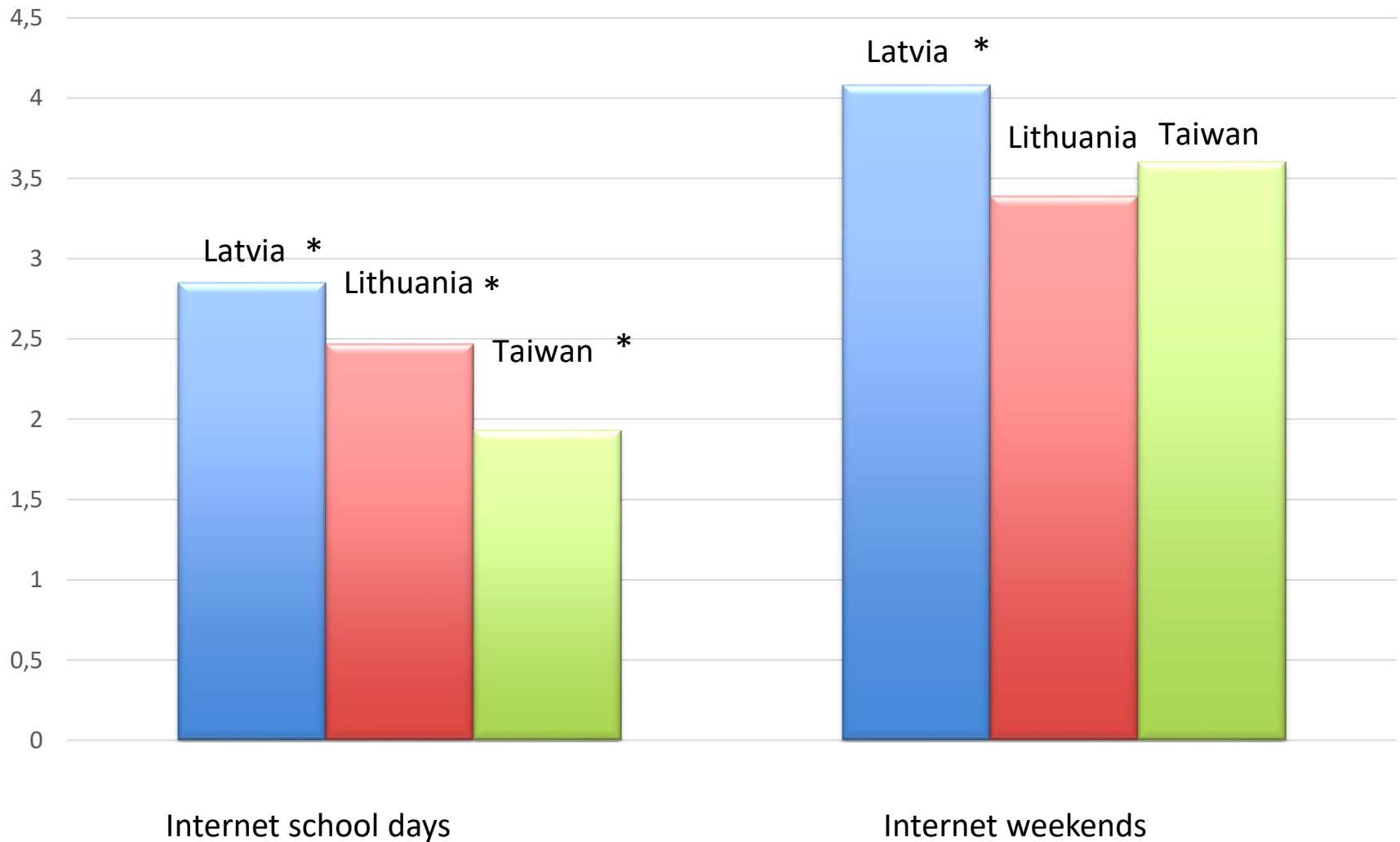
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Methods

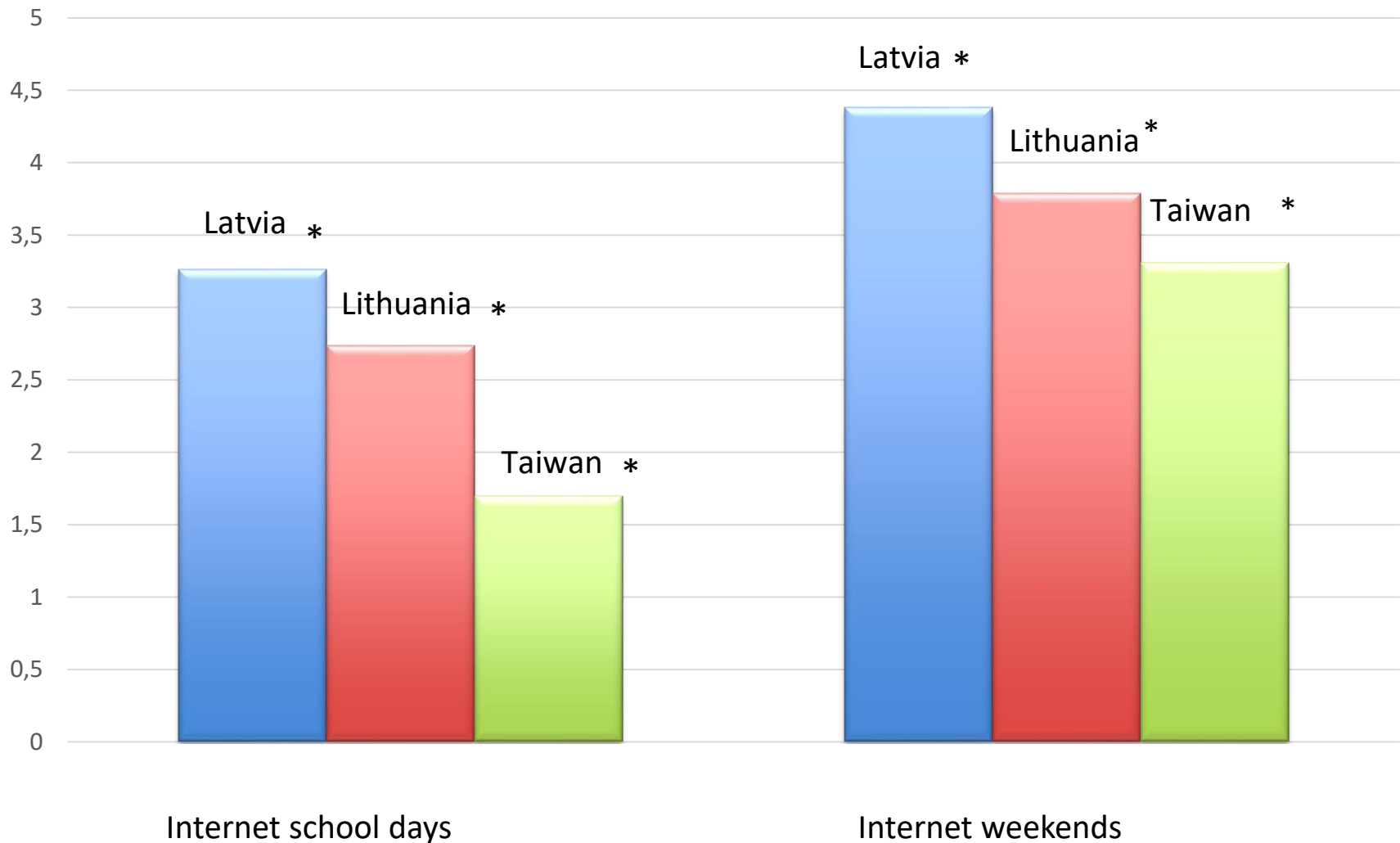
- **Compulsive Internet Use Scale** (Gert-Jan Meerkerk et al., 2009)
 - 14 items with a response scale ranging from 1 (*never*) to 5 (*very often*)
 - Reliability range .82 - .89
- **Activities online**
 - 12 items with a response scale ranging from 1 (*never or hardly never*) to 5 (*several times each day*)
 - Reliability range .77 - .80

Results

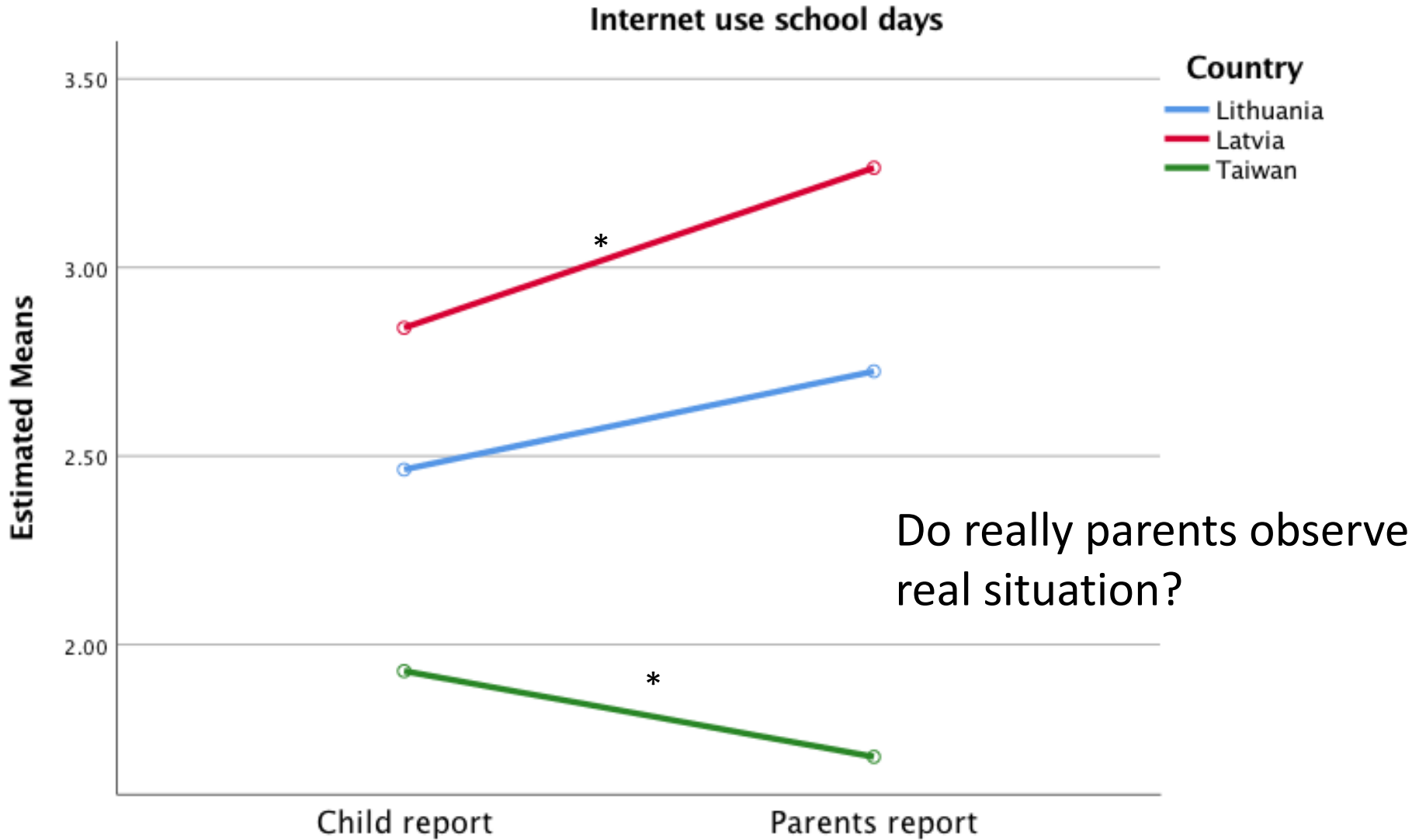
Children's internet use time



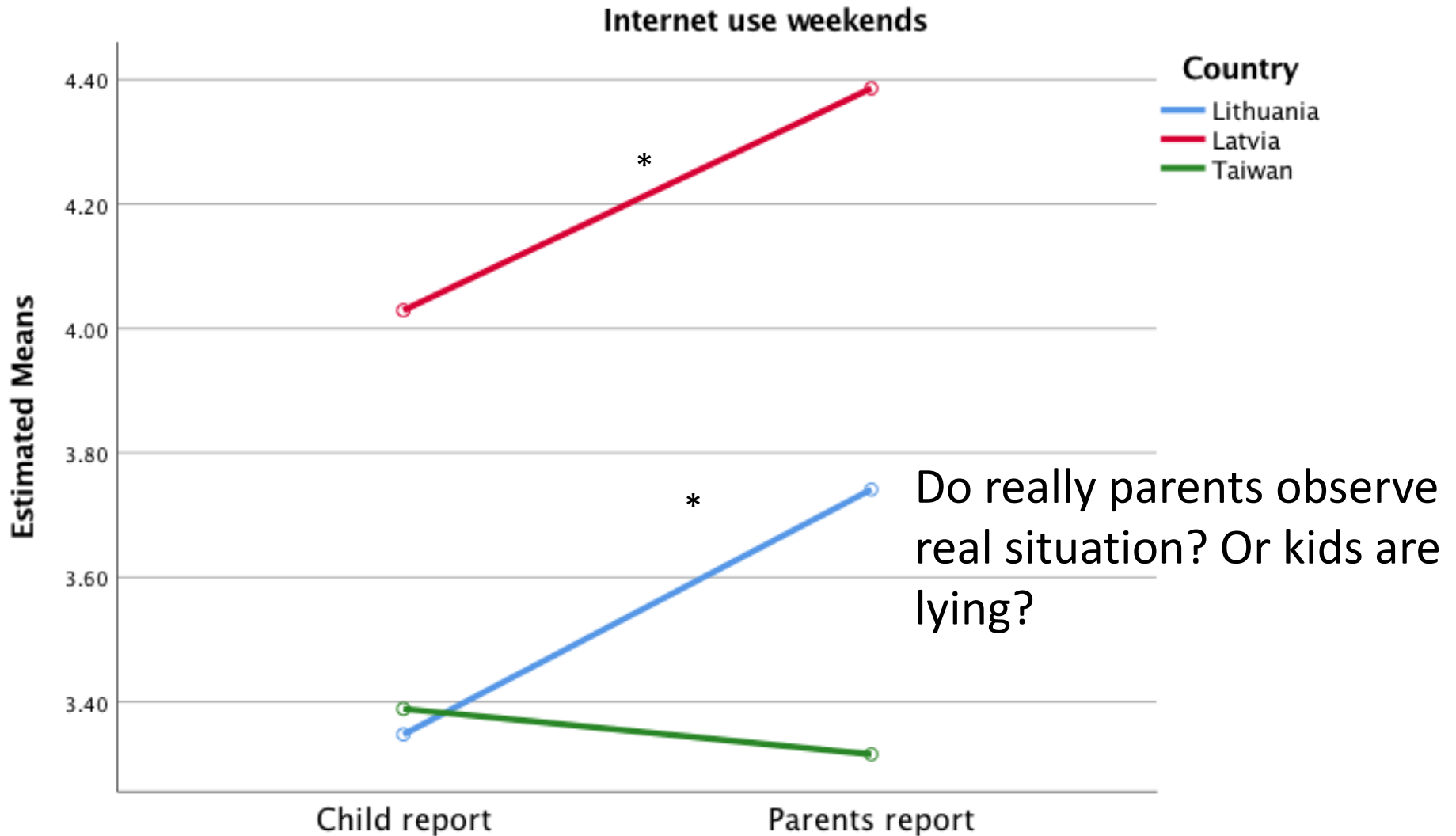
Children's internet use time, according to parents



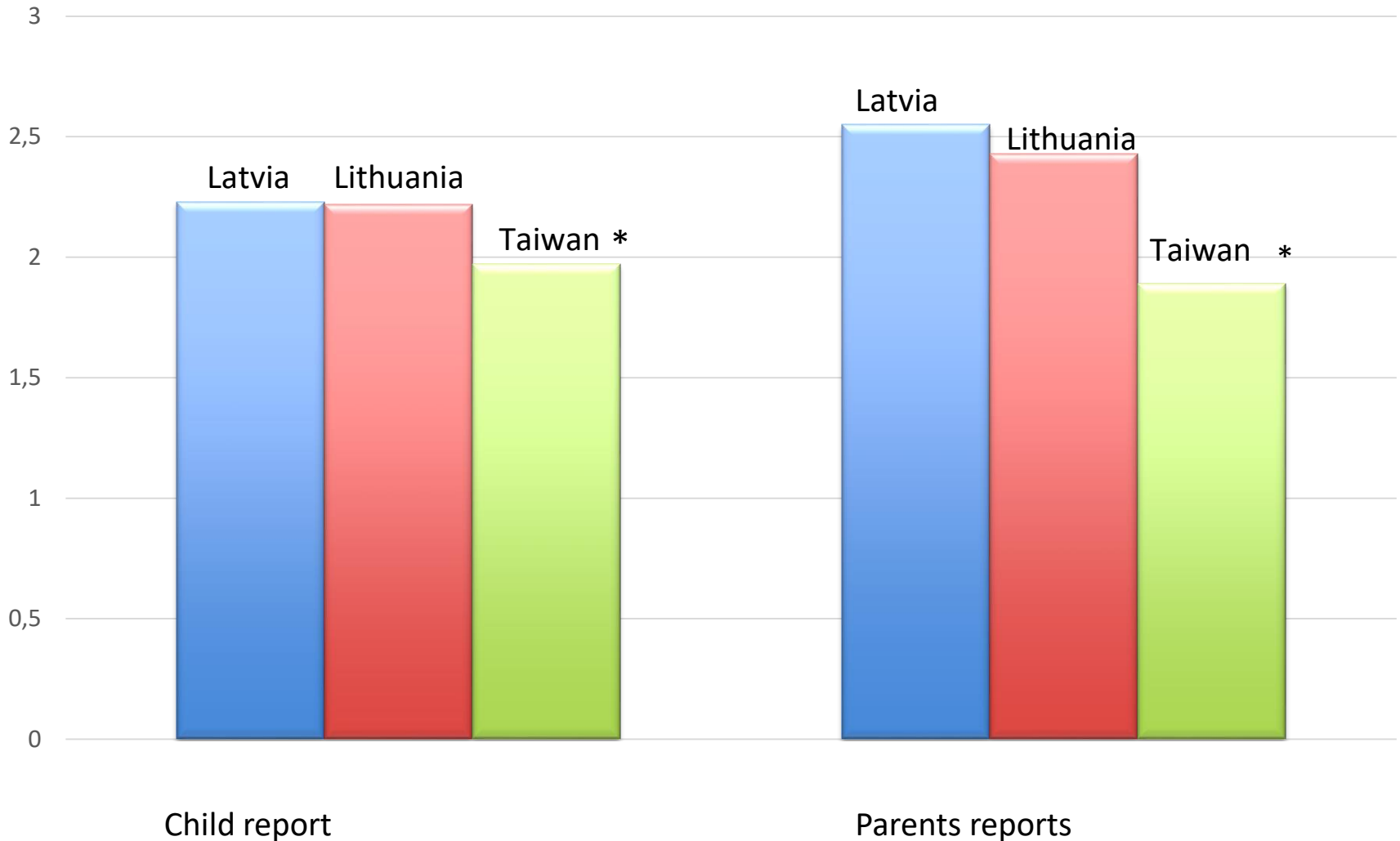
Do parents and children agree?



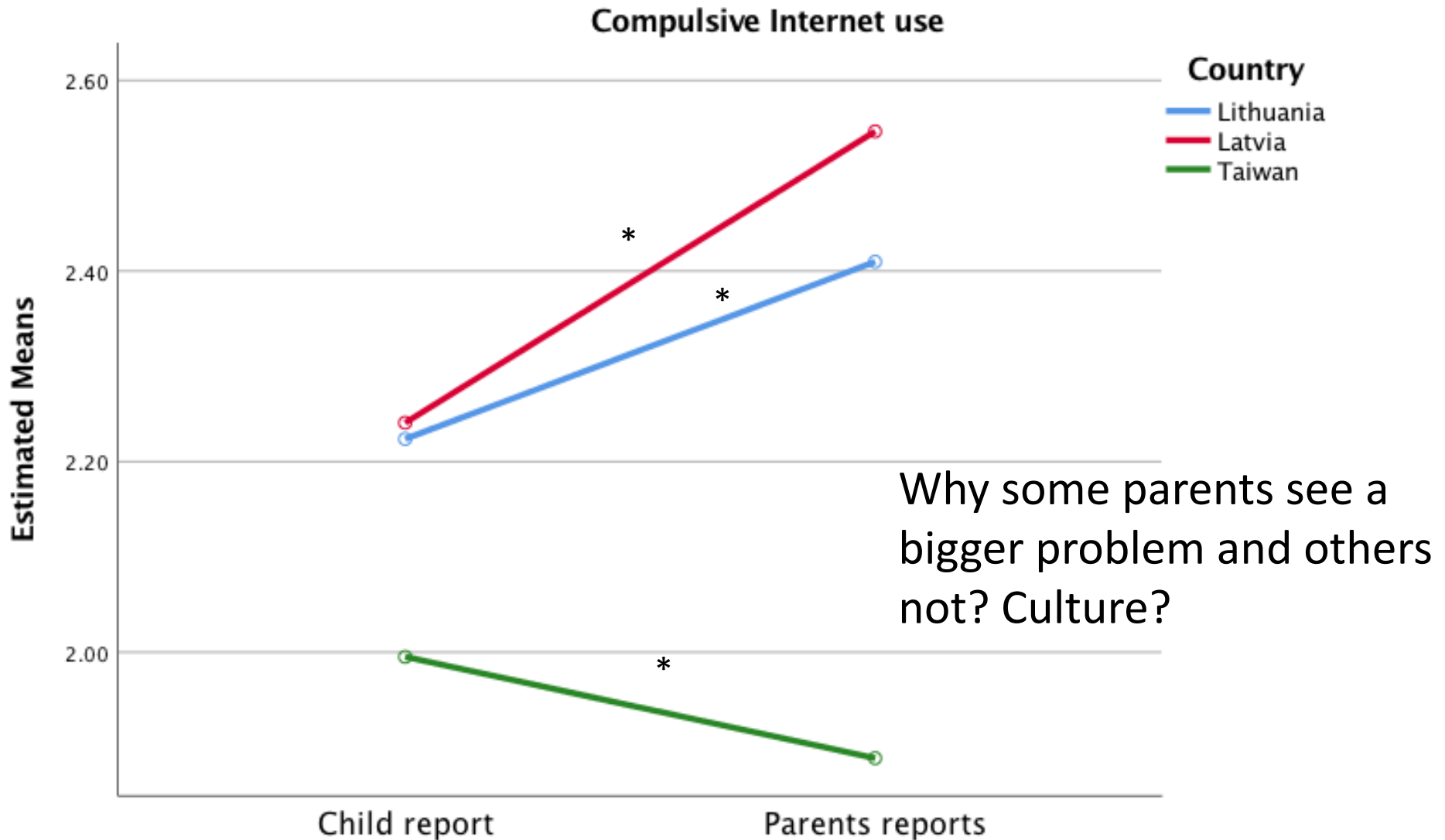
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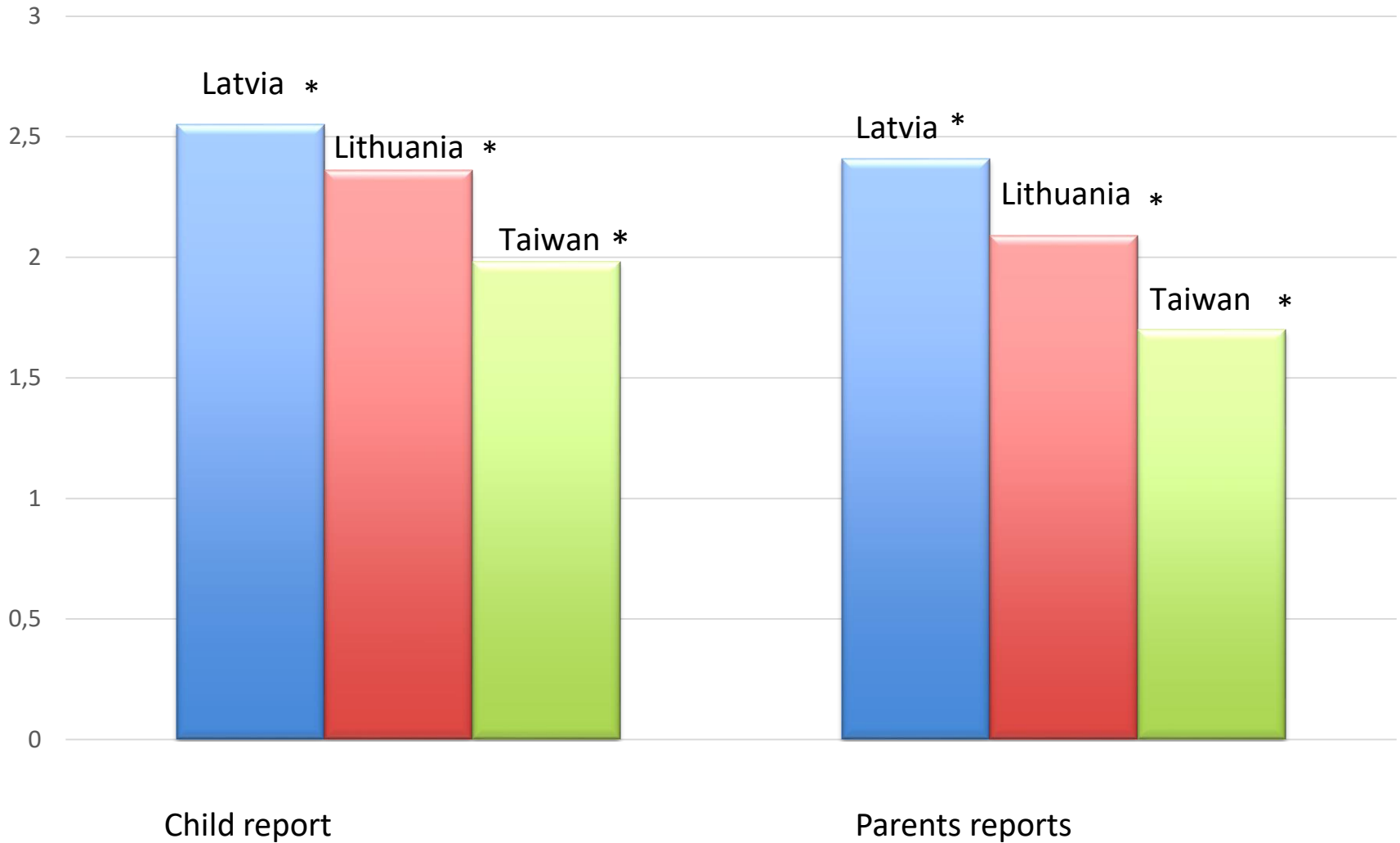
Children's compulsive use



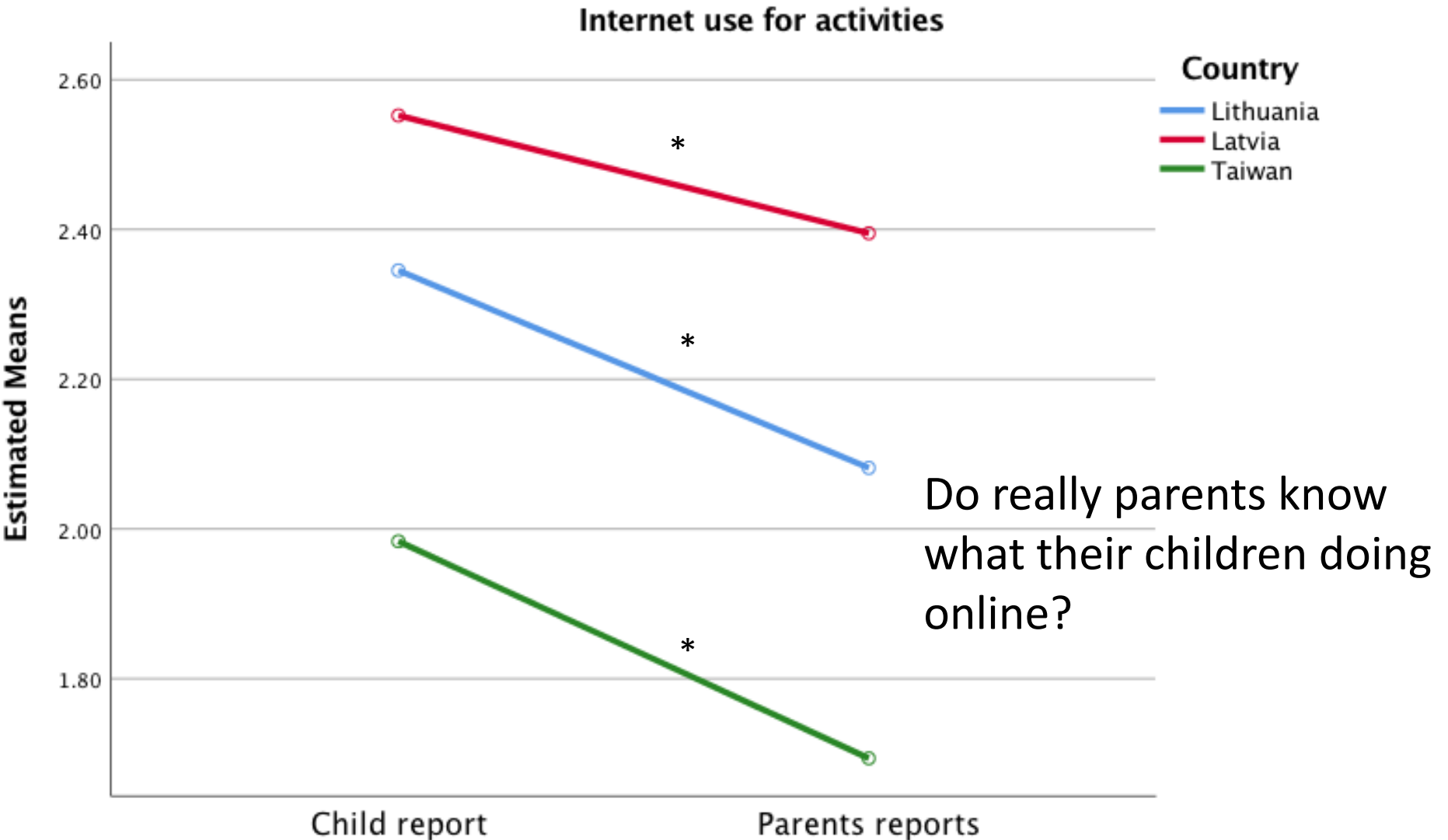
Do parents and children agree?



Internet use for certain activities



Do parents and children agree?



Rules about Internet or device use

- Parents and children agree that there are rules at school (chi square (1) = .34, $p = .56$)
- Parents and children do not agree that there are rules at home (chi square (1) = 33.01, $p < .001$)
- 35% in Baltic countries and 14% in Taiwan families where parents think there are rules and children say there are no rules
- Communication issues?



Summing up

- There are differences between countries in Internet use
- Taiwanese children seems to use less and have less problems
- Parents in Baltic countries tend to report higher than children, while in Taiwan other way around
- Parents and children do not agree while reporting. Then, whom we should trust while doing deeper analysis?
- What effect cultural background could have?
- Could we trust then results in previous studies?