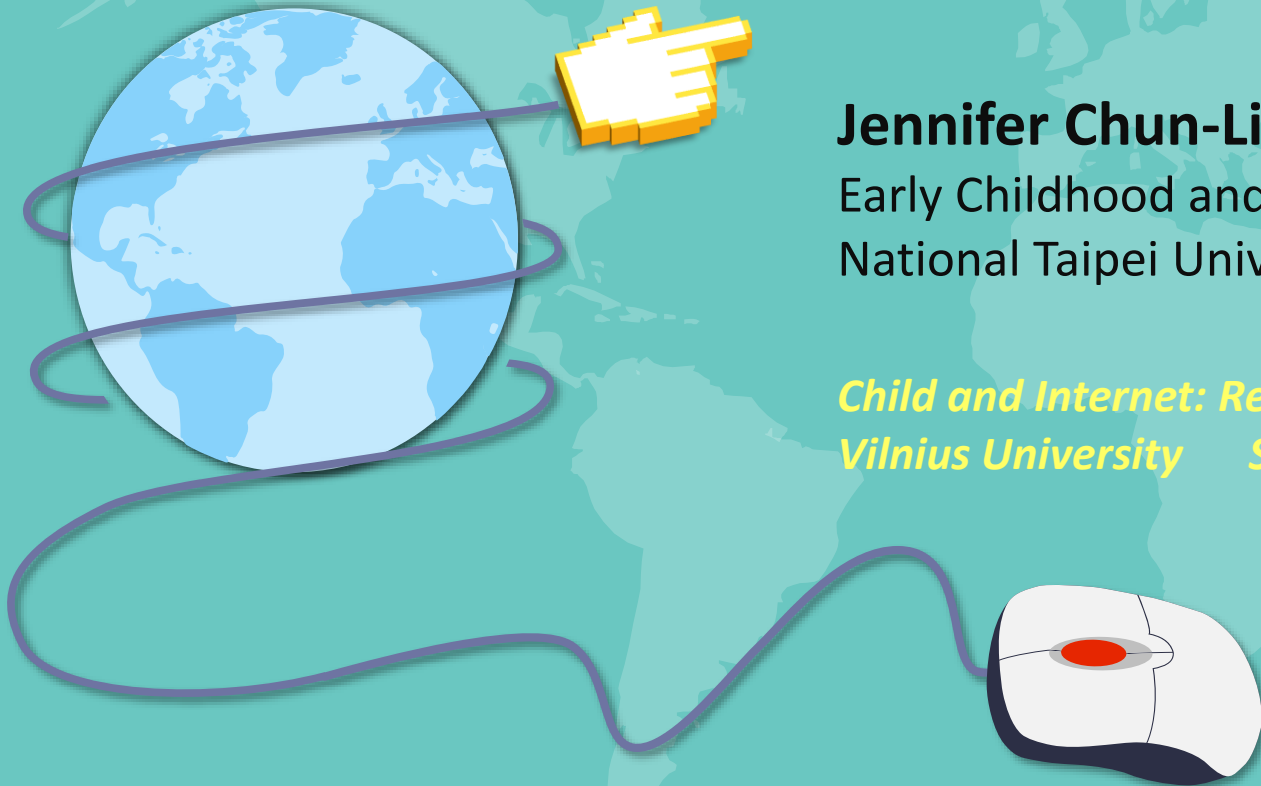


Family Media Environment and Children's Internet Use in Taiwan

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Outlines of the presentation



- ❖ Digital media in Taiwan's context
- ❖ Description of family media environment of school-aged children
- ❖ Family media environment and children's Internet use

Introduction¹

—— Digital Media Environment ——

- ❖ High Internet penetration rate @ 92%
- ❖ Promoting e-life applications in learning, services, care and economy with minimized divides (Executive Yuan, 2016)
- ❖ Online gaming and SNS the most developed Internet activities in Asia (Mak et al., 2016)

—— School Environment ——

- ❖ The Basic Education Curriculum Guidelines (grade 1-12)- Information and Technology as a core competence, usually introduced in grade 3
- ❖ Regulations of Mobile Device Use on Campus (MOE, 2019)
 - Teaching/learning purposes and emergency
 - Management of students' use
 - Promotion of IT literacy, manners and safety



Introduction²

Emerging concerns

- ❖ Internet addiction: grade1 (3%), grade3-6 (18.8%), grade7-9 (20.2%)
- ❖ High risk for excessive Internet gaming: primary school (12.1%), junior high (19.0%) , senior high/vocational school (15.9%) (NTU Hospital, MOHW, 2015)
- ❖ Highest prevalence in East Asian countries (Kuss & Griffiths, 2012)

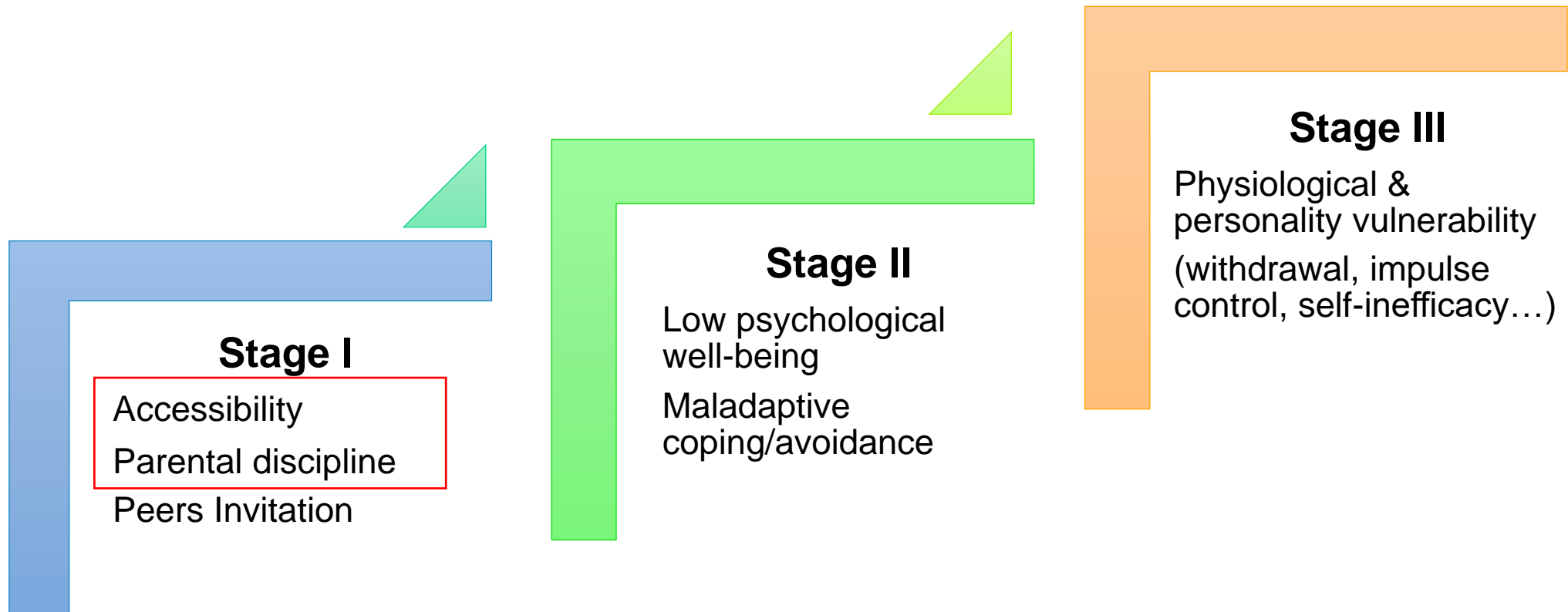
Disciplining challenges faced by parents (Ko et al., 2018)

- ❖ Online frauds, cyberbullying (41.7%)
- ❖ Vision problems and other health concerns (39.2%)
- ❖ Poor school performances (32.8%)
- ❖ Harmful online contents e.g. with violence, pornography (32.2%)
- ❖ Parent-child conflicts, disciplines (24.3%)



Introduction³

Developing stages of Internet addiction (Ko HC, 2020; Paulus et al., 2018)



Data Source

Latvia-Lithuania-Taiwan collaborative study of Internet use among school-aged children

- ❖ Short-term longitudinal investigation (2018~2019)
- ❖ Children version (Internet use and skills, social relationship, sleep quality..)
- ❖ Parent version (family sociodemographics, after-school activities, child's Internet use, parental mediation, parenting, child's SDQ)

Participants

- ❖ From 7 public primary schools in Taipei City
- ❖ 259 dyads of children & their caregivers who completed both surveys (response rate 85.2%)
- ❖ Mean age= 9.2 at Time1, boys (50.2%) & girls (49.8%)

Family Media Environment

Accessibility

- ❖ Child has electronic device on his/her own disposal (Y/N)
- ❖ Child has physical access to the Internet at home (Always/often, Sometimes, Never)
- ❖ Watch TV or use tablets/smartphone during meals at least several times per week (Y/N)

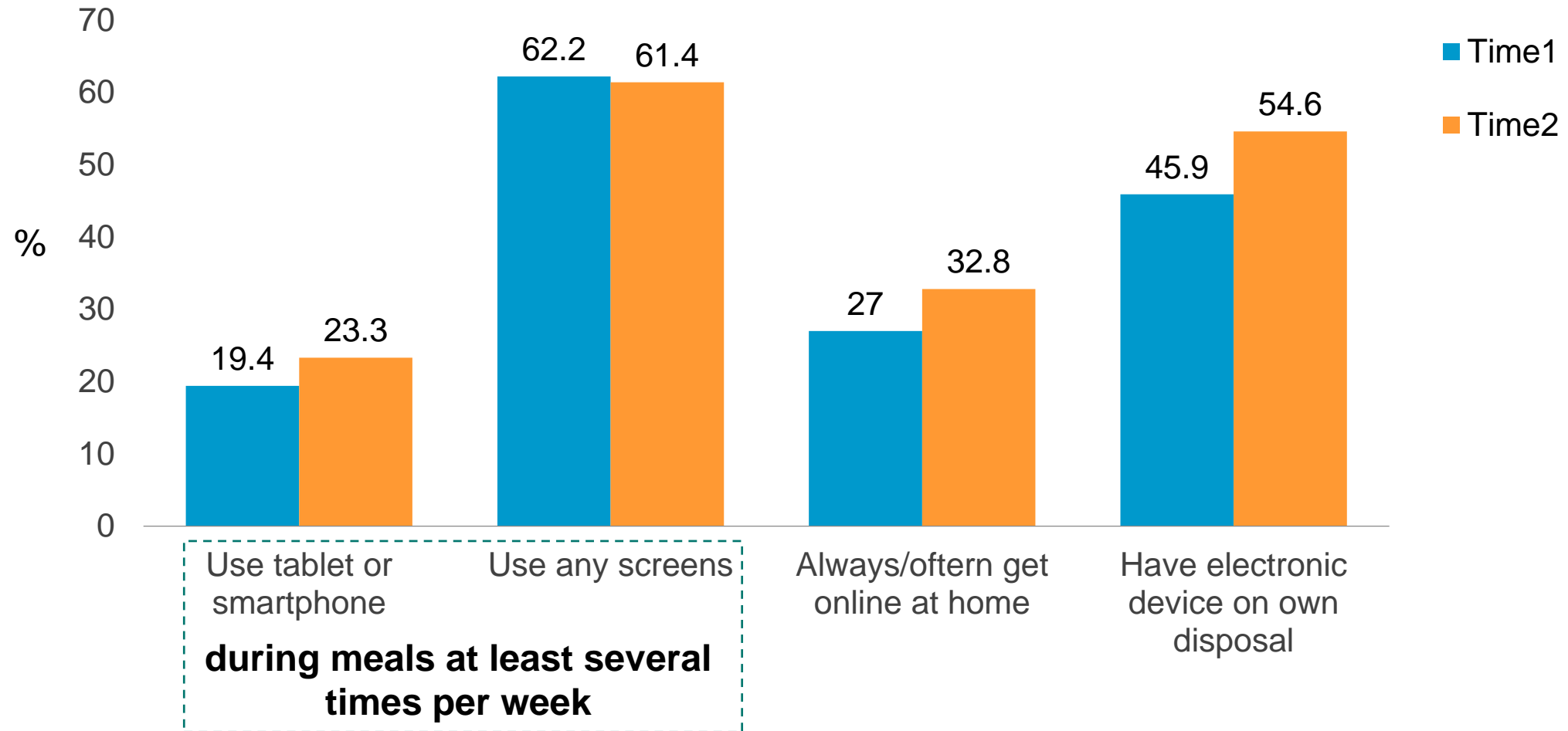
Parental mediation

- ❖ Instructive (3 items): co-use, stay around when child getting online, talk to child the things done online
- ❖ Restrictive (3 items): block/filter online content, track the webpages visited or apps downloaded, rules about time use)

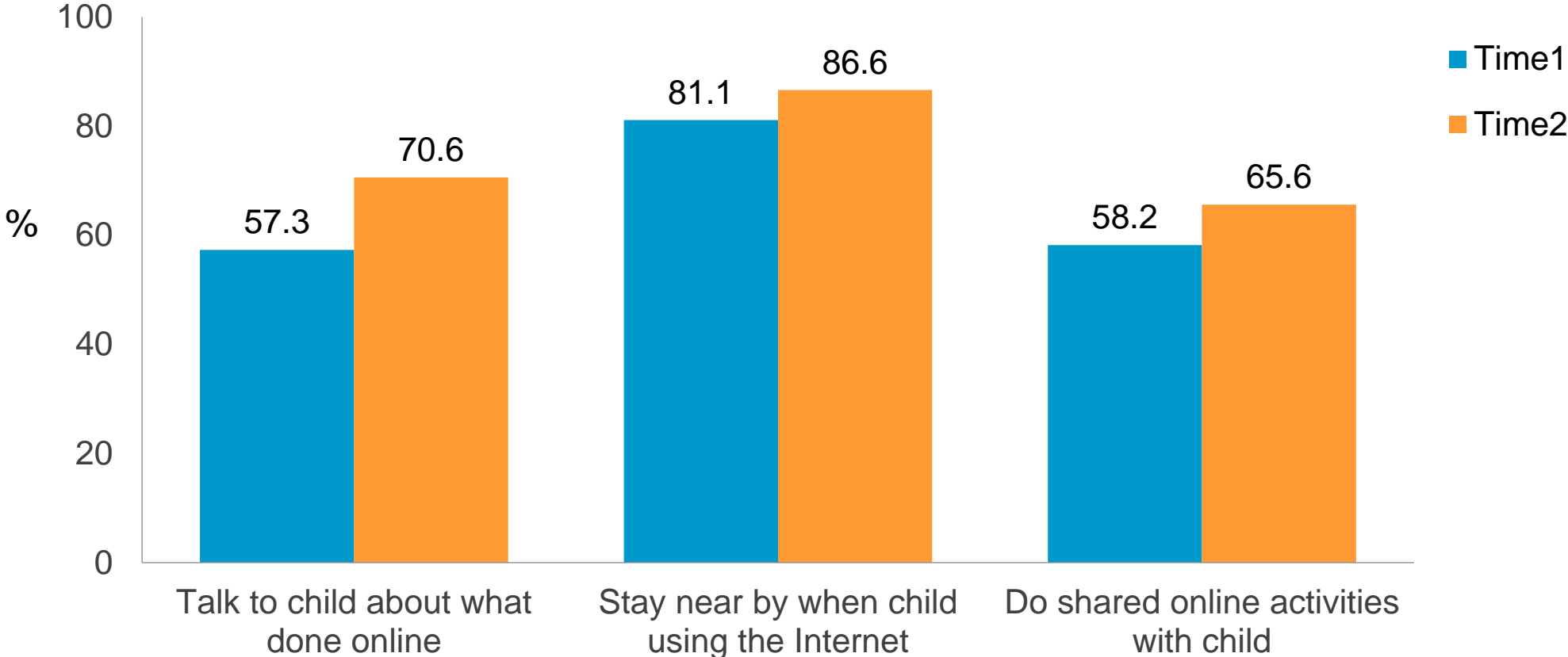
A graphic illustration on a teal background. In the center, there is a stylized world map. Overlaid on the map is a blue and white globe. To the right of the globe is a white computer mouse with a red scroll wheel and a black cord. The cord loops around the globe and extends to the left. To the right of the mouse, the word "Results" is written in a bold, orange, sans-serif font.

Results

Family Media Environment- accessibility



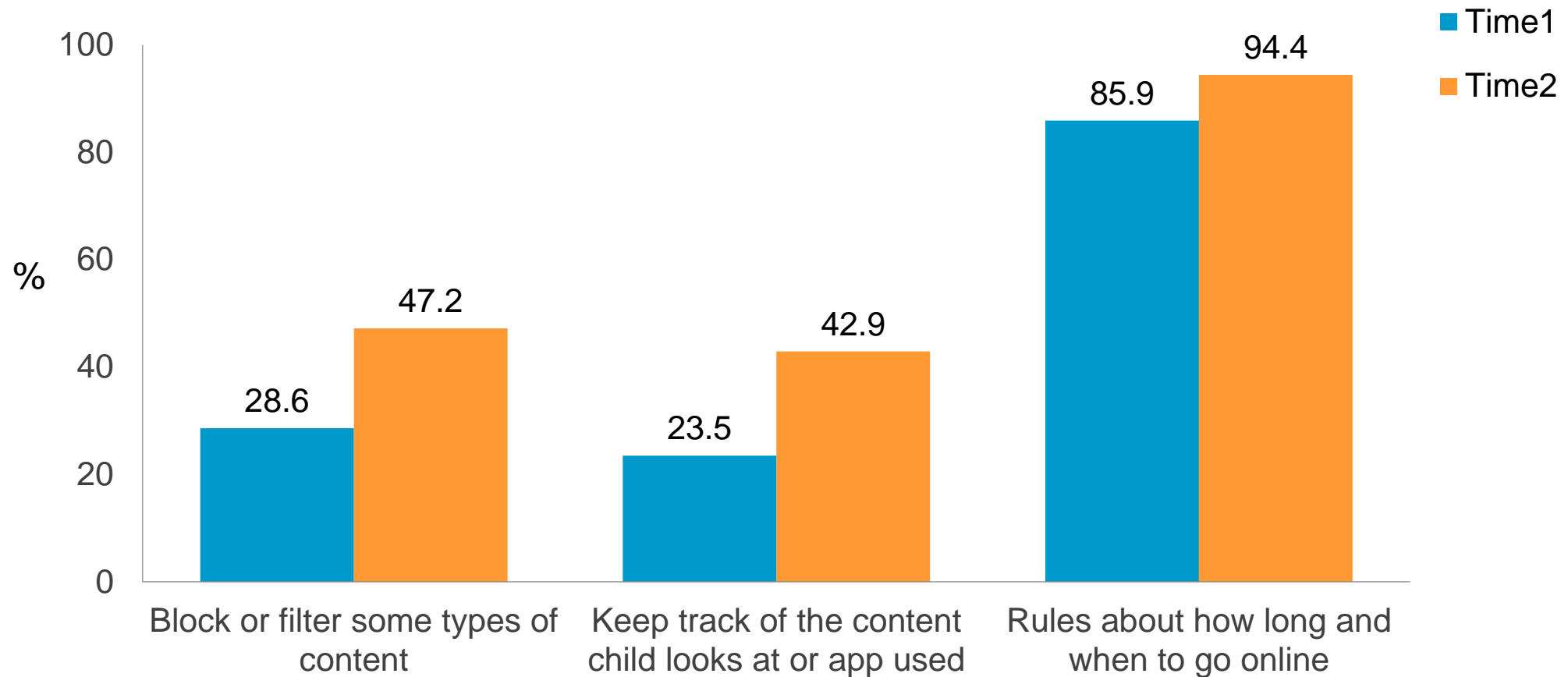
Family Media Environment- instructive mediation



Note: % of parents sometimes/often/most of the time do when child gets online



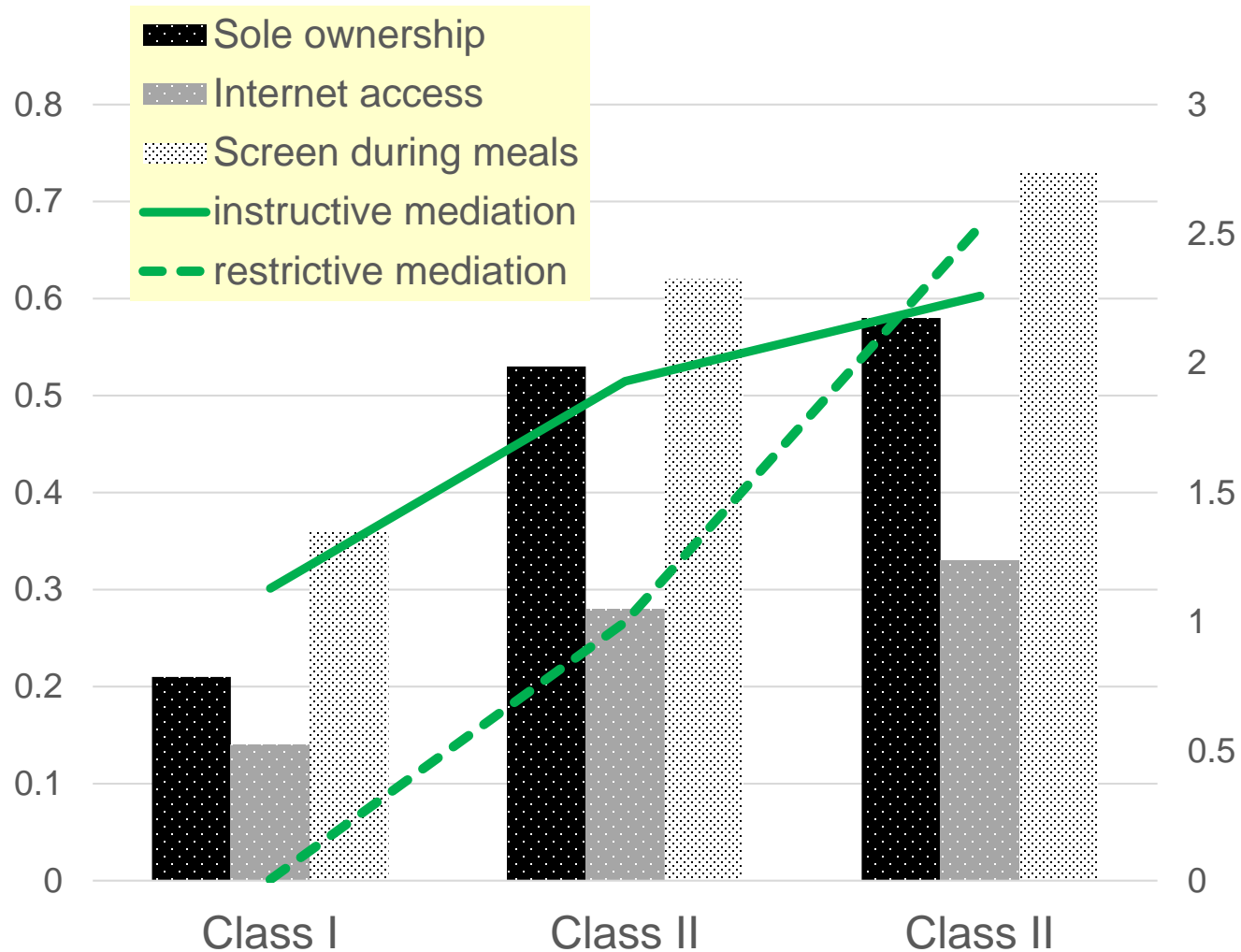
Family Media Environment- restrictive mediation



Correlations of Time1 & 2 FME

	Sole ownership (T1)	Internet access (T1)	Screen during meals (T1)	Instructive mediation (T1)	Restrictive mediation (T1)	Sole ownership (T2)	Internet access (T2)	Screen during meals (T2)	Instructive mediation (T2)	Restrictive mediation (T2)
Sole ownership (T1)	--	0.24***	0.20**	0.15*	0.15*	0.57***	0.16*	0.15*	0.07	0.08
Internet access (T1)	--	--	0.12*	0.15*	0.08	0.17**	0.40***	0.24***	0.17**	0.04
Screen during meals (T1)	--	--	--	0.06	0.19**	0.11	0.10	0.57***	0.01	0.01
Instructive mediation (T1)	--	--	--	--	0.30***	0.14*	0.19**	0.03	0.45***	0.12*
Restrictive mediation (T1)	--	--	--	--	--	0.13*	0.16**	0.16**	0.28***	0.32***

Family Media Environment- Latent Class Analysis



Class I: Abstainer (13.5%)

Low accessibility, low instructive and restrictive mediation

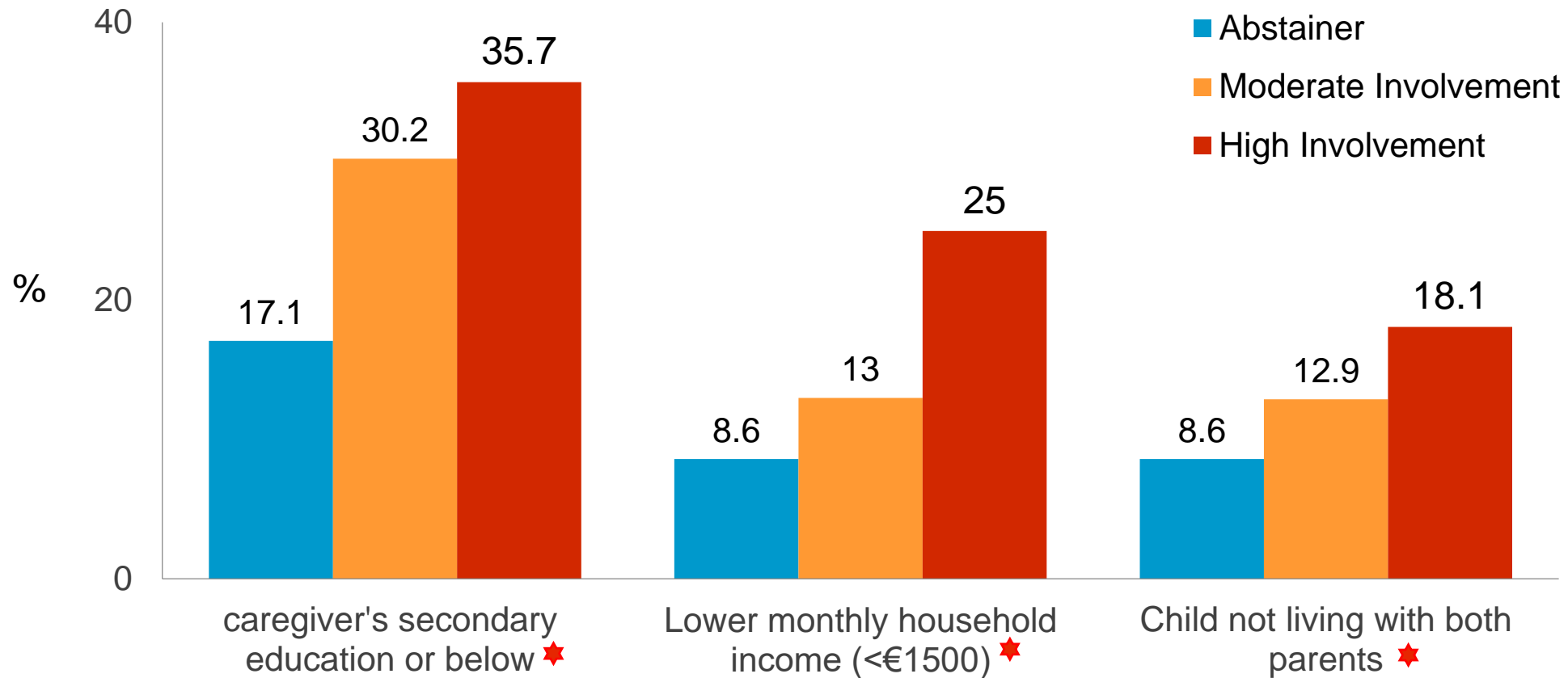
Class II : Moderate Involvement (54.1%)

Average accessibility, instructive and restrictive mediation

Class III : High Involvement (32.4%)

Higher accessibility, high instructive and restrictive mediation

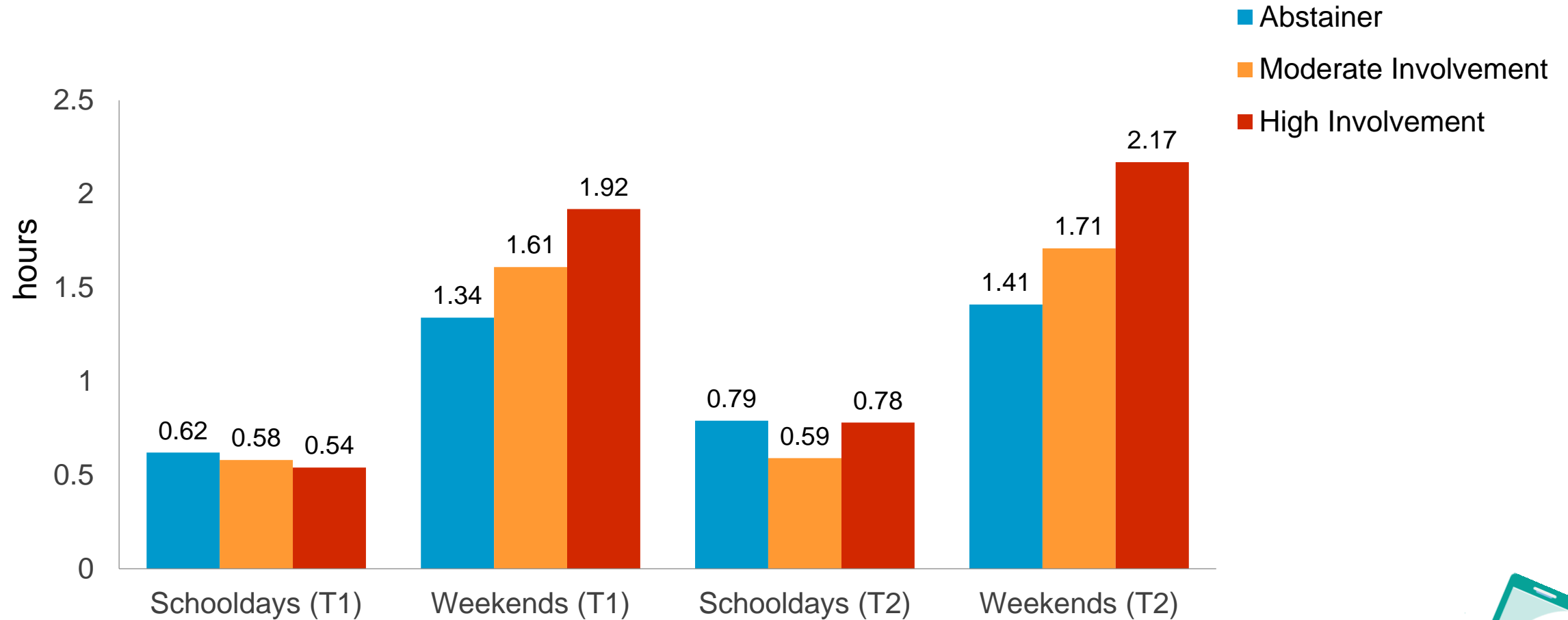
Correlates of FME Types



* $P < .05$



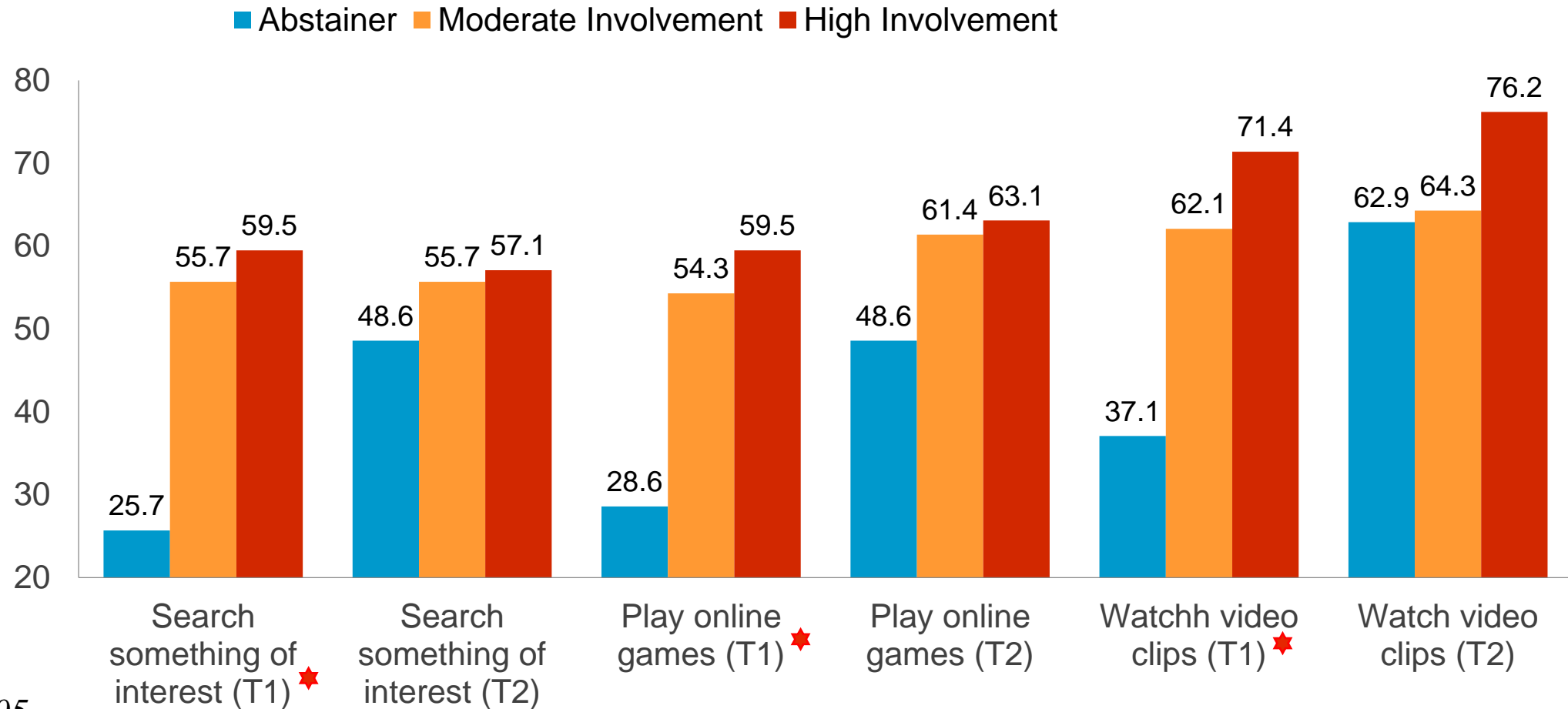
FME Types and Internet Time Use



★ $P < .05$



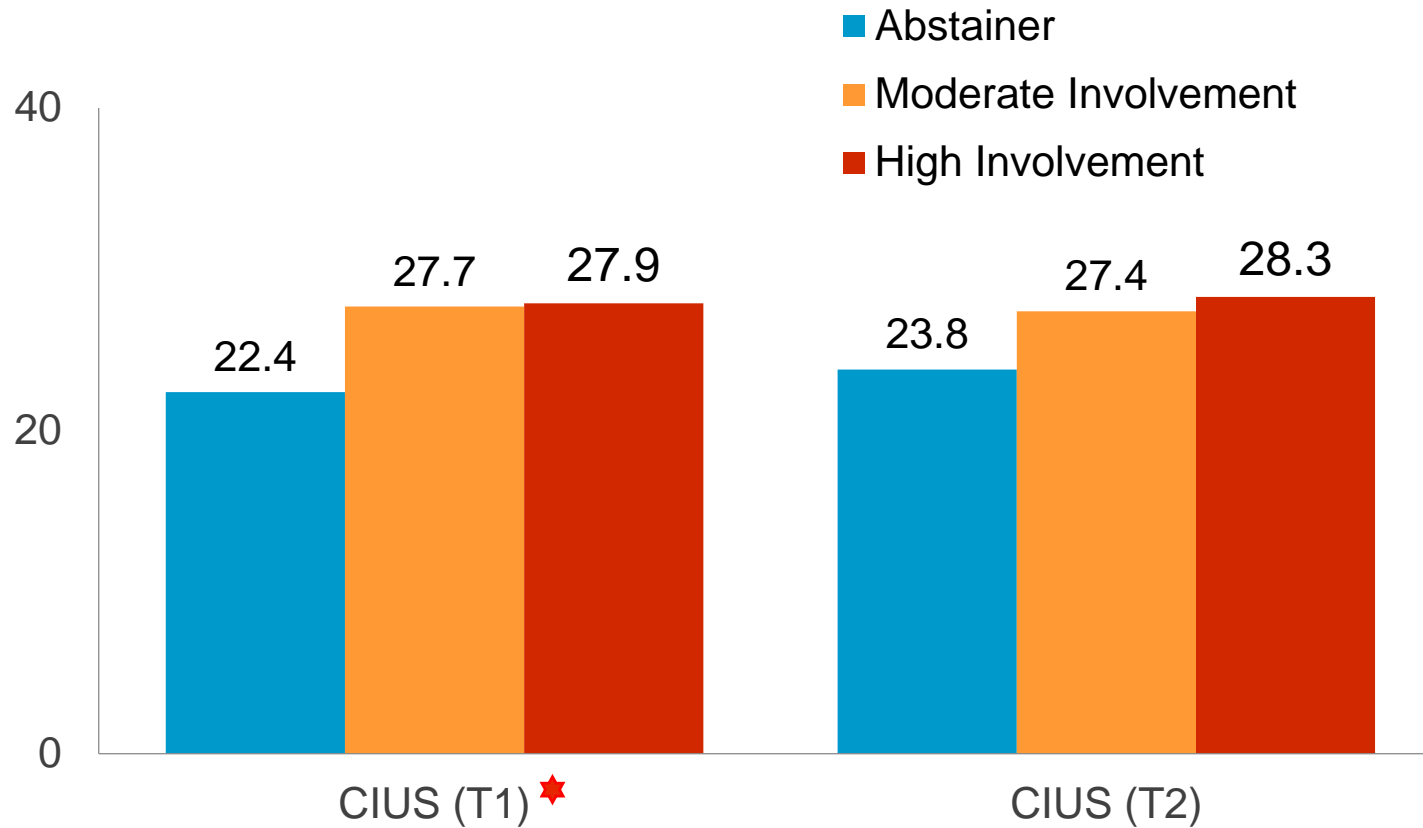
FME Types and Online Activities



* $P < .05$



FME Types and Compulsive Internet Use

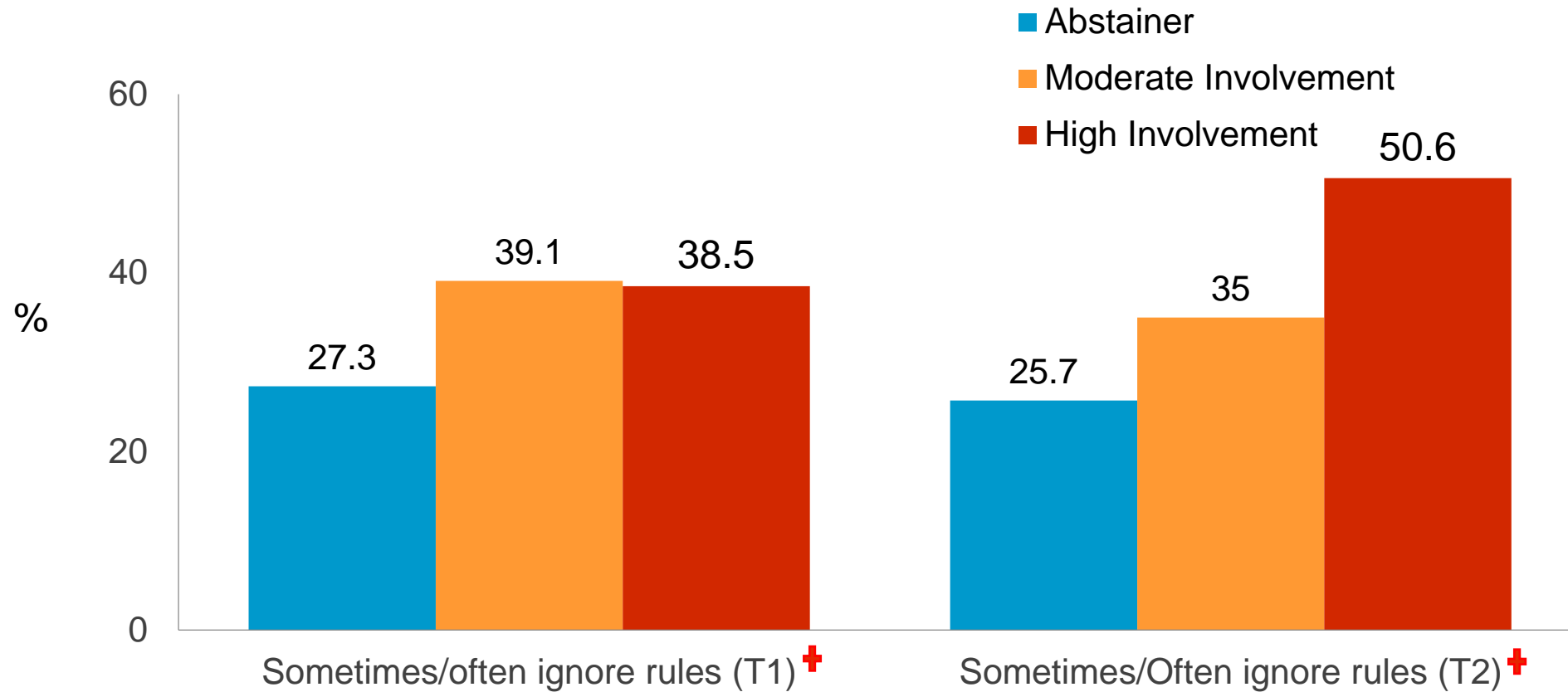


- The Compulsive Internet Use Scale (CIUS), a 14-item scale covering dimensions such as preoccupation, withdrawal symptoms and loss of control
- 5-point Likert scale ranging from Never (1) to Always (5) (range 14-70) (Meerkerk et al., 2009).

* $P < .05$



FME Types and Compliance to Rules



⁺*P* < .10



Conclusions

- ❖ As children age, increased digital media accessibility and greater parental mediation
- ❖ For school-aged children in Taiwan, three types of FME identified: **abstainer** (13.5%), **moderate involvement** (54.1%), **high involvement** (32.4%)
 - abstainer group probably adopts delayed tactics of regulating child's Internet use
- ❖ Higher accessibility requires parents to take more efforts in mediation
- ❖ Other personal and external factors taken into account



Thank you

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