

Mokyklinio amžiaus vaikų kompulsyvus naudojimas internetu Compulsive internet use in young school-aged children

Dr. Roma Jusienė

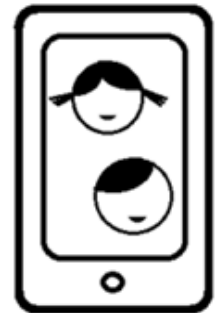
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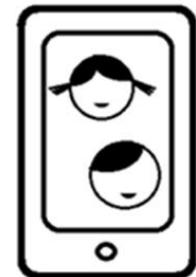
LA-LT-TW projektas

- Jaunesnio mokyklinio amžiaus vaikų interneto naudojimo sąsajos su jų socialine emocine raida bei santykiais su tėvais Latvijoje, Lietuvoje ir Taivane: tęstinis tyrimas
- School-aged Children's Internet Use in Relation to Socioemotional Development and Parenting Practices in Latvia, Lithuania and Taiwan: A Longitudinal Study
- Projektą remia Lietuvos mokslo taryba (sut.nr. S-LLT-18-3)
- 2018 – 2020 metais
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LA-LT-TW project team



- Prof. dr. Roma Jusienė, doc. dr. Ilona Laurinaitytė, doc. dr. Vilmantė Pakalniškienė, (*psichologė Laura Vitkė ir psichologijos magistrantė Edita Babkovskienė*)
- Latvian researchers: prof. dr. Sandra Sebre, dr. Baiba Martinsone, dr. Anika Miltuze, (*students Sabine Vilcina, Michails Limonovs*)
- Taiwanese researchers: asoc. Prof. Jennifer Wu, prof. Tung-Liang Chiang, dr. Ming-Yi Wu



Background

- Internet use has expanded exponentially in all parts of the world
- Internet due to technologies becomes more accessible and also more interactive and engaging
- Although Internet use can have an educational and psychosocial value, it is the inappropriate use of the Internet in terms of content, duration and timing that deserve serious attention (Radesky et al., 2015)
- A lot of studies with adolescents – very few with younger children
- *Elementary school students – 2nd to 3rd grade, aged 8 to 10 years old*

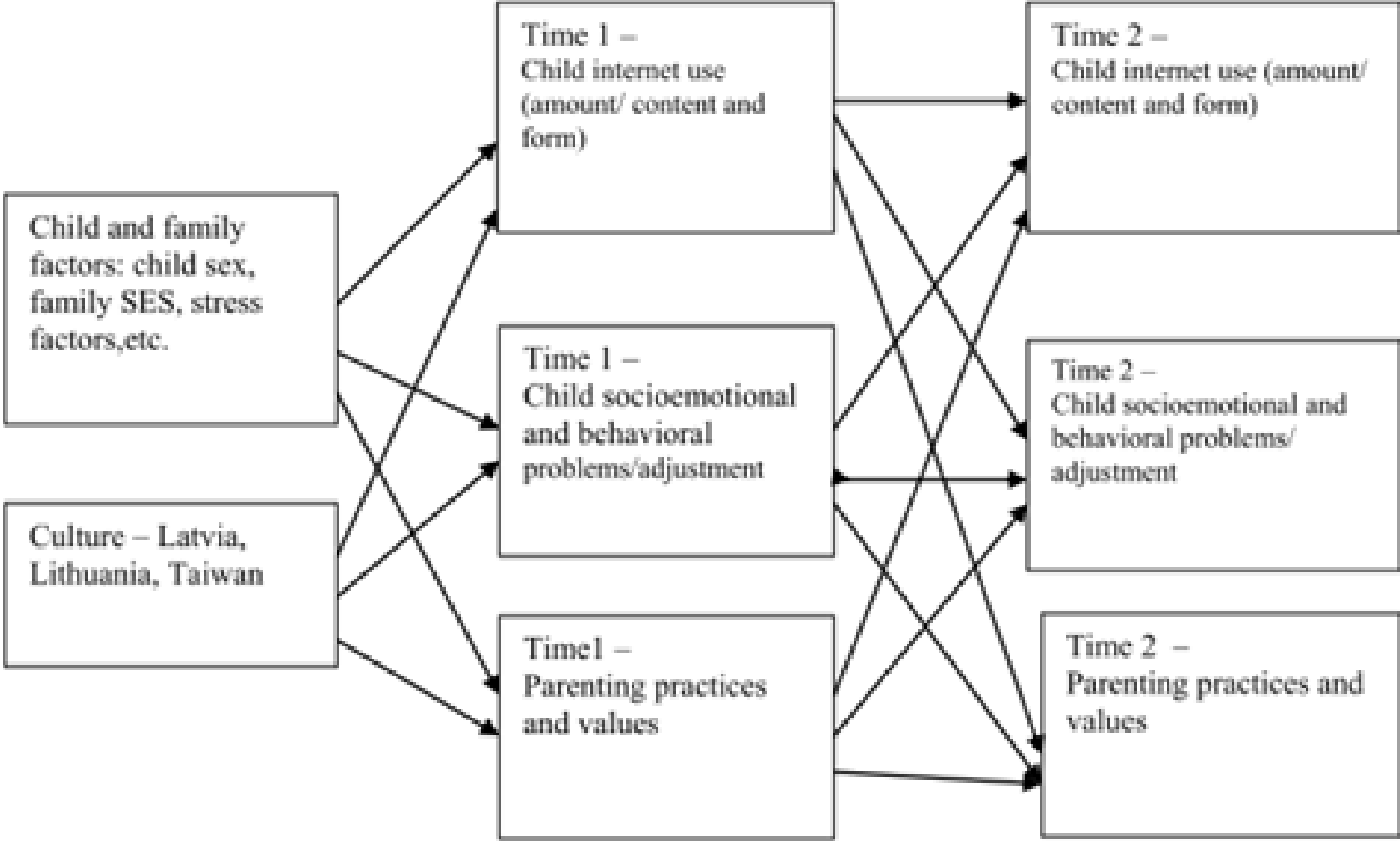
Background

- Internet addiction, Internet addiction disorder, problematic Internet use, pathological Internet use, and compulsive Internet use (Ciarrochi et al., 2016)
- Inability to exert control over one's use of the Internet, with subsequent negative consequences for meaningful daily activities, and with similar symptoms to other addictive disorders, such as preoccupation, uncontrolled impulse, withdrawal phenomena, tolerance, excessive time and effort devoted to the internet and negative social repercussions (Ko et al., 2007; Pies, 2009).
- *Compulsive Internet use*

Background

- Intensified or problematic Internet use is associated with numerous adverse effects:
- amount of time spend in online gaming is an important risk factor for the development of Internet addiction (Ko et al., 2007)
- associations between intensified, problematic Internet use and a wide range of indices of mental health, including lowered self-esteem, loneliness, depression, anxiety and social phobia (Park, Hong, Park, Ha, & Yoo, 2012; Selfhout, Branje, Delsing, Bogt, & Meeus, 2009)
- suicidal behaviors, depression, anxiety, conduct problems and hyperactivity/inattention were significant and independent predictors of PIU (Kaess et al., 2014)
- violent video-gaming is positively associated with aggression (Anderson et al., 2017)
- *Bidirectional or interactional effects of biological (intraindividual) aspects and parenting practices concerning Internet use ?*

Theoretical model



Research questions of the project

- What are the associations (and predictive effects longitudinally over one-year period) between child Internet use and child's socioemotional / behavioral problems or adjustment?
- What are the associations (predictive and / or moderating effects) between child Internet use and family demographic characteristics, family values, parenting practices, including parental monitoring of Internet use? Also, what is the moderating effect of parenting practices on the relationship between child Internet use and socioemotional difficulties?
- What are the differences and similarities in these associations between the findings from Latvia, Lithuania and Taiwan – and what are the implications of the effect of the sociocultural context?

Present research questions

- Amount of Internet use in children aged 8-9 years old reported by parents and children
- Associations between amount of Internet use, compulsive Internet use and children's problem behaviors and prosocial behavior
- Sociodemographics, rules (parenting?)
- *Kiek laiko 8-9 metų amžiaus vaikai būna prie ekranų, kiek naudojami internetu – vaikų ir tėvų požiūriu?*
- *Kaip įnikę – kompulsyvus interneto naudojimas? Kaip tai atsiliepia jų savijautai bei santykiams?*
- *Kaip tai siejasi su sociodemografiniais ir tėvystės veiksniais?*

Participants

- 239 children and their parents
- 2nd and 3rd grades, from four schools in Vilnius
- Children: mean age 8.46, sd – 0,54 (range 7 to 10 years); 49.4% girls
- 78.2% intact families, 11.3% single parent, 10.5% shared parenting (after separation)
- Parents: mean age 38.4 years (range 27 to 52);
- 65% - high university education; 18% - college (high non-university); 17% - secondary, professional

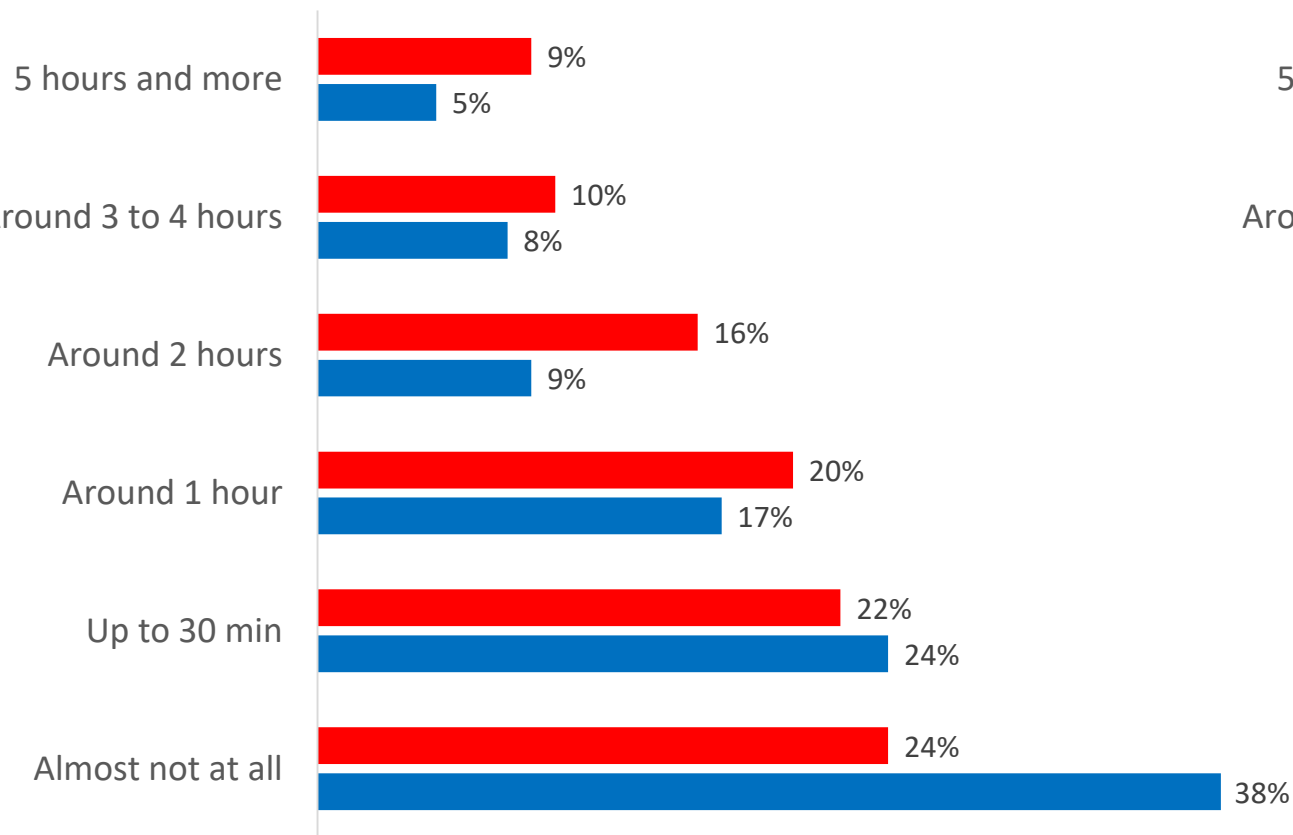
Measures

- Children and parents:
- Compulsive Internet Use Scale, CIUS (Meerkerk et al., 2009) – child's compulsive Internet use, 14 items (e.g. „difficult to stop using the Internet“, „short of sleep because of the Internet“, „feel restless, frustrated, or irritated when he/she cannot use the Internet“)
- Amount of Internet use on weekdays and weekends – child's Internet use, in hours
- Rules regarding Internet use, adherence to
- Parents: Strengths and Difficulties Questionnaire, SDQ (Goodman, 1997) – child's total problems and prosocial behavior
- Children: general mood and relationships with parents and peers (faces, scale)

Results: amount of Internet use

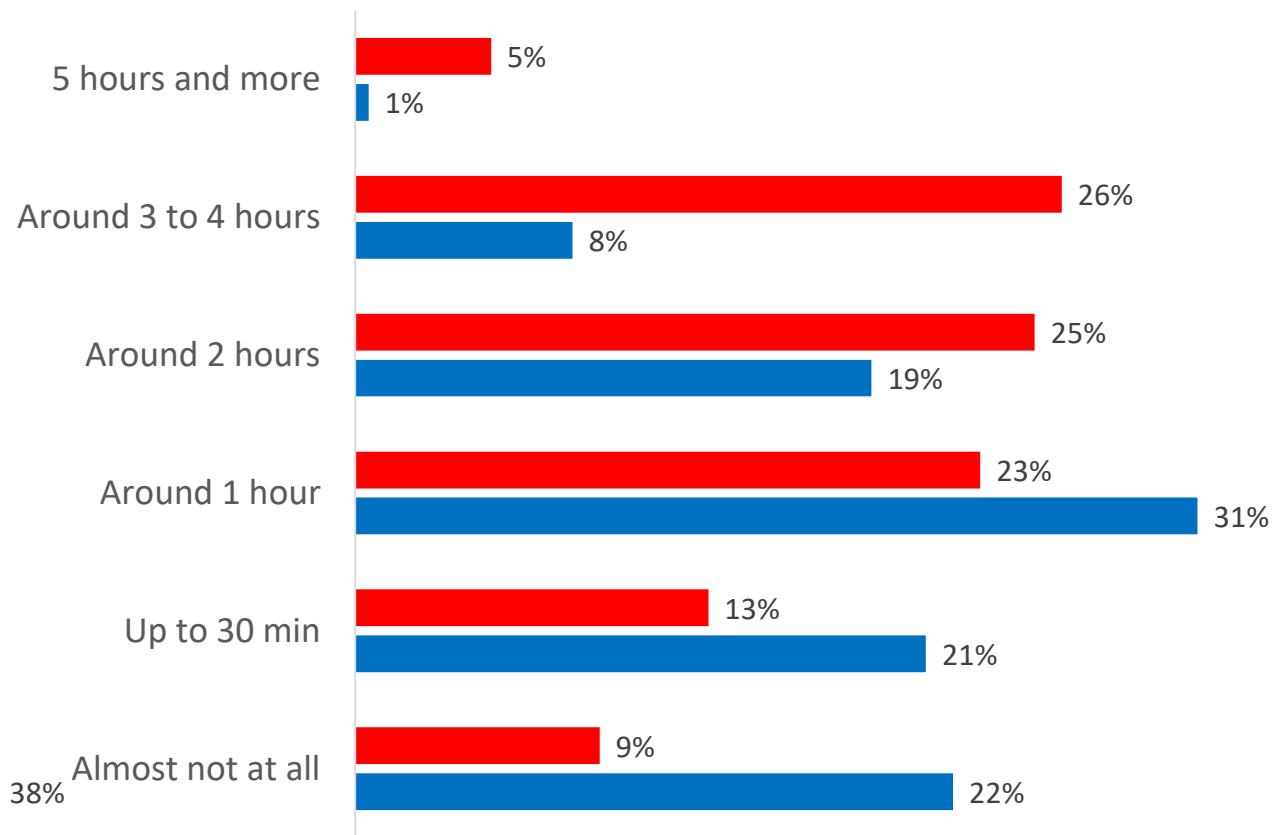
Children's reports

Weekends Workdays



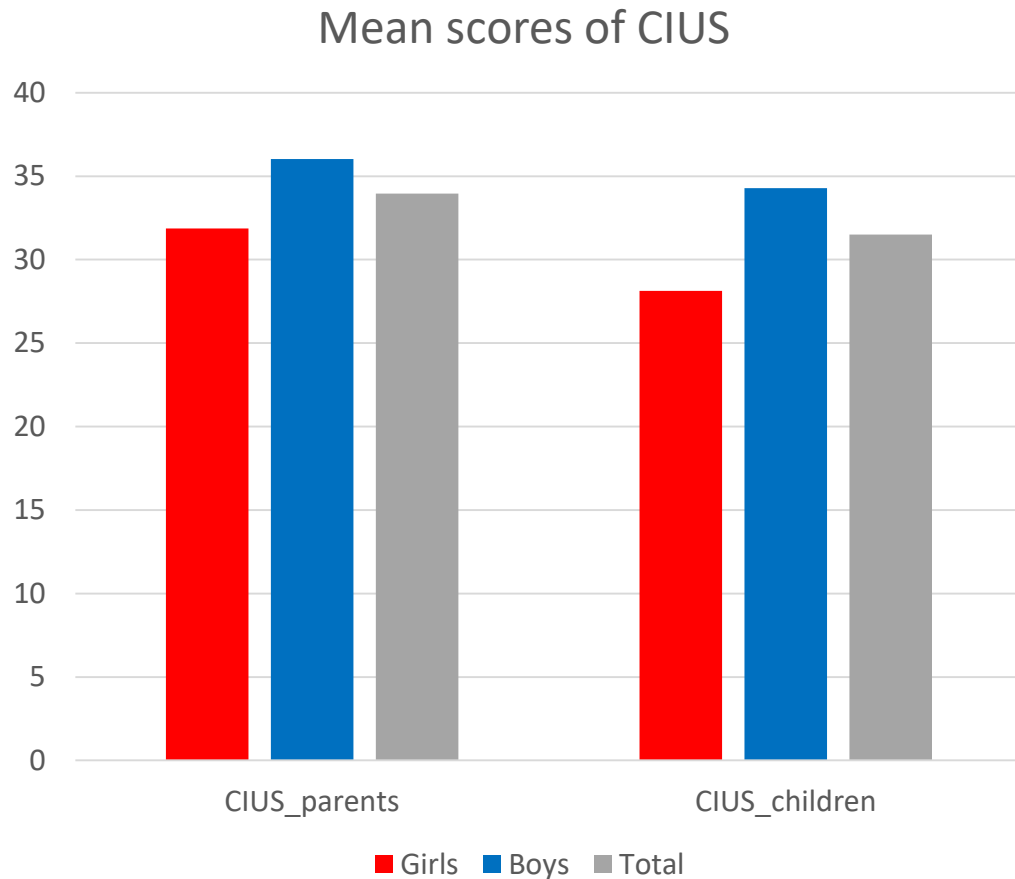
Parental reports

Weekends Workdays



Parents report significantly longer hours than children for weekends, although agreement is better for weekends ($r = 0,273^{***}$) than for schooldays ($r = 0,118$, n.s.)

Results: compulsive Internet use

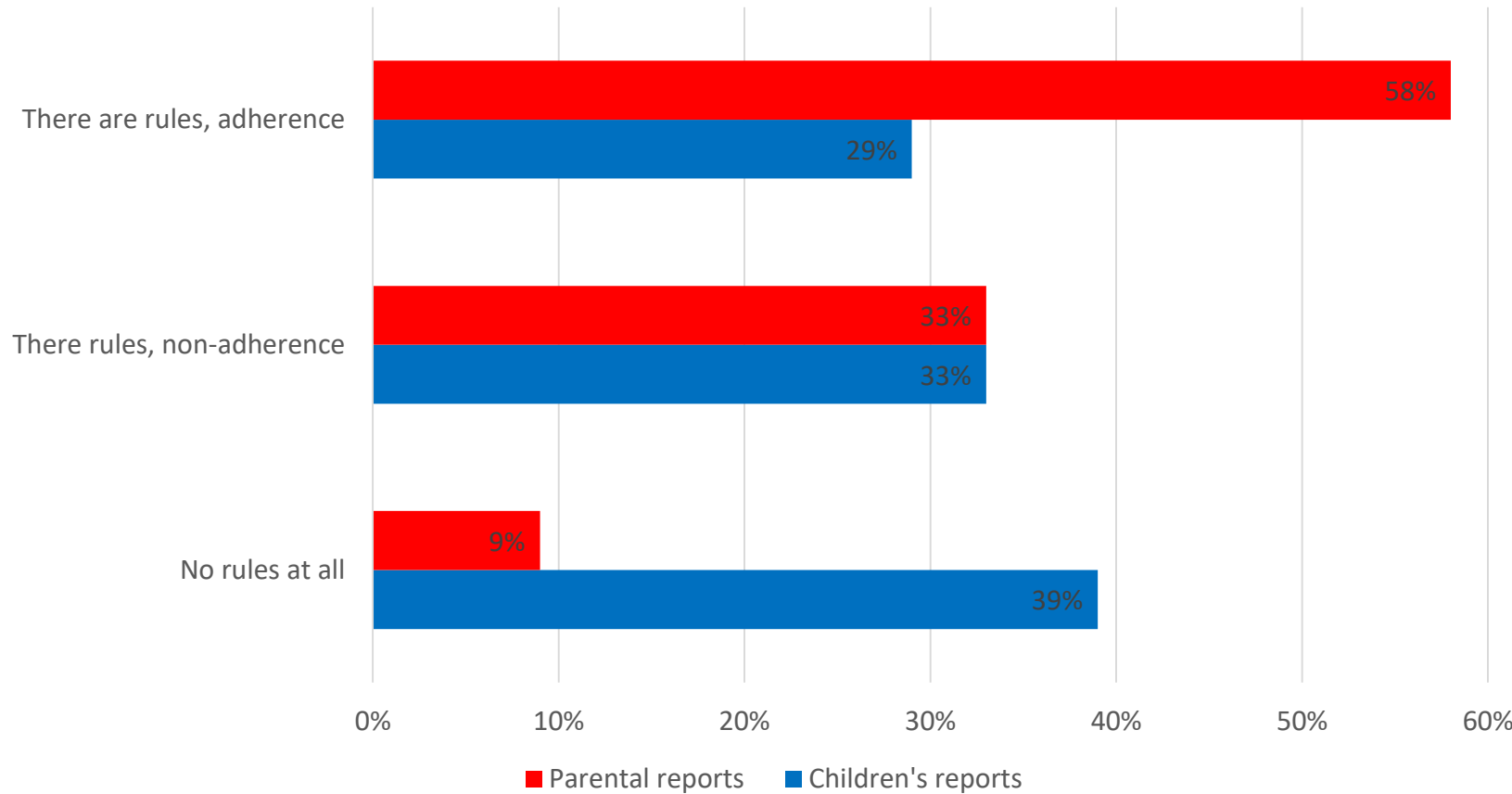


- Parental reported CIUS mean scores are higher than children's, $p < 0,05$
- CIUS mean scores for boys are higher than girls', $p < 0,01$ (reported both by parents and children)
- Agreement is significant although mild, $r = 0,286$, $p < 0,001$
- In general, very good reliability for Compulsive Internet Use scale, normal distribution for parental reports

Results: associations with problem behavior

- Amount of Internet use is related to CIUs significantly (0,406*** and 0,412***)
- No associations among parental education, single parenting and amount of Internet use and CIUs
- Amount of Internet use is not related to children's problem behaviors
- The higher parental reported CIUs – the higher SDQ total problems (0,312***), the lower prosocial behavior (-0,158*)
- No associations among parental reported CIUs and children's reported general mood and relationships
- The higher children's reported CIUs – the higher SDQ total problems (0,147*), and tendency for prosocial behavior (-0,141); the more problematic relationships with parents (-0,187**)

Results: rules regarding media screens use



Ignorance and non-adherence to rules relates to CIUs, but does not relate to children's total problems

Results: prediction of CIUs

Longer Internet use

More behavior problems
Less prosocial behavior

Rules in family to restrict
use of screen devices

Predictors of parental reported CIUs: $F = 19,615^{***}$, $Adj. R^2 = 0,271$

Longer Internet use

More behavior problems

More problematic relations
with parents

Predictors of children's reported CIUs: $F = 8,724^{***}$, $Adj. R^2 = 0,206$

Discussion

- Compulsive Internet use is related to child's more problem behaviors, but total problems is better predictor of CIUs than vice versa
- Children's prosocial behavior and better relationships with parents in young school-aged could add to less CIUs
- Rules established at family and adhered could be the important additional protective factor of CIUs
- *No significant relations to sociodemographics found in our study*
- *Socially appropriate answers (parental reports)?*
- Matching the parental and children reports, to find out children with highest CIUs
- Looking for other important factors related to child's activities and parental behaviors

AČIŪ!

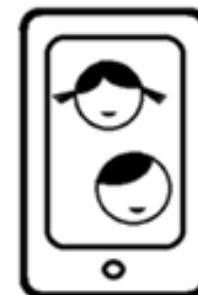
THANK YOU FOR ATTENTION

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