



# Growing Up Online: Patterns of ICT use among the nine-year-old cohort

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# Introduction

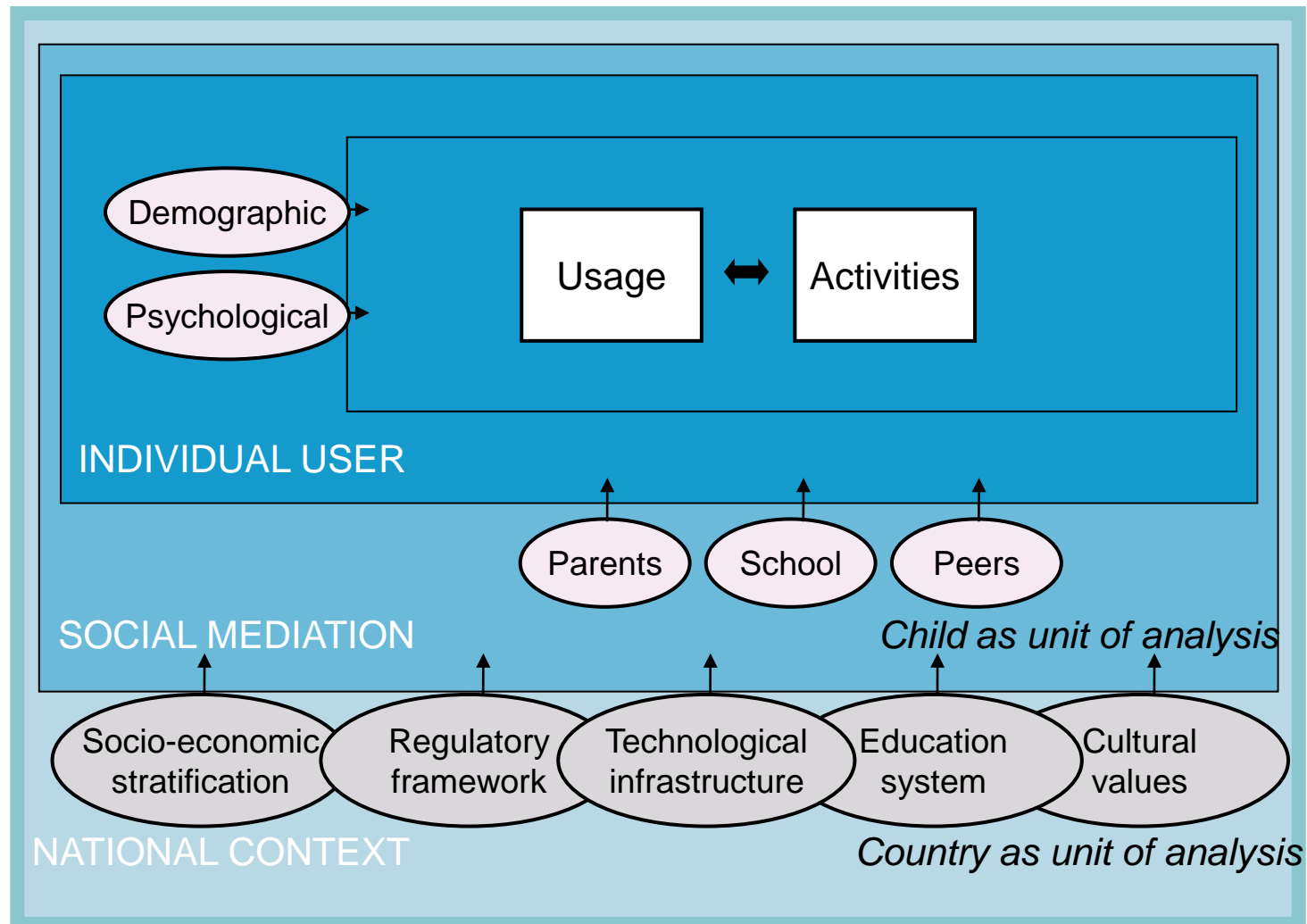
- 1. Perspectives on ICTs, digital opportunities and 9 year olds*
- 2. An ecological model for ICT use*
- 3. Patterns of use among the nine year old cohort*
- 4. Conclusions*

# Children, media and ICTs

- **Why ICTs?**
- **Policy relevance**
- **A dearth of research**



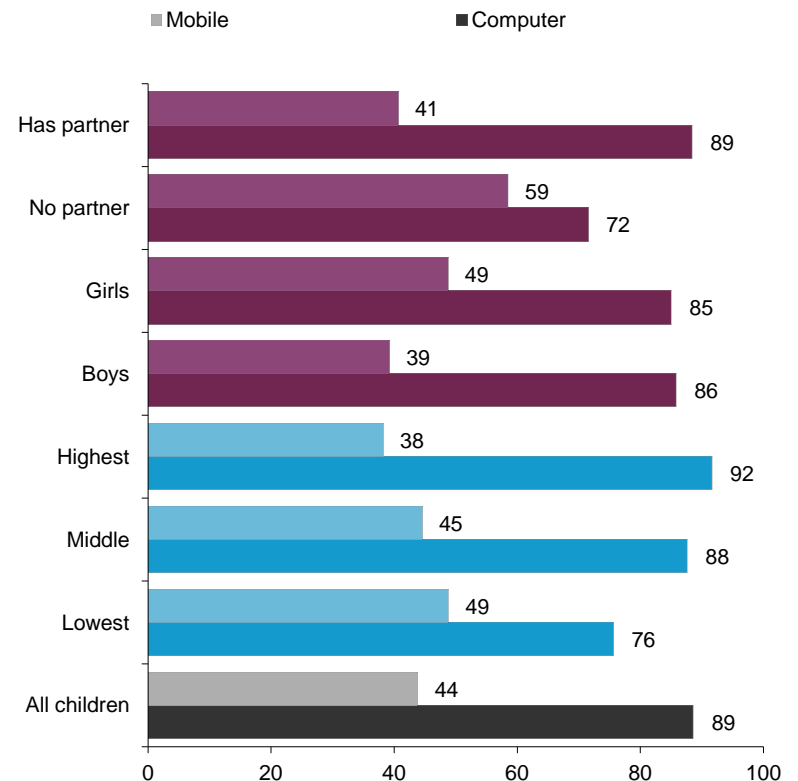
# An ecological model



# Access

- High levels of access
- Households with children more likely to have computers
- Gender differences: more girls than boys (49% and 39%) own a mobile phone; almost no difference in computer ownership (85% and 86 %)
- Highest SES households: have highest percentage of having a computer, but lowest in owning a mobile phone.

Figure 1: Computer vs. Mobile



Question 8: Do you have a computer at home?

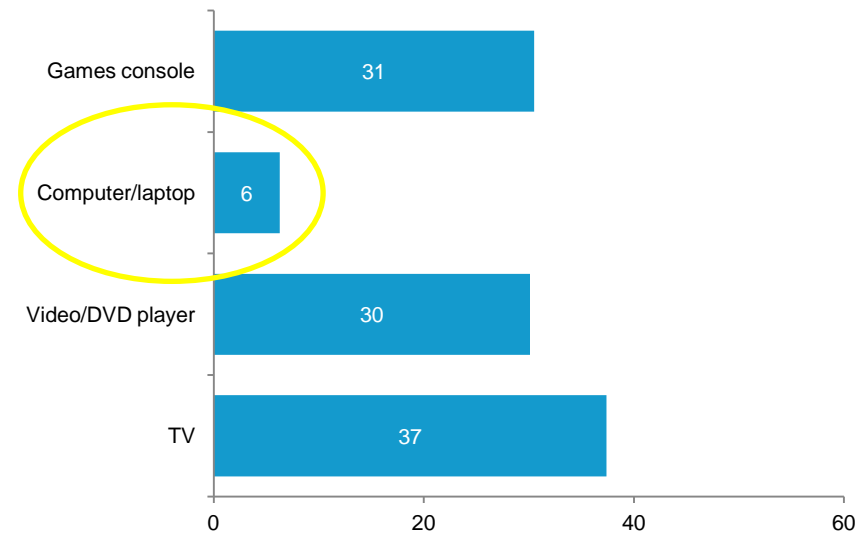
Question 18: do you have a mobile phone?

Base: all children

# Digital devices

- **Bedroom media culture:** over one third of children have TV/Video /Games console in bedroom
- Only 6% of children have computer/ laptop in their bedroom

**Figure 2: Digital devices in child's bedroom**



*Question 5a- G5d: Does study child have the following in his/her bedroom?*

*Base: all children*

# Time spent

- Over one third of children don't spend time on a computer
- Over half use for less than an hour
- Most time spent watching tv (97%) and reading (93%)

**Table 1: Time spent on entertainment**

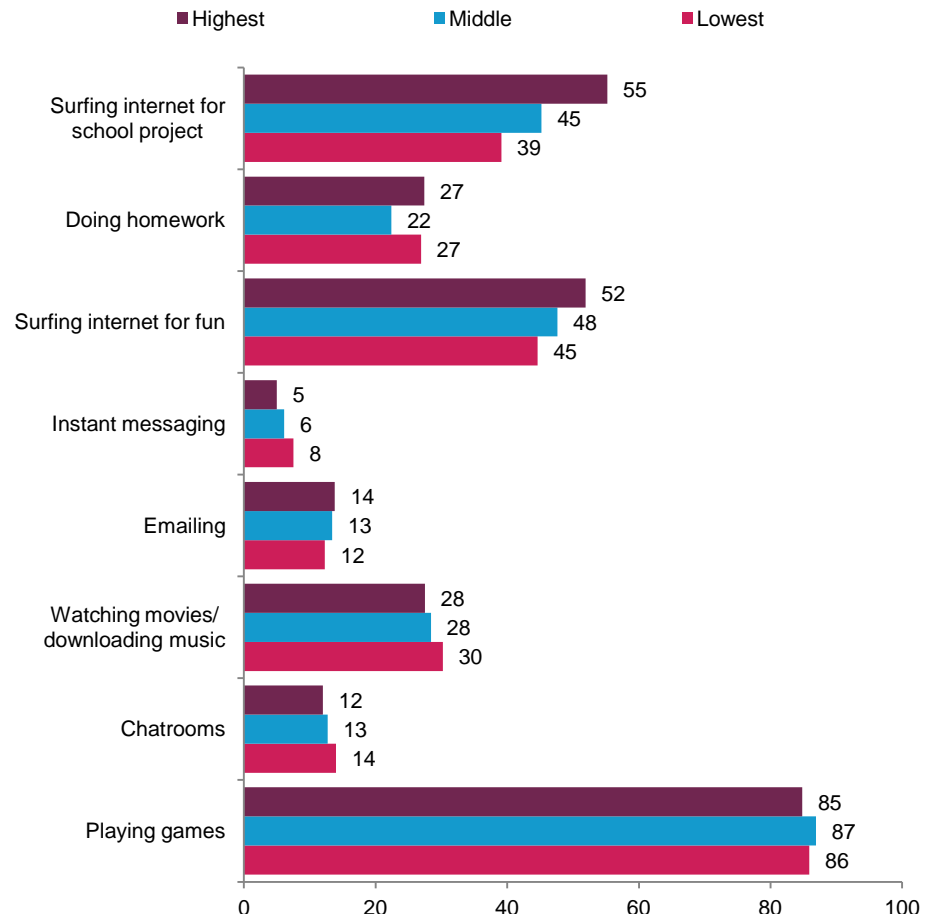
	Watching TV/video/DVD	Reading for pleasure	Using the computer	Playing video games
<b>None</b>	2.6	7.1	33.8	36.8
Less than an hour	23.5	61.4	53.2	44.8
<b>1 hour to less than 3 hours</b>	<b>64.7</b>	27.8	12.2	16.9
3 hours to less than 5 hours	7.4	2.5	0.8	1.2
<b>5 hours to less than 7 hours</b>	1.1	0.6		0.3
7 hours or more	0.7	0.5		
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

*Questions G1-G4: average day-hours  
Base: all children*

# Activities

- **Most popular activity** is “playing games” (86%)
- Next is “Surfing internet for school” and “surfing internet for fun” (49%)
- “Communication” activities at lowest end
- Use of computer for “learning purposes” (55%); highest for high SES
- Higher levels of “communication” activities - instant messaging (8%), chatrooms (14%) for lowest SES

**Figure 3: Computer Activities**



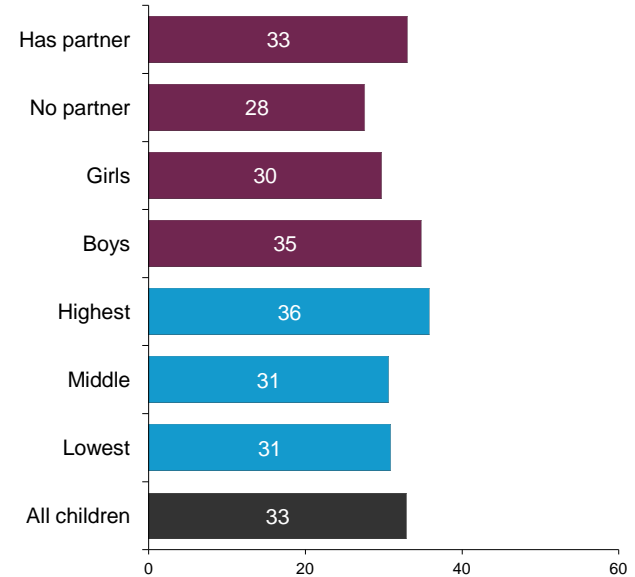
Question 10: What do you use it (a computer) for?  
Base: all children who said they use the computer



# Parental mediation

- **One-third allowed to use the internet without adult supervision**
- Unsupervised use was higher among boys (35%) than girls (30%)
- Unsupervised use was higher in “has partner” background (32%) than “no partner” background (28%)
- Unsupervised use also higher in highest SES homes

**Figure 4: Using internet without parents or adults**



*Question 11: Are you allowed to use the internet without your parents or another adult checking what you are doing?  
Base: all children who said they use the computer*



# Qualitative Data

## Children

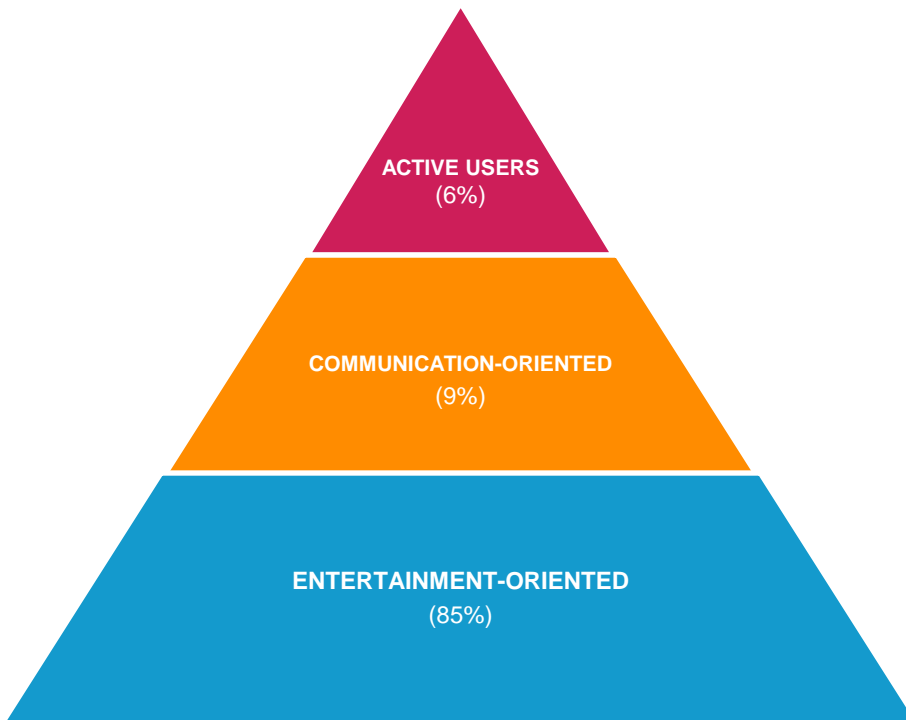
- 9 y-o children see computer as a new means of entertainment
- Appeal of computer activities:
  - “The thing I like the most is the computer”*
  - “ what do you want to do when you are 13?”*
  - “I’ll probably go on Bebo and stuff”*
  - “Play computer... Chat with friends” “Bebo and phone”*

## Parents

- Computer as a mean to negotiate/ bargain/ punish their children. Less a means to gain digital skills
- Fear of children using SNS (bebo) *“Bebo...It gets a bit scary when I hear a 10 year old and ...”*
  - “If they’re into sport its great, but if they’re not then its you know they have nothing except these bebo sites....”*

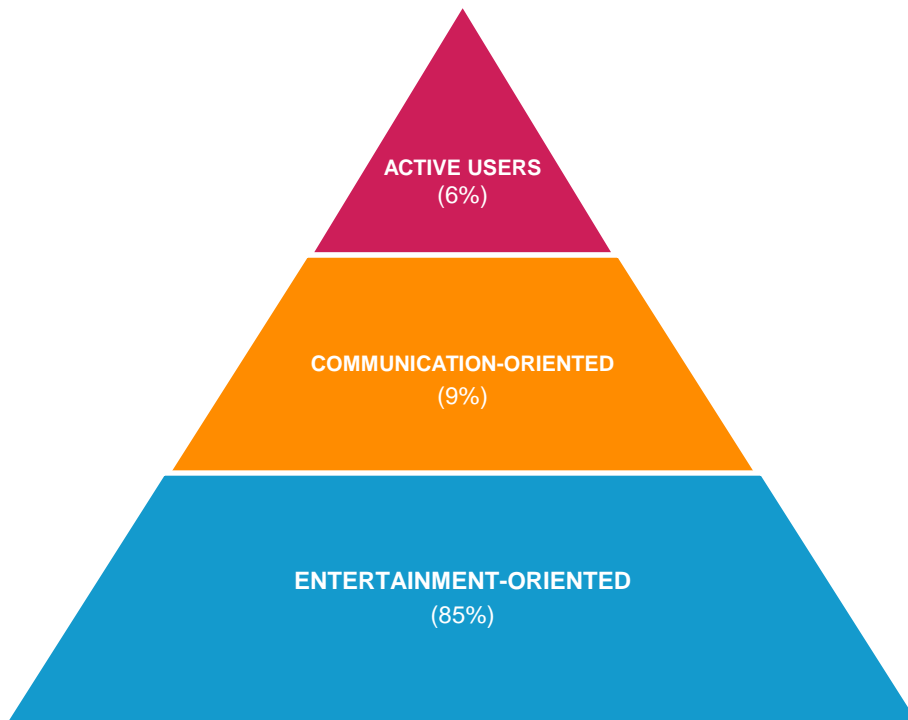
# Clusters

**Table 2: Patterns of computer use by cluster**



Activities	Cluster 1	Cluster 2	Cluster 3
%	85	9	6
Playing games	86	87	82
Surfing internet for school projects	45	55	61
Surfing internet for fun	45	64	72
Watching movies	25	42	51
Doing homework	25	32	31
Emailing	8	26	68
Instant messaging	0	100	100
Chatrooms (websites)	0	100	64
<b>Number of activities</b>	<b>6</b>	<b>8</b>	<b>8</b>

# Clusters



## Cluster 1: *Entertainment-oriented*

- Highest number of children participate in this cluster (85%)
- Low use, and lowest number of computer activities
- Focus on entertainment purposes

## Cluster 2: *Communication-oriented*

- Second largest group of users (9%)
- Higher level of use and number of activities than cluster 1
- Focus on communication purposes

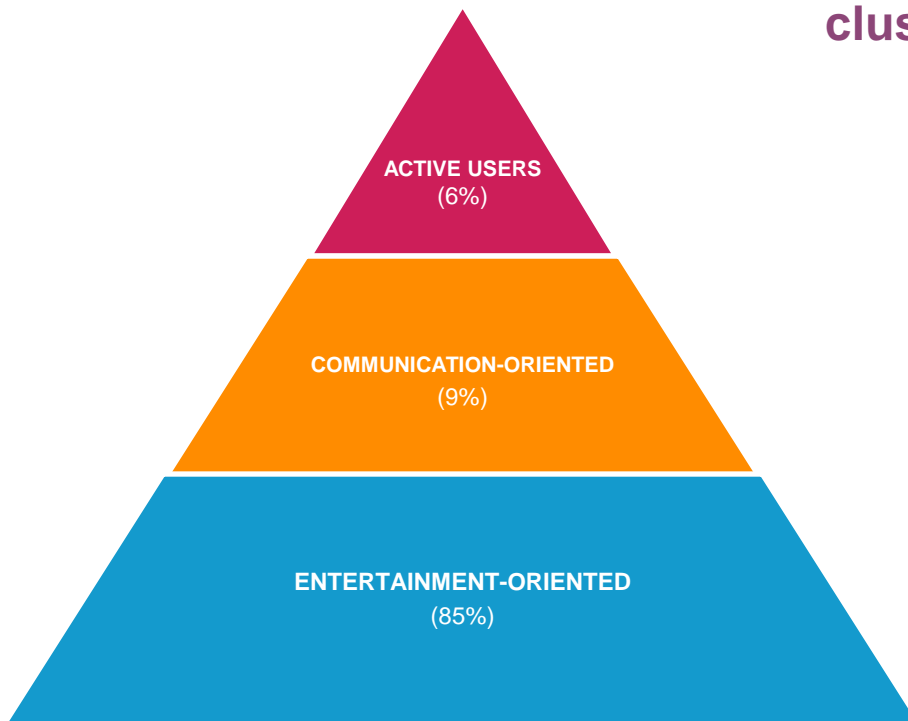
## Cluster 3: *Active users*

- Smallest proportion of users (6%)
- Covers a wide range of activities like cluster 2
- Highest levels of computer use for learning, communication and entertainment purposes



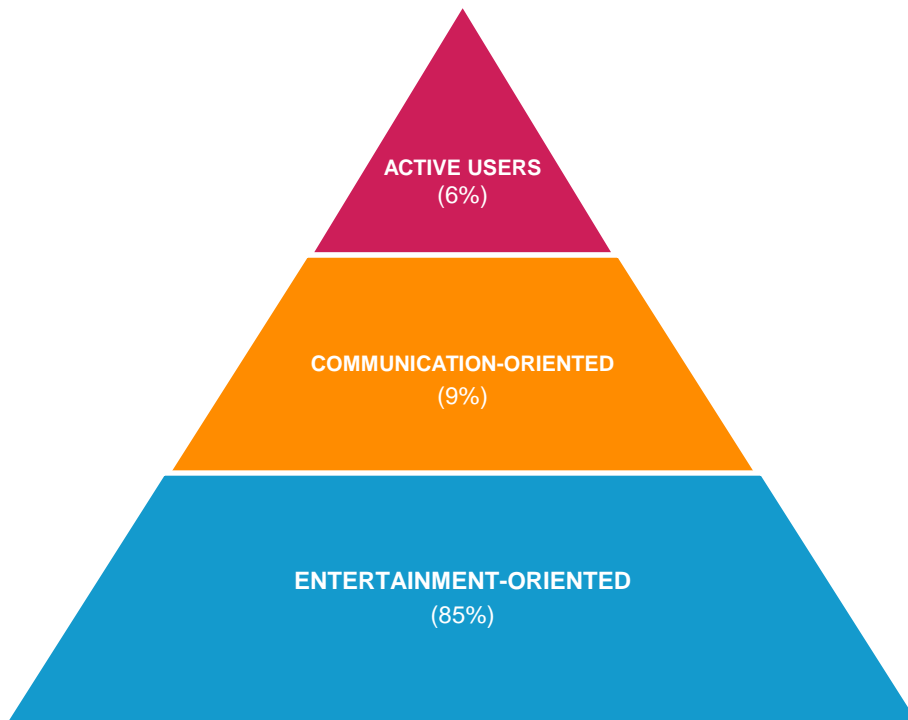
# Clusters

**Table 3: Distribution of gender, SES, family status and mum parenting styles within clusters**



	Cluster 1	Cluster 2	Cluster 3
<b>%</b>	85	9	6
Boys	52	50	44
Girls	48	50	56
<b>Socio-economic status</b>			
Lowest	28	31	36
Middle	35	33	34
Highest	37	36	30
<b>Partner in household</b>			
No partner	22	14	30
Has partner	78	86	70
<b>Mum parenting style</b>			
Authoritative	77	65	73
Authoritarian	4	7	2
Permissive	16	18	22
Neglectful	3	10	3

# Clusters



## Cluster 1: *Entertainment-oriented*

- More boys than girls (52% vs 48%)
- Highest percentage of Authoritative (77%) parenting style
- Highest level of children from highest SES background (37%)

## Cluster 2: *Communication-oriented*

- Boys and girls equally participate (50%)
- Highest percentage of children from “has partner” (86%)
- Highest percentages of both Authoritarian and Neglectful parenting style (7% and 10% respectively)

## Cluster 3: *Active users*

- More girls than boys (56% vs 44%)
- Lowest SES background accounts for highest number in this cluster (36%)
- Highest number of children from “no partner” family (30%)



# Conclusions

- *High levels of access not reflected in time spent with ICTs or take up of activities*
- *SES matters in relation to access and use*
- *Family plays a very important role in ICT use*
- *Restrictive mediation more in evidence in qualitative data*
- *Implications for learning-oriented activities*



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