

A kamaszok képernyő előtt töltött ideje és a szülői mediálási stratégiák

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INTRODUCTION

- parents miss the effective tools
- mobile technology raises the concerns
- dilemma: advantages vs. risks
- norm of good parenting
- parental strategies



RESEARCH PROJECT: RACE AGAINST TIME

- Aims: Parental time from multiple perspectives and the effect of technology usage
- Sample: 1000 households
- Target group: working aged parents and adolescents(12 and 16 years)
- Representativity: type of settlement, region and age of child (+ 40% quota for fathers)
- Data collection: 2017 autumn



QUANTITATIVE PHASE LINKED PARENT-CHILD SURVEY

Survey thematic blocks:

- parental time
- **use of technology: screen time, parental mediation**
- work-life balance
- subjective wellbeing
- parenting

CONCEPTS AND TYPES OF PARENTAL MEDIATION

- ✓ Traditionally – related to TV – applied strategies: active, restrictive and co-viewing
 1. *Restrictive strategy*
 2. *Active parental strategy*
 3. *Monitoring*
 4. *Deference*
- ✓ New strategies: *participatory learning strategies, enabling mediation*
- ✓ Mostly, the importance of **age** and **gender** are underlined in previous studies, but there is a lack of empirical studies focusing on relations between sociodemographic characteristics and parental mediation
- ✓ There is a relative lack focusing on the relevance of **social position**
- ✓ **Digital cultural capital**

RESEARCH QUESTIONS



EXPLORATORY ANALYSIS

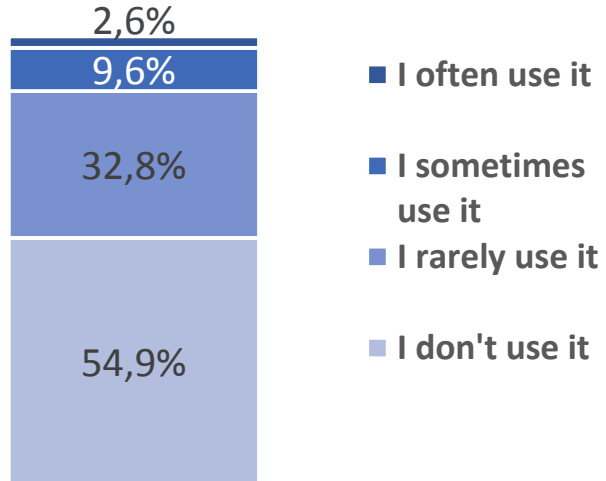
- ✓ What kind of mediation strategies are used among Hungarian parents?
- ✓ How the group of parents according to parental mediation do associate with these sociodemographic features?
- ✓ What is the impact of screen time, school grade and parental performance on mediation strategies?

METHODS & DATA

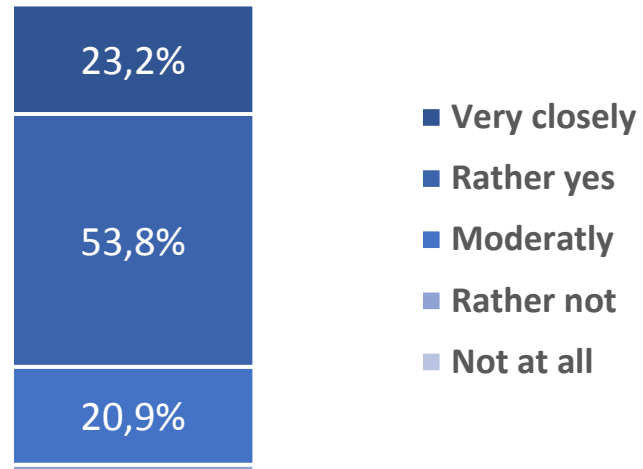
- ✓ k-means cluster analysis to discover potential groups based on a set of Likert-scale questions regarding different aspects of the parents' approach to their child's use of digital devices and technology
 1. Do you use the **restriction of access** to digital devices as **punishment**?
 2. How closely do you **follow the technology use** of your child?
 3. Do you **check** what your child uses their digital devices for?
 4. Do you **read the messages** of your child?
 5. **How often do you quarrel** with your child over the use of digital devices?
 6. **How often do you discuss** the appropriate use of digital devices with your child?
- ✓ Responses for these six questions were recoded on a 4-to-6-level Likert-scale, considered to be quasi-continuous variables, and standardized for use in the model.
- ✓ Bivariate analyses (one-way ANOVA and chi-squared independence testing in simple two-dimensional contingency tables), multivariate analysis (multinomial logistic regression) to account for the correlation of explanatory factors.

1. ACTIVE MEDIATION

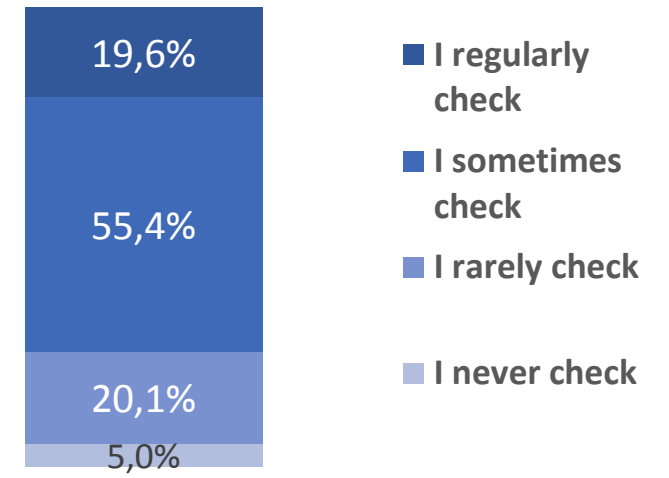
RESTRICTION OF ACCESS AS PUNISHMENT



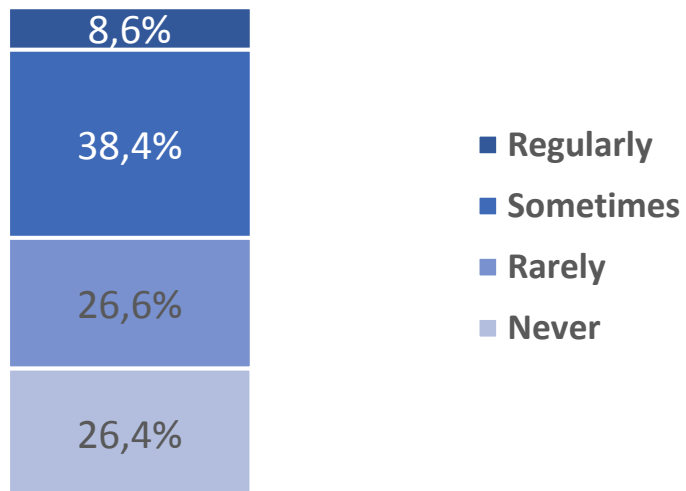
FOLLOWING THE TECHNOLOGY USE OF YOUR CHILD



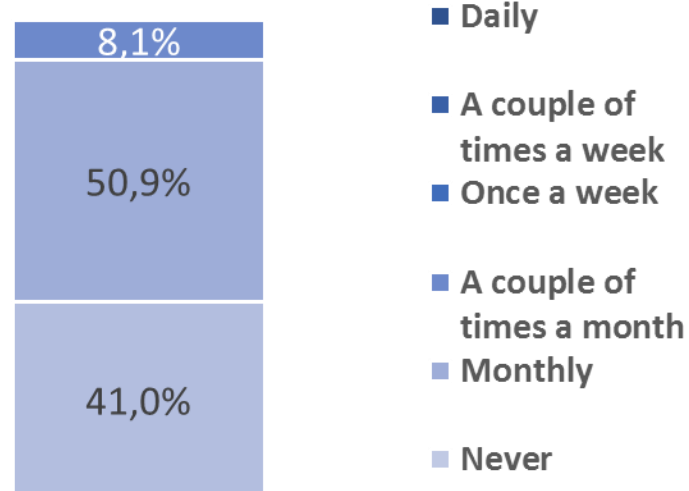
CHECKING THEIR DIGITAL DEVICES



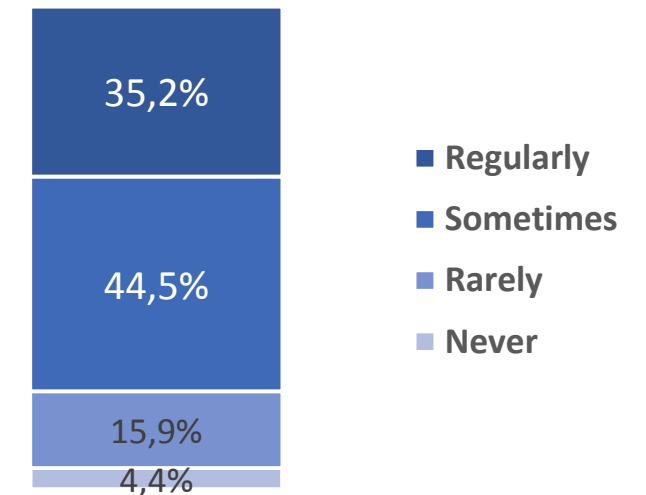
CHECKING THEIR MESSAGES



QUARREL WITH THE CHILD OVER THE USE OF TECH

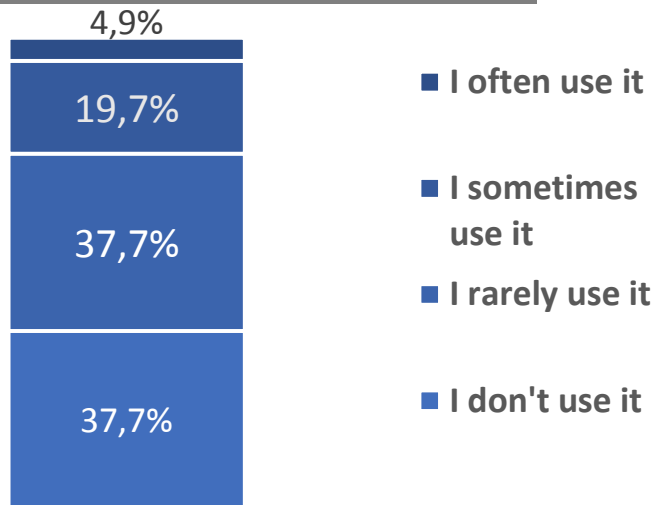


DISCUSSION OF THE APPROPRIATE USE

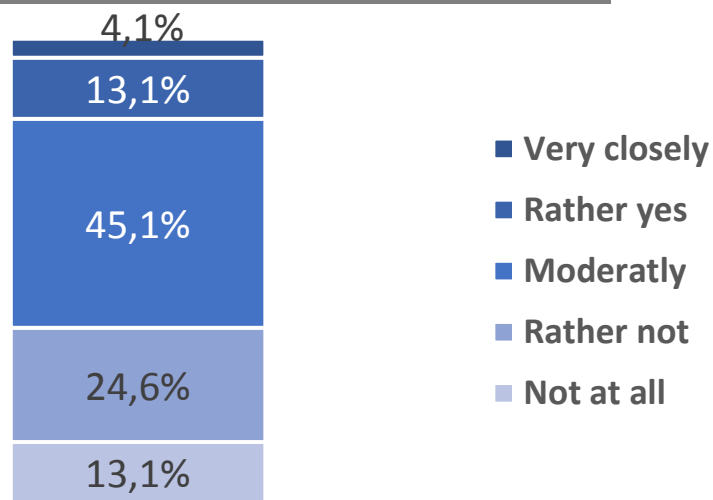


2. AD HOC APPROACH

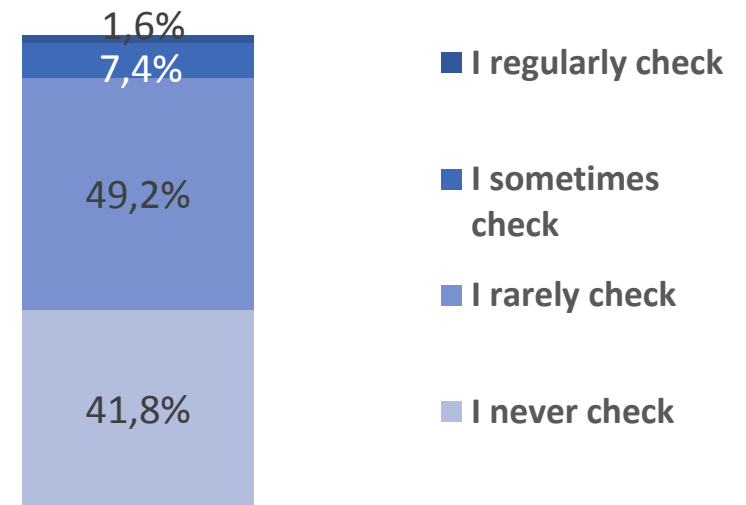
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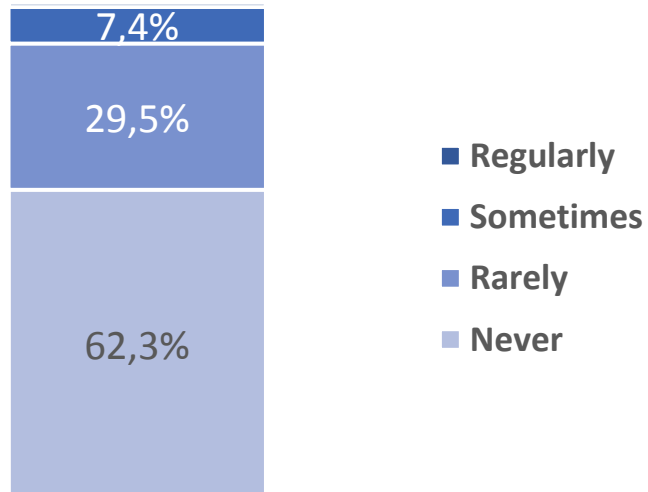
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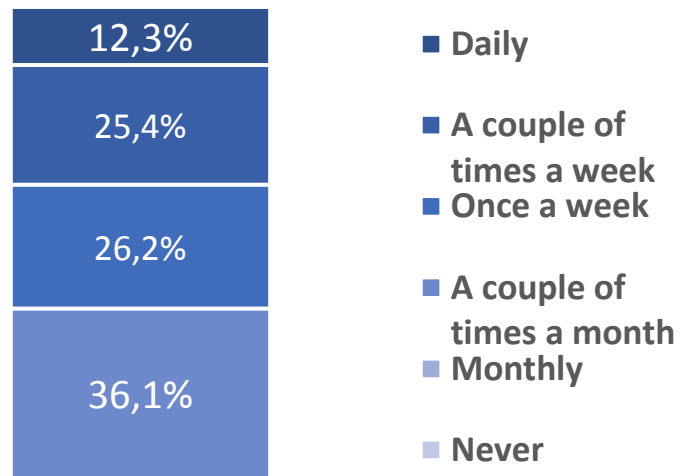
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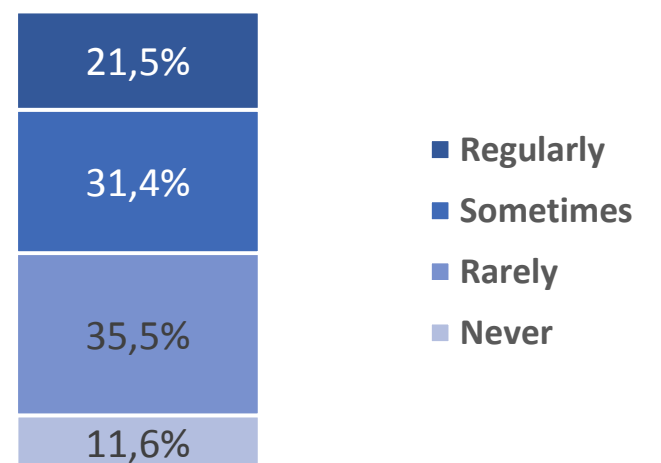
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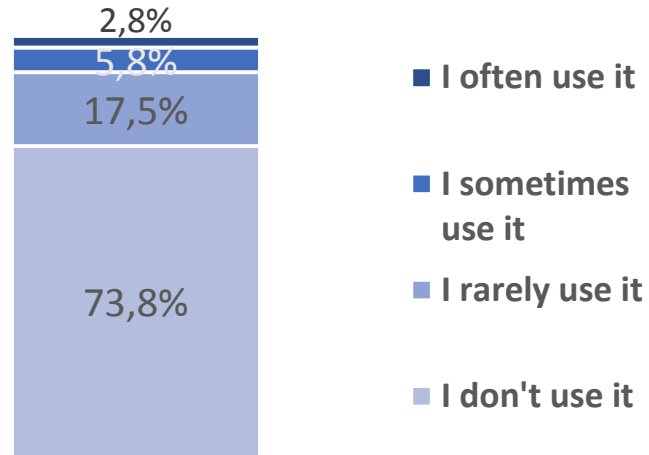


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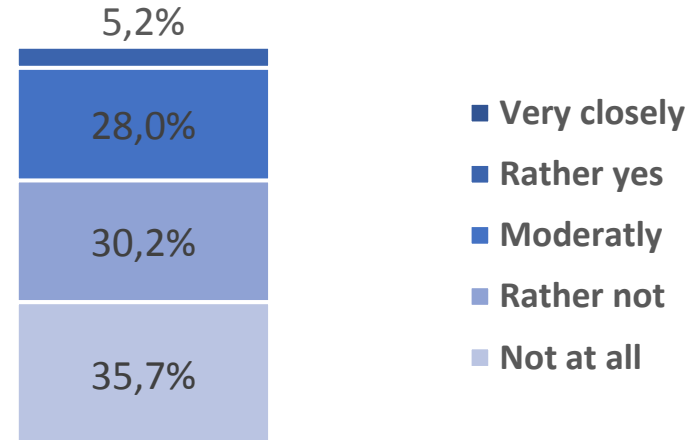


3. PERMISSIVE STRATEGY

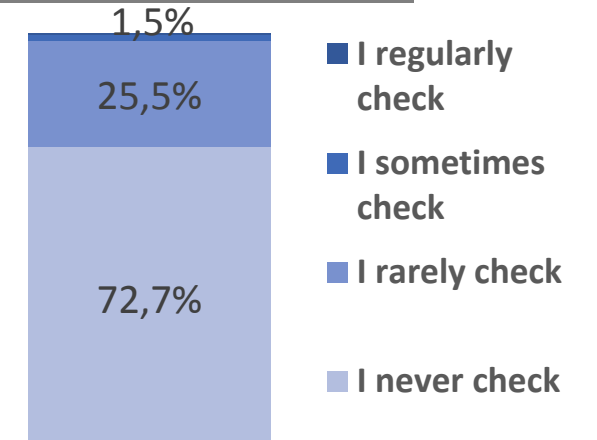
RESTRICTION OF ACCESS AS PUNISHMENT



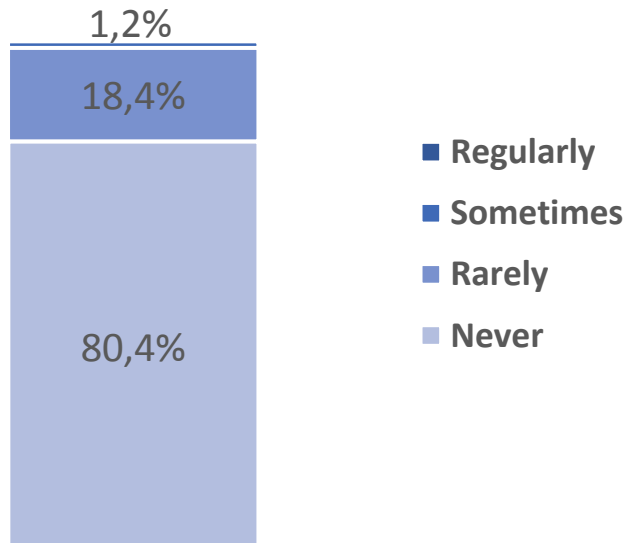
FOLLOWING THE TECHNOLOGY USE OF YOUR CHILD



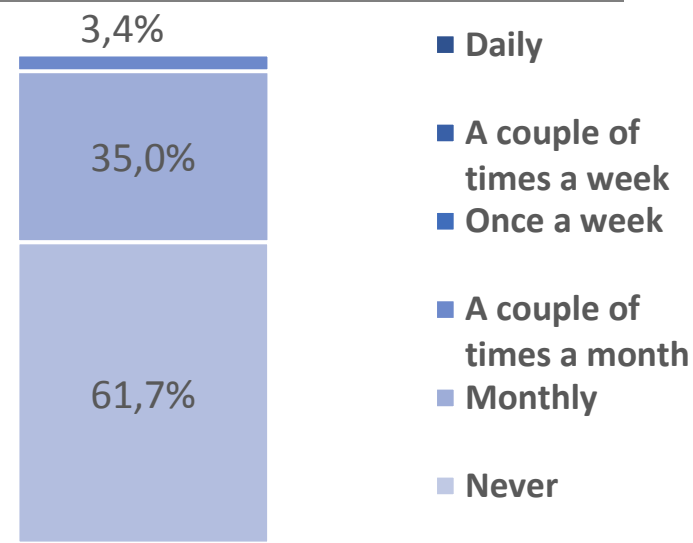
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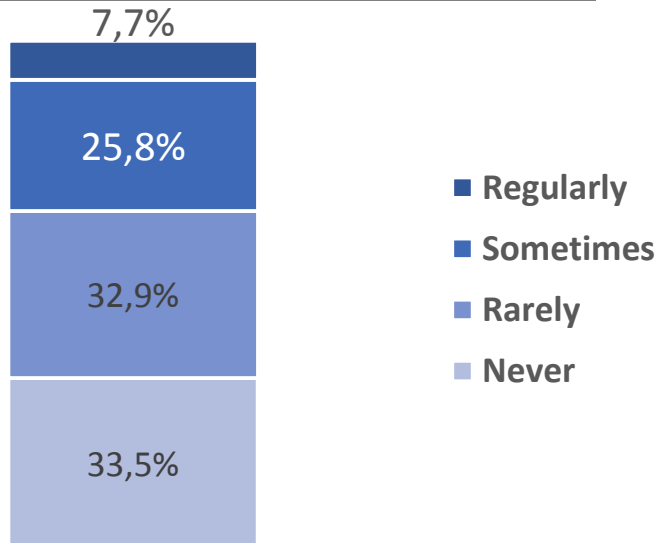
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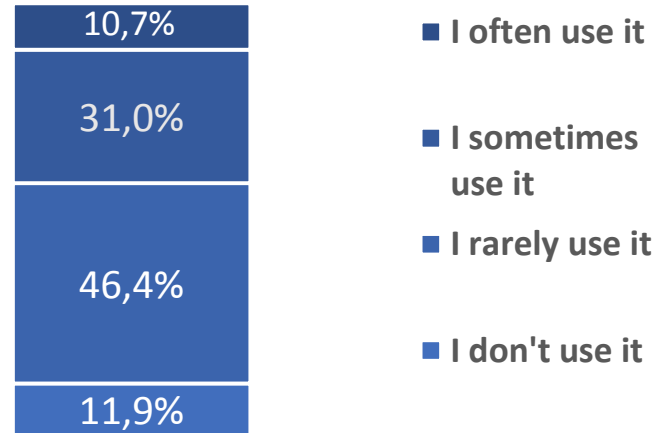


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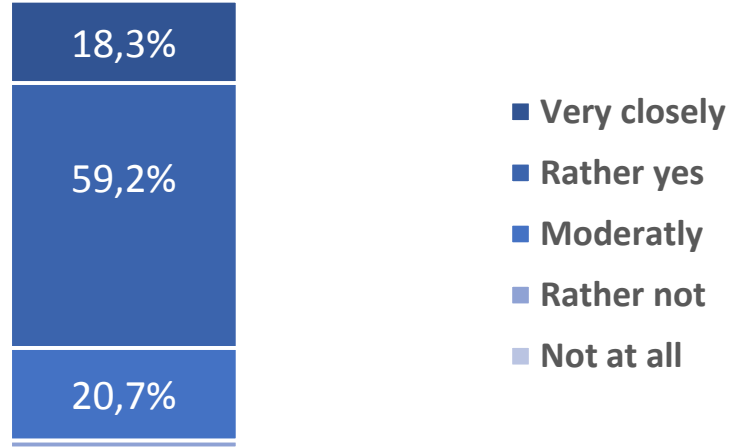


4. RESTRICTIVE STRATEGY

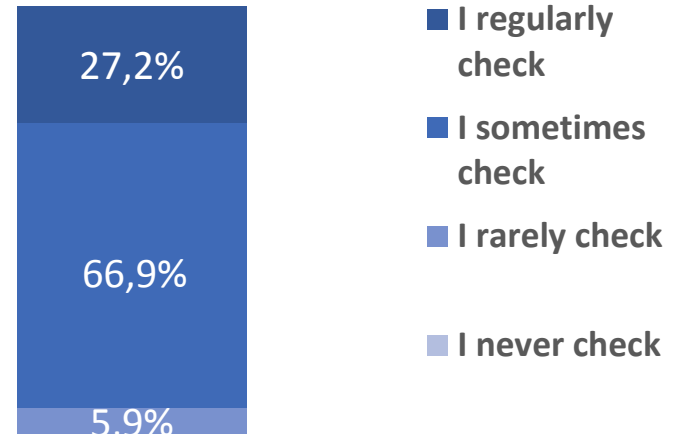
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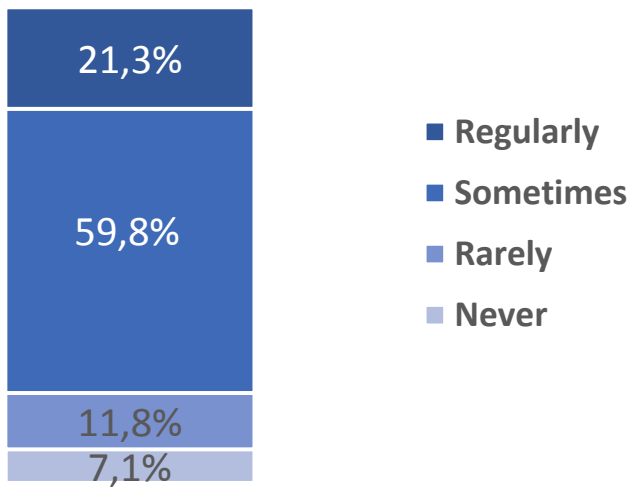
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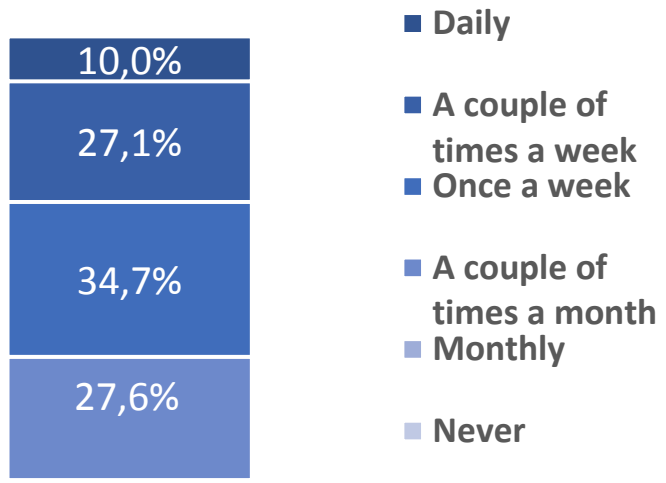
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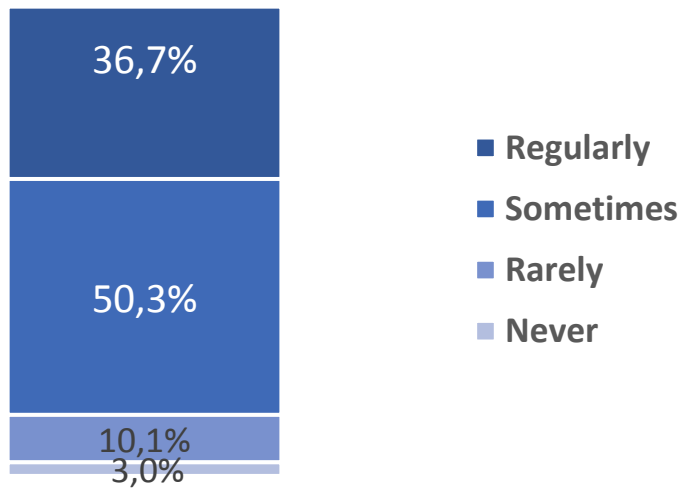
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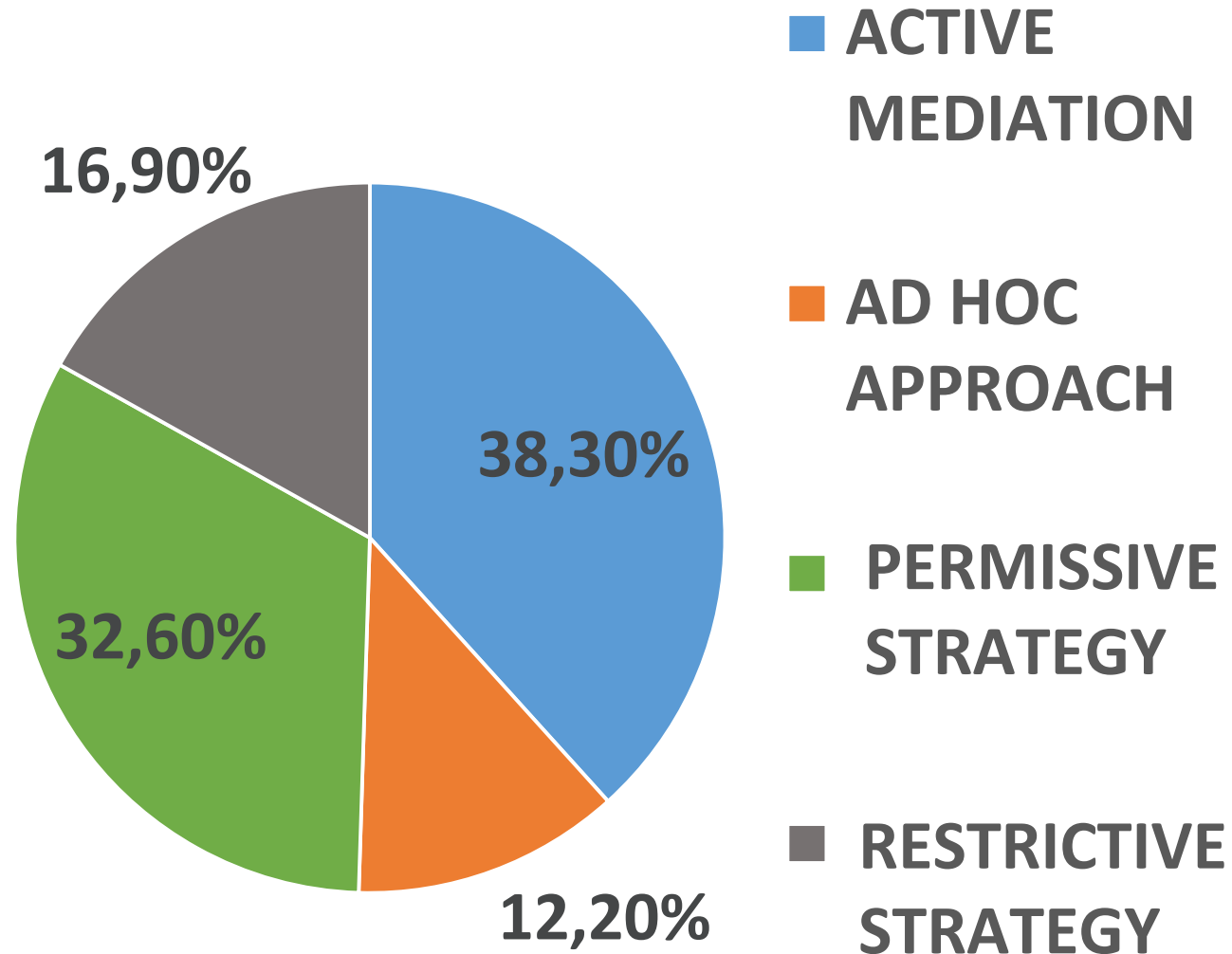
QUARREL WITH THE CHILD OVER THE USE OF TECH



DISCUSSION OF THE APPROPRIATE USE



DISTRIBUTION AND MAIN CHARACTERISTICS OF PM STRATEGIES



- highest educational level
- highest satisfaction with life, highest parental quality
- parents of girls
- smallest household
- less amount of time together
- single parents, working shifts
- lowest satisfaction with life, lowest parental quality
- older children & they had the child at a higher average age
- less educated
- satisfaction with school performance
- satisfaction with parental time
- youngest parents
- polarized in terms of education
- highest satisfaction with life
- lower level of parental quality

EXPLANATORY MODEL I.

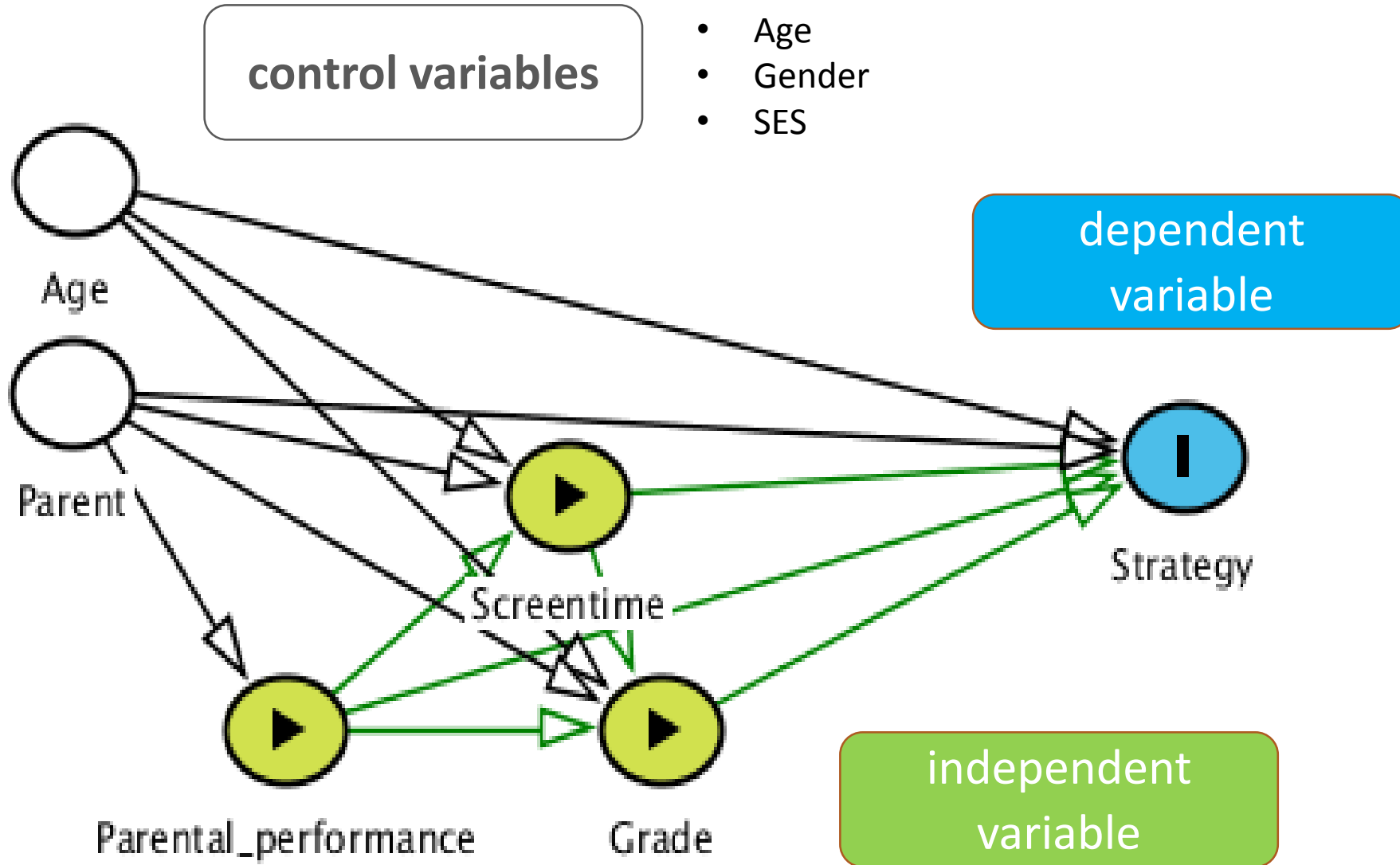
Multinomial logistic regression

Variable	<i>Relative risk compared to ACTIVE MEDIATION</i>		
	AD HOC APPROACH	PERMISSIVE STRATEGY	RESTRICTIVE STRATEGY
Age of parent	1.02	1.03	0.94
Age of child	1.18	1.40	0.87
Gender of parent: Male	0.70	1.20	0.77
Gender of parent: Female	reference category		
Gender of child: Boy	1.43	1.23	1.49
Gender of child: Girl	ref. cat.		
Education: Higher ed.	0.61	0.29	0.70
Education: Secondary ed.	0.44	0.40	0.47
Education: Vocational ed.	0.55	0.50	0.67
Education: Elementary	ref. cat.		
Average grade: 2	1.96	1.43	5.34
Average grade: 3	3.88	1.90	1.77
Average grade: 4	1.81	0.94	1.17
Avarage grade: 5	ref. cat.		

What explain the strategies parents are using?

Reference category: Active mediation; significance level: 0,05

THEORETICAL MODEL



Parental performance:

- evaluation of parenting (E3)
- influence/control on child's screen time (B10)
- parental satisfaction with child's school grade (E2)

EXPLANATORY MODEL II.

Multinomial logistic regression

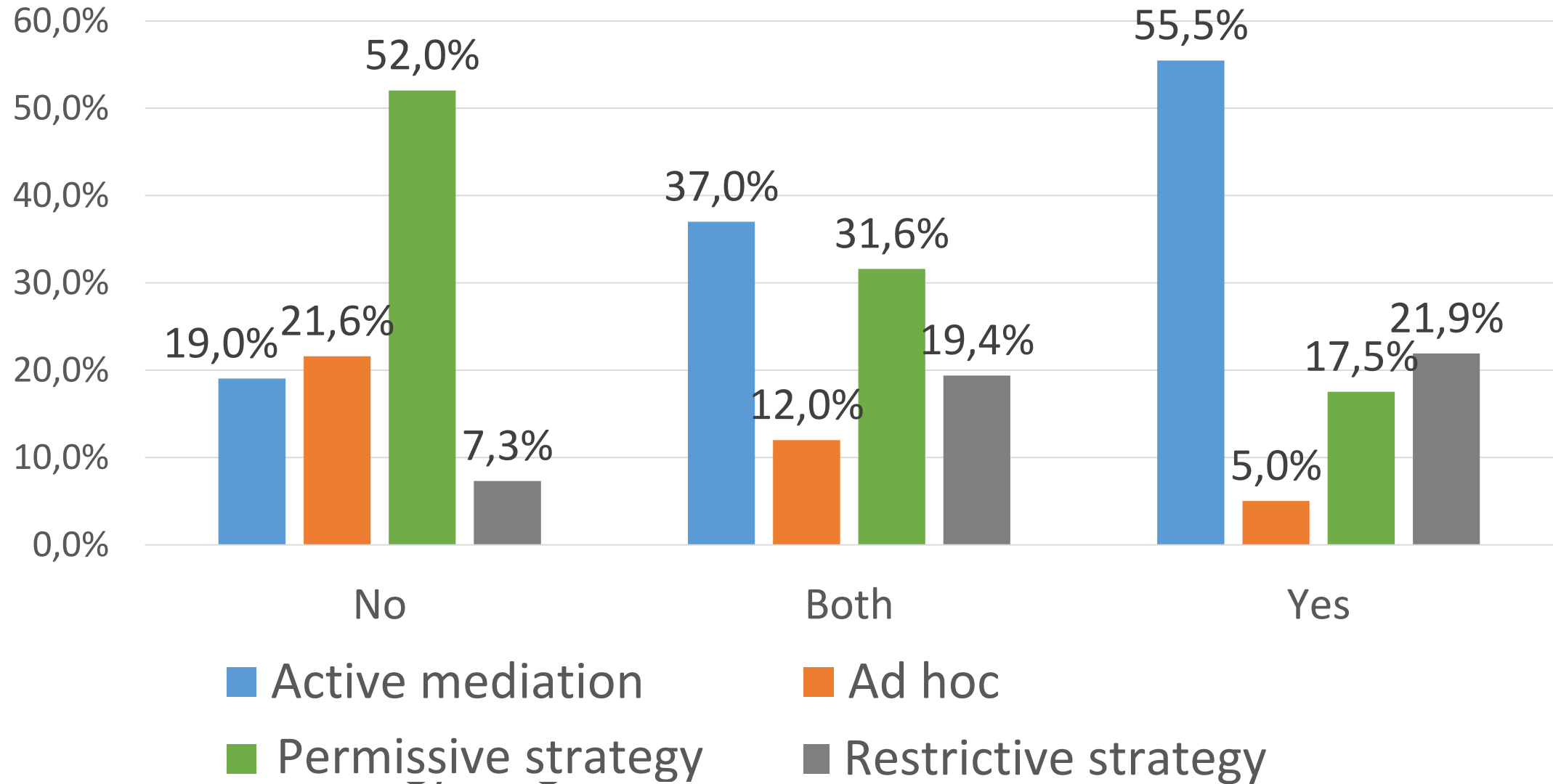
Variable	Model without control variables (<i>p</i>)	Model with control variables (<i>p</i>)
Evaluation of child's screen time	0,000	0,000
School grade	0,028	0,082
Parental satisfaction with child's school grade	0,043	0,138
Influence/control on child's screen time	0,000	0,000
Evaluation of parenting	0,129	0,052
Child's gender		0,035
Parent's gender		0,018
Educational level of parents		0,147
Age of children		0,000
Age of parents		0,000

What is the impact of screen time, school grade and parental performance on mediation strategies?

Relevance of the parental influence on child's screen time: Parents who cannot influence or control the child's screen time tend to choose **ad hoc approach** or **the permissive strategy** compared to active mediation

Reference category: Active mediation; significance level: 0,05

Influence on child's screen time



CONCLUSION



1. Distinct parental mediation strategies
2. Gender and age of parents and adolescents
3. Social status of parents
4. Parental performance, screen time explain the mediation strategy
5. Parents following active mediation or the strategy of punishment are similar to each other
6. Limitations of the analysis:
 1. Only parents' perspectives
 2. Lack of personal stories - potential for mixed methods

THANK YOU!

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