

The *EU Kids Online* 2018 survey – The Czech Republic Technical Report

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1. INTRODUCTION

This document provides information considering the *EU Kids Online* 2018 survey in the Czech Republic.

1.1 The research context

No specific societal phenomenon played an important role in the choice of the research method and the questions. Items that were not asked from younger children are listed in the chapter 1.4. of this report.

- The time limitation for the surveys was determined by the length of a standard school period (45 minutes). It is important to note that the time limit for the survey was extended at some schools (in agreement with children and teachers who were involved) and the data collection continued during the break (usually 5 to 15 minutes) in order to allow the children to finish the survey. This happened mainly in the case of the younger children and when there were some technical or organizational delays at the beginning of the data collection.
- The educational system in the Czech Republic allows both 6 years and 7 years old children to enrol in the first grade, therefore the school class can consist of children of different age (one-year difference is common, two-years difference is also possible). When deciding which school class of respondents should be considered as younger children (9-10 years) and which as older children (11-17 years), we considered as the main factor peer group and class collective of the children, while also taking into account the standard age for enrolment to the 1st grade as 6 years old. Therefore, for example, there might be some children in the 5th grade, that are 10 and 11 years old (but both asked only questions for younger children), etc.

1.2 The study at a glance

The main information concerning the study and data collection follow:

- The study run from the 6th October 2017 to the 9th February 2018. (None surveys were conducted

during the Christmas break period, specifically from the 22th December 2017 to the 3rd January 2018).

- The used method was computer assisted online questionnaire completed by the children in standard school computer classrooms.
- The main contact for the data management team is Hana Macháčková, Ph.D., email: hmachack@fss.muni.cz, telephone: +420 549 49 4744.
- The study utilized stratified random clustered sampling.
- 3084 children of age 9 to 17 were interviewed in total (this is N before the data cleaning). The non-users were not targeted as a specific group. The parents were not interviewed.
- Cyberhate, discrimination and violent extremism (**M1**) and Cyberbystanders (**M2**) modules were included.
- None country specific questions were added.
- A pilot survey involving five schools and 10 classes in total (grades 5 to 9) was conducted prior to other data collection. As a result, the number of questions for younger children was reduced.
- The data entry was done using the LimeSurvey software which was used as well to collect the data.
- The data provided to the data management was partially cleaned beforehand by Hana Macháčková, Ph.D., email: hmachack@fss.muni.cz, telephone: +420 549 49 4744.

1.3 Entities involved

The Czech survey was conducted by team of researchers from the Faculty of Social Studies at Masaryk University, Brno, who were responsible for all stages of the survey adaption, sampling, fieldwork, data entry, and initial data cleaning. No outside party was involved in the process.

Specifically, the main coordinators and contact persons are:

- Hana Macháčková, Ph.D., email: hmachack@fss.muni.cz, telephone: +420 549 49 4744.

- prof. David Šmahel, Ph.D.,
email: smahel@fss.muni.cz,
telephone: +420 549 49 7451.

1.4 Main limitations

The most important limitations of the study:

- We skipped some items for the youngest age group (9-10), due to cognitive load. This routing was done using automatic online system, where kids inserted specific code and the questionnaire did not display selected items. However, since the data collection was within classes, these items were skipped by whole class, that is, in several cases also by some older kids. The missing values for these kids are therefore also labelled as -93.
- Items not asked younger kids: **c_QE1g_oy**, **c_QE1h_oy**, **c_QE1i_oy**, **c_QE1j_oy**, **c_QE1k_oy**, **c_QF40_oy**, **c_QF45_oy**, **c_QF46a_rt_oy**, **c_QF46b_rt_oy**, **c_QF46c_rt_oy**, **c_QF47_oy**, **c_QF50a_oy**, **c_QF50b_oy**, **c_QF50c_oy**, **c_QF50d_oy**, **c_QF50e_oy**, **c_QF50f_oy**, **c_QF80a_oy**, **c_QF80b_oy**, **c_QF80c_oy**, **c_QF80d_oy**, **c_QA16a_oy**, **c_QA16b_oy**, **c_QA16c_oy**, **c_QA16d_oy**, **c_QA16e_oy**, **c_QA16f_oy**, **c_QA16g_oy**, **c_QA16h_oy**, **c_QA16i_oy**, **c_QA16j_oy**, and items in modules **M1** and **M2**.
- Items which were not asked younger kids by mistake: **c_QA18a**, **c_QA18b**, **c_QA21c**, **c_QA21d**, **c_QA21e**, **c_QA21f**, **c_QA21i**.
- Data about **class_size** is due to an administrator error missing for five classes from three schools in total (**class_id**: 203005; 203006; 203043; 203120; 203121)
- There were systematic problems with understanding questions **c_QA9** and **c_QH1** (problems with understanding the meaning and the wording of the questions). Other comprehension problems involved the questions **c_QC3** (problems with understanding the meaning of the response options, mainly options **a**, **b**, **e**) and **c_QE1_oy** (problems with understanding the response scale). All of these considered mainly the youngest children.
- The survey context limitations included the questionnaire's length and the time limit reserved for data collection at the schools. Even after reducing the

amount of questions after the pilot study, some of the children (especially the younger children) still had some problems with finishing on time. This may have led to them not finishing all the questions or to more frequent skipping of the questions towards the end of the questionnaire. (When possible, the children were allowed to finish the questionnaire after the school period during the break. However, this was not possible at all schools).

2. SURVEY AND PILOTING

2.1 Questionnaire adaptation

In addition to the origin survey variables, the original Czech data matrix included other 38 variables with time information from the data collection (e.g., time length of individual questionnaires and of each section of the questionnaire).

2.2 Translation

The questionnaire was translated to the Czech language.

- Four people were involved in the translation process.
- The translation was conducted by two independent translators and then reviewed by two experienced arbiters. The accuracy of the translation of the modules was tested during cognitive testing. The core questionnaire was not tested this way.
- The same translation and wording was used for both younger and older children.

2.3 Cognitive testing

Cognitive testing was done for the five optional modules in order to test the comprehension of the questionnaires by different age groups of children and the translation of the modules. The cognitive testing did not involve the core questionnaire. The testing was conducted in July and August 2017 in the Czech Republic.

- The testing focused on comprehensibility of the meaning of the questions/responses, the translation, the wording, the provided response options, familiarity with provided examples, etc.
- The testing was conducted by two trained interviewers and consisted of 3 focus groups and 18 individual interviews recruited via convenience sampling. The focus groups were composed of three to four children in the age of 9 to 12 years (10 children in total, 4 boys, 6 girls). The individual interviews were conducted with children of the following age categories: 9-11 years (2 boys, 2 girls), 12-14 years (2 boys, 5 girls), 15-17 years (3 boys, 6 girls). All interviews took approximately 60 minutes. Depending

on the length of the module and allotted time, two modules or one and half were tested in each interview/focus groups. The modules were rotated for the testing, each was examined in at least four interview/FG and each was tested at least once in every age group. Informed consents of the children and their legal representatives (in the case of the individual interviews) or the children and a summer camp leader (in the case of the focus groups) were obtained.

- Major changes were implemented already during the creation of the English version of the questionnaire (including provided response options, examples, etc.), none latter major changes specific for the Czech version of the questionnaire followed.
- Minor changes considering the wording of the questions/responses, the provided examples, and the translation of some problematic words were implemented.

2.4 Survey pilot

A survey pilot was conducted prior to the fieldwork.

- The survey pilot involved five schools (10 classes in total) using the same sampling and methods as the main survey. The different classes consisted of 4th to 9th graders at elementary schools in different Czech regions (children of ages 10-15). The total number of respondents was 166. The pilot survey was conducted by four different trained administrators.
- The main purpose of the pilot was to assess the length of the questionnaire, especially considering the younger age group of respondents, as well as possible technical and organizational limitations of the school based surveys.
- The main conclusions and the changes they introduced considered primarily the before mentioned length of the questionnaire. The number of questions for the younger children was reduced.

3. METHODOLOGY

3.1 The survey mode

Information about the survey mode follow:

- The selected method was an online computer assisted classroom survey conducted in the computer classrooms at schools. The surveys were administered by trained administrators who were present in the classrooms during the data collection.
- LimeSurvey software for online surveys was used to collect the data.
- All parts of the questionnaire and data collection with all respondent groups was administered the same way using the same methodology.

3.2 Sampling procedure

Information about the sampling procedure follow:

- The study utilized proportional stratified random clustered sampling. We used following stratas: Region (NUTS2 – all 8 regions), school size (distinguished between large and small schools, using median as a cut-off point), and school type (elementary, vocational, and grammar school).
- For the distributions of population in the regions and students in school types, we used data from the Czech Statistical Bureau, an official national institution which each year performs census in whole Czechia and is therefore highly reliable source. For the information about school type and size, the information from the Registry of the Czech Ministry of Education, which provides the highest possible number of enrolled students, was used. It should be noted that the schools size data was not 100% accurate, as some schools had lower number of enrolled students.
- The average expects number of students providing data was estimated to 10 per class (considering absences, and refusals to participate from parents and children), with estimation of participation of 2 classes on average. The aim was to achieve participation of 100 schools, with 1-3 class per school,

depending on the possibilities in cooperation. Because higher number of students in classes than estimated, the data collection ended after the participation of 89 schools. The total sample size was 3,084 respondents (before the data cleaning)

- The process of sampling was among others dependent upon the agreement of the schools to participate. 58% of schools did not agree with participation. When the contact was established, we asked for participation of 1-3 classes, depending on the school size, and grades depending on the effort to achieve equal age distribution in the sample, which was constantly monitored.
- Grades: Within each region, we tried to achieve equal age distribution reflected by equal distribution of number of all respective grades (fourth grade of elementary school to second grade of high school). The exact selection of specific classes/es in schools depended on the school itself as well as the overview of the sample reached so far.
- School type: the number of elementary, vocational, and grammar schools were adjusted to reflect the proportions in Czechia according to the Czech Ministry of Education and the numbers of students in all the school types according to the Czech Statistical Bureau.
- School size: all school types were also distinguished a large or small schools, distributed equally within regions.
- The sampling procedure used the random selection from the list of schools from the Registry of the Czech Ministry of Education, stratified proportionally according to population in regions, type of school, and divided to small and large schools.
- The non-users were not targeted as a specific group.

3.3 Fieldwork

The fieldwork took place from the 6th October 2017 to the 9th February 2018. (None surveys were conducted during

the Christmas break period, specifically from the 22th December 2017 to the 3rd January 2018).

- The schools were contacted via phone and asked about participation. During the contact, the type of school was assured to be correct.
- A signed informed consent from a legal representative of the child was obtained prior to the data collection. Additionally, verbal consent from the child at the beginning of the data collection process was obtained. The informed consent forms can be found in the Appendix.
- No incentives for the respondents were used. After the data collection, the children received a formal thank you letter for them and their parents with reference to the website where there will be a Czech report from the survey available (which will be send to their school as well). The form can be found in the Appendix.
- The surveys were administered by 19 administrators (social science students at Masaryk University) who attended a training before the fieldwork began.
- Data collection from each class took approximately 45 to 60 minutes (45 minutes of standard school period and in some cases additional 5 to 15 minutes during the break afterwards). The online questionnaire forms were in some cases prepared and launched on the computers by administrators before the data collection period had begun, therefore the recorded time length for some respondents might be substantially longer than this (for example in the case of variable **CZ_Time_all**). Conversely, some of the respondents (more often the case of older children) finished completing the questionnaire earlier and the time length might be substantially shorter (variables **CZ_time_...**, **CZ_Q_submitted**, and **CZ_lastpage** indicate what portion of the questionnaire the respondent completed and what was the time length of each of the finished section of questions).
- A trained administrator was present in the class during each data collection. The administrator presented the survey and the survey process, prepared the online questionnaire for the children or helped them to launch it on their own, and assisted them with comprehension, reading, and technical difficulties during the collection process. At the beginning, the children were encouraged to ask for the administrator's help in case of any difficulties. When it was possible, a teacher or a

teacher assistant was also present and helping the children with these difficulties as well as with possible discipline problems in order to ensure each child a privacy and a space to concentrate on the questionnaire. This was the role of the administrator, when no teacher was present. There was a short debriefing with the children after each data collection.

- There were systematic problems with understanding questions **c_QA9** and **c_QH1**. Other comprehension problems involved the questions **c_QC3** and **c_QE1_oy**. All of these considered mainly the youngest children.
- During the data collection, the administrators also gathered information about the total number of children in each class including those who were not participating in the survey (variable **class_size**), and about the number of children without informed consent (either a signed form from their legal representative or a verbal consent from them).
- Data about **class_size** is due to an administrator error missing for five classes from three schools in total (**class_id**: 203005; 203006; 203043; 203120; 203121).

4. DATA EDITING

4.1 Data entry and editing

Information about data entry and editing follow:

- The data entry was done using the LimeSurvey software which was used as well to collect the data.
- The online questionnaire went through several rounds of testing to ensure its correct functioning.
- The data provided to the data management was partially cleaned beforehand. Empty questionnaires and questionnaires opened and filled by the teachers or the interviewers were deleted. Responses from crashed and re-launched questionnaires were paired and merged together. Data from respondents without informed consent was erased. Respondents were paired with their classes and schools.
- Items which were not asked younger kids by mistake: **c_QA18a, c_QA18b, c_QA21c, c_QA21d, c_QA21e, c_QA21f, c_QA21i.**

5. APPENDIX

5.1 Informed consent form (in Czech)



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Název projektu: EU Kids Online IV

Pracoviště: Institut výzkumu dětí, mládeže a rodiny, Fakulta sociálních studií, Masarykova univerzita, Brno

Poznámka: toto je pouze kopie textu informovaného souhlasu, který jste již podepsali. Tato kopie slouží výhradně pro Vaše potřeby.

Formulář souhlasu s účastí ve výzkumu: Byli jste osloveni s nabídkou účasti Vašeho dítěte ve studii v rámci projektu Masarykovy univerzity. V tomto dokumentu naleznete informace o studii i o tom, co můžete očekávat v případě, že se studie rozhodnete účastnit. Účast dítěte je podmíněna Vaším písemným souhlasem a ústním souhlasem dítěte při sběru dat.

Účel projektu: Projekt EU Kids Online IV si klade za cíl lépe porozumět aktivitám a rizikům, s nimiž se setkávají na internetu děti a dospívající ve věku 9-17 let. Výzkum bude probíhat napříč Evropou a jeho výsledky napomohou k tomu, aby děti dokázaly lépe využívat příležitostí, které jim internet nabízí. Současně díky získání informací o zkušenostech s riziky pomohou ke zvýšení bezpečnosti internetu pro mladé lidi. Naše zjištění mohou být využity pracovníky zabývajícími se dětmi a mládeží pro prevenci negativních jevů či intervenci, pokud se dítě s takovou situací setká. Více informací je dostupných zde: http://irtis.fss.muni.cz/eukoiv_cz/

Průběh studie: Data budou sbírána prostřednictvím online dotazníku na škole, kterou Vaše dítě navštěvuje. Otázky v dotazníku se budou týkat zkušeností s použitím technologií (počítačů, telefonů a dalších zařízení), aktivit na internetu (např. použití sociálních sítí) a možných rizik internetu (např. setkání s kyberšikanou nebo vystavení nevhodným obsahům násilného či sexuálního charakteru). Je samozřejmostí, že dítě může otázky přeskočit nebo u nich uvést „nevím“ či „nechci odpovídat“. Sběr dat bude administrován zaškolenými pracovníky projektu a proběhne během vyplňování v rámci jedné hodiny. Všechny děti se účastní dobrovolně, každé z nich může kdykoli během vyplňování dotazníku z výzkumu odstoupit. Nebudou sbírány žádné identifikační údaje. Po skončení vyplňování dotazníku bude prostor na případné otázky či komentáře.

Rizika a výhody účasti na studii: Z této studie nevyplývají žádné potencionální psychické, sociální, ekonomické, psychologické či právní újmy. Účast ve výzkumu pomůže porozumět současným rizikům a příležitostem spojeným s použitím internetu a dalších technologií dětmi a dospívajícími. Výstupy projektu budou volně dostupné na stránkách projektu.

Zachování mlčenlivosti: Všechny získané informace budou použity pouze pro účely výzkumu (analýza, tvorba odborných publikací a výzkumných zpráv), a to pouze v anonymizované formě. Sebraná data nebudou nijak spojitelná s osobou dítěte. Etická komise pro výzkum Masarykovy univerzity přezkoumala tento výzkumný projekt a shledala ho přijatelným, v souladu s příslušnými vnitrostátními a evropskými právními předpisy (Evropská směrnice 95/46 / ES) a univerzitní politikou, jejichž účelem je chránit práva a dobré životní podmínky účastníků výzkumu.

Kontakty a otázky: Proto pokud máte jakékoliv dotazy či připomínky týkající se studie, neváhejte kontaktovat Mgr. et Mgr. Hanu Macháčkovou, Ph.D., hmachack@fss.muni.cz, +420 549 494 744.

Podpis formuláře informovaného souhlasu: Přečetl/a jsem tento formulář a jsem srozuměn/a s tím, že jsem byl/a požádán/a o vyjádření souhlasu k účasti v tomto výzkumu. **Souhlasím s účastí dítěte na této studii.**

5.2 Formal thank you letter (in Czech)



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Poděkování za účast na studii

Děkujeme za vyplnění dotazníku. Tvoje odpovědi jsou pro nás velmi cenné - umožní nám lépe porozumět tomu, co dnešní děti a dospívající na internetu dělají a čemu čelí. Díky tomu budeme moci vytvářet efektivní doporučení pro preventivní a intervenční programy a napomůžeme tak lepšímu a bezpečnějšímu internetu pro všechny.

Tvoji škole zašleme jako poděkování zprávu zpracovanou z našich zjištění. Díky tomu, že studie probíhá na různých školách ve všech krajích, budou ve zprávě informace ohledně toho, jak používají internet děti a dospívající v celé České republice. Tato zpráva také bude volně přístupná na stránce <http://irtis.fss.muni.cz/category/popularizations/czech-cesky/>

Tento dokument prosím dones domů a předej ho svým rodičům. Je to i poděkování pro ně, že souhlasili s tím, abys nám dotazník vyplnil/a. Na druhé straně je také kopie informovaného souhlasu, který předtím podepisovali. Tuto kopii si mohou uchovat.

Za celý tým EU Kids Online ještě jednou děkují
David Šmahel, Hana Macháčková a Lenka Dědková

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