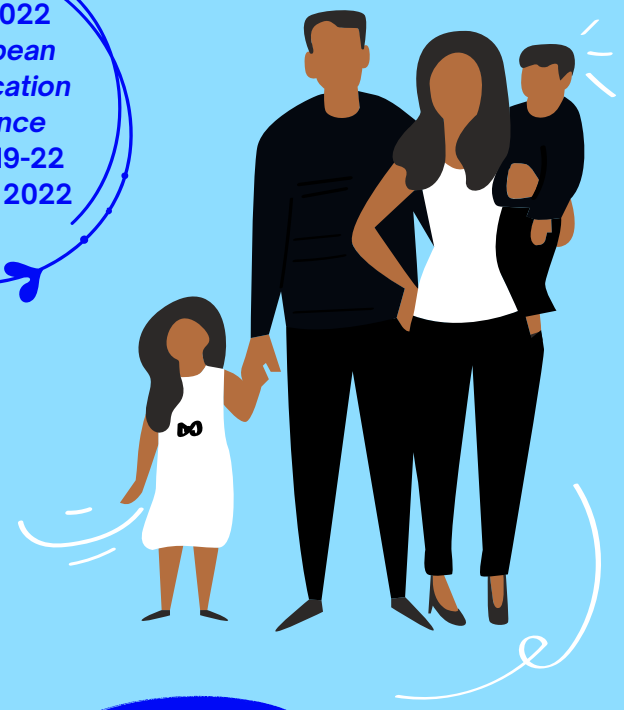


DOES MOMMA KNOW BEST? PARENTAL CHARACTERISTICS AND THEIR ASSOCIATION TO PARENTS' KNOWLEDGE ABOUT CHILDREN'S ONLINE RISKS

ECREA 2022
9th European
Communication
Conference
AARHUS 19-22
OCTOBER 2022



parenting, parental knowledge, ICTs, online risks

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This work was
supported by the Czech
Science Foundation,
project no. 19-27828X.



INTRODUCTION

- **Parental knowledge** of their children's lives seems to be related to children's **positive psychosocial adjustment** (e.g., Cutrín et al., 2021). These studies focused on the knowledge of children's offline activities
- **Less is known** about the parental knowledge of **children's online experiences**. Yet, in the current world, where children spend a **substantial amount of time online** (Smahel et al., 2020), knowledge of online activities is becoming **even more important**
- This is a particularly pressing issue for activities that are potentially **risky** and that can have **adverse impacts** on adolescents' well-being (e.g., cyberhate victimization)
- **This study explored parents' perceived and objective knowledge of their children's online experiences. We further examined associations between online parental knowledge and parental mediation strategies and demographics**

METHODS

- Our study used parent-child dyadic data collected through an online survey in **2021** filled **separately by one parent and adolescent** from the same household
- Final sample, **representative** of Czech households with children, consisted of **2,946 parent-child dyads**
- **Adolescents' age** - 11-16 years ($M = 13.5$, $SD = 1.74$, 50.2% males)
- **Parents' age** ($M = 43.3$, $SD = 0.67$, 67.5% mothers)



MEASURES

Demographics

- parent's gender
- parent's education
- child's gender
- child's age

Parental mediation strategies*

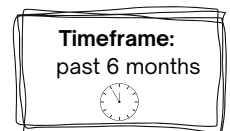
- active (3 items, $\omega = .80$)
- restrictive (2 items, $r_s = .89$)
- monitoring (5 items, $\omega = .92$)
- technical (2 items, yes/no)

Parental support** (4 items, $\omega = .83$)

* reported by the parent, ** reported by the child

Online activities

- gaming
- communication with strangers
- exposure to violent content
- cyberhate (targeting sexuality, ethnicity and religion) (victimization)
- sharing embarrassing photos without consent (both victimization and perpetration)



5-point Likert scale:
(very untrue - very true)
Exception:
technical mediation
(yes/no)
on phone and PC

7-point Likert scale:
(never - every day)
Dichotomized to:
experienced / did not
experience

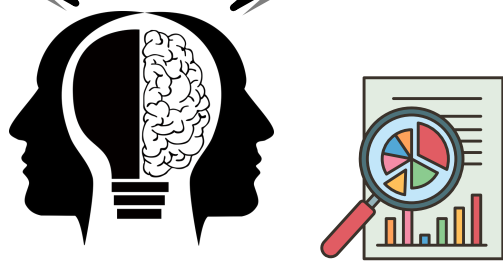
Underestimation:
experience reported
by the child but not
by the parent
Accurate knowledge:
agreement

PARENTAL KNOWLEDGE

- two different approaches

Objective knowledge
parental knowledge
measured by comparing the
statements of parents and
their children (agreement X
disagreement)

Perceived knowledge
Parents' subjective
knowledge as measured by
a question about how much
they know about their
children's online activities

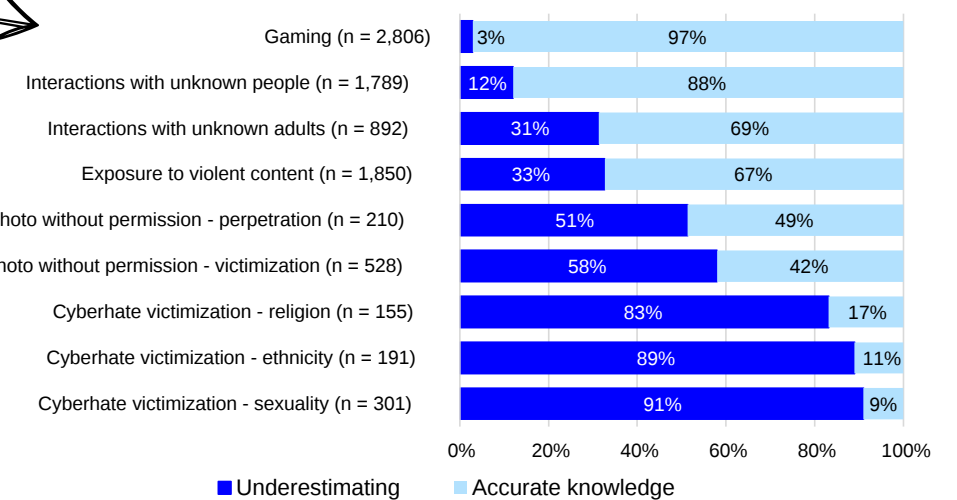


OBJECTIVES

- To explore objective parental knowledge, we investigated how often parents correctly reported whether or not their child had a particular experience (*frequencies, chi-square*)
- To examine the correlation of objective and perceived knowledge (*correlation table*)
- To examine the association of objective and perceived knowledge with parental mediation strategies, parental support and demographic variables: parent's gender and education, child's gender and age (*regressions, linear for objective knowledge, ordinal for perceived knowledge*)

RESULTS

The parental underestimation and accurate knowledge of children's activities
Base: parents of children who reported engagement in the respective activity



RESULTS

Results of Linear Regression for Objective Knowledge and Ordinal Regression for Subjective Knowledge

Predictors	Objective Knowledge (linear regression)				Perceived Knowledge (ordinal regression)			
	B (SE)	β	95% CI	p	B (SE)	OR	95% CI	p
Intercept	5.15 (0.30)		[4.56, 5.75]	<.001				
Parent's gender ^a	-0.15 (0.05)	-.13	[-0.25, -0.06]	≈.001	-0.22 (0.08)	0.8	[0.68, 0.94]	.009
Parent's education ^a								
Secondary without GCSE	0.01 (0.09)	.01	[-0.17, 0.20]	.894	0.44 (0.17)	1.56	[1.12, 2.17]	.009 ^b
Secondary with GCSE	0.06 (0.09)	.05	[-0.11, 0.23]	.517	0.10 (0.16)	1.10	[0.81, 1.50]	.539 ^b
University	0.10 (0.09)	.09	[-0.08, 0.28]	.271	0.10 (0.17)	1.11	[0.80, 1.53]	.546 ^b
Child's gender ^a	0.11 (0.05)	.09	[0.02, 0.20]	.015	0.11 (0.08)	1.11	[0.95, 1.30]	.175
Child's age	-0.03 (0.02)	-.05	[-0.06, 0.00]	.022	-0.07 (0.03)	0.94	[0.89, 0.99]	.015
Active mediation	0.16 (0.03)	.14	[0.11, 0.22]	<.001	0.45 (0.06)	1.57	[1.41, 7.76]	<.001
Restrictive mediation	-0.02 (0.02)	-.03	[-0.07, 0.02]	.315	-0.10 (0.04)	0.90	[0.83, 0.98]	.012
Monitoring mediation	-0.07 (0.03)	-.06	[-0.13, -0.01]	.032	1.42 (0.06)	4.15	[3.67, 4.71]	<.001
Technical mediation ^a	-0.20 (0.05)	-.17	[-0.30, -0.09]	<.001	0.33 (0.10)	1.39	[1.16, 1.68]	<.001 ^b
Parental support	0.21 (0.03)	.12	[0.14, 0.27]	<.001	0.35 (0.06)	1.42	[1.26, 1.61]	<.001

^a Reference groups: female (gender), unfinished/primary (education), none (technical mediation)

^b Education and technical mediation in the ordinal regression are not interpreted (violation of the assumption of proportional odds)

RESULTS

As expected, both measures of parental knowledge (objective and perceived) **correlated positively**; however, the correlation was rather **weak** ($r = .09$, $p = < .001$)

CONCLUSIONS

- Parents were **more aware** of the **less risky online activities** (e.g., gaming) of their children. They also most **underestimated** their children's **victimization experiences**
- We showed that a **supportive family environment** where parents talk **openly** with their children (parental support and active mediation in our study) is positively connected to **greater knowledge**
- Some parental strategies seem to lead to a **false feeling of perceived knowledge**, but **not to actual knowledge** (i.e., monitoring) or even a decrease in objective knowledge (i.e., technical mediation)
- Together, our findings highlight the importance of **child's self-disclosure**. It seems that the **most effective strategy** (more efficient than monitoring) to gain knowledge is to build open communication environment, where the child is **willing to talk** about their **online activities and experiences** (including **negative ones**) to their parents and caregivers
- We measured parental knowledge in two different ways, which gave us a unique opportunity for comparison. We found a very **weak correlation** between **perceived knowledge** and **objective knowledge**. It shows that these concepts **should not be considered identical**
- The results can be **useful** for **parents, teachers and other professionals** working with children and families



References



- Cutrín, O., Maneiro, L., Chowdhury, Y., Kutis, S. S., Marsiglia, F. F., & Gómez Fraguera, J. A. (2021). Longitudinal associations between parental support and parental knowledge on behavioral and emotional problems in adolescents. *Journal of Youth and Adolescence*, 51, 1169–1180. <https://doi.org/10.1007/s10964-021-01559-0>
- Smahel, D., Machackova, H., Mascheroni, G., Dedkova, L., Staksrud, E., Ólafsson, K., Livingstone, S., and Hasebrink, U. (2020). *EU Kids Online 2020: Survey results from 19 countries*. EU Kids Online. <https://doi.org/10.21953/lse.47fdeqj01of0>