

Examining the Internet Use Aim and Internet Parental Style of Primary School Students in Terms of Various Variables

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Abstract

The aim of the current study was to determine the Internet parenting styles within the families of primary school students and to find out whether their Internet use aims differed or not according to these styles. In addition, it was to determine whether the students' Internet use aims and their parents' Internet styles differed or not according to gender, grade, educational background of parents, Internet connection at home, person from whom the students got help in case of a problem and person who warned the students in case of the Internet overuse. Cross-sectional survey model was used in the study, conducted with 498 students in the second term of 2011-2012 school year, in a school in the centre of Sakarya. At the end of the study, 65 families were found as laissez-faire, 144 families were considered as permissive, 255 families were recognised as authoritative, and 25 families revealed their authoritarian parenting style. Results also indicated that the authoritative Internet parenting style had an important role in different aims of the Internet use. A significant relationship between the Internet parenting style, gender and grade was also discovered.

Key words: *gender; grade; Internet parenting style; Internet use aim.*

Introduction

The Internet is one of the technologies we most benefit from. Nowadays, benefits and facilities offered by the Internet enable everybody to use it actively in all aspects of life. The Internet use frequency is gradually increasing and it is continuing to

become widespread, but not at the same pace in the entire world. There are 2 billion 368 million Internet users as recorded on 31st December 2011, which corresponds to 32.7% of the world population. When compared to 2000, an increase of 528% is seen (Internet World Stats, 2012). As worldwide, its use in Turkey is also increasing. There are 35 million of users, and this number corresponds to 44.4% of the Turkish population (Internet World Stats, 2012). According to data of the Turkish Statistical Institute (TUIK) (2011), 42.9% of households have the Internet connection across the country, which can be compared to 41.6% in 2010. This result indicates that the Internet use has increased when compared to the previous year. In terms of the users' gender, there were 50.1% of males and 29.9% of females in 2010. When examined in terms of their age, the number of users under 25 is larger (International Telecommunication Union Statistic, 2012). Accordingly, the Internet is a tool used more commonly by young and adolescent people. This group generally consists of individuals having a student status.

Students use the Internet for different purposes. According to studies conducted abroad, different findings can be seen. Students use the Internet mainly for listening to music and meeting new people (Kubey, Lavin, & Barrows, 2001). Based on a study by Valkenburg and Soeters (2001), 17% of students used the Internet for playing games, 13% of them for watching video clips, 12% for surfing entertainment sites for children and 7% for searching information on animals. A study by Berson and Berson (2003) indicates that 74% of female students used the Internet for communication purposes. Madell and Muncer (2004) state in their study that 67% of students used it for listening to music, 56% of them for surfing the web, 55% for checking their electronic mails and 28% for obtaining information.

Similar results have been obtained in studies conducted in Turkey. In a study by Ersoy and Yaşar (2003), students used the Internet mostly for communication and learning. In a study by Tor and Erden (2004), it was found that students used computers mostly for connecting to the Internet, communicating, playing games and studying. In a study by Orhan and Akkoyunlu (2004), it was found that most students used the Internet frequently; as the age increased, the Internet use rates also did; use of the Internet for playing games decreased as the age increased and multipurpose uses of the Internet, such as obtaining information, playing games and having communication increased. In another study, conducted in a private primary school, 22 students stated that they used the Internet for playing games, 22 of them for doing homework and research, 16 for chatting and 15 for sending electronic mail (Ersoy & Türkkan, 2009).

The Internet, when used in accordance with its aim, increases school performance of individuals and supports their personal developments (Ayas & Horzum, 2013). However, it may excessively draw attention of primary school students. This excessive attention may sometimes cause them to lose control and the Internet use may take too much time. This negatively affects their school performance and personal development. In this case, responsibility largely belongs to parents. Parents should control the aims and duration of their children's Internet use, and guide them in

this use (Valcke, Bonte, De Wever, & Rots, 2010). Children who do not get sufficient support from their parents and who experience problems with their parents may be uncontrolled in their Internet use (Lim, Bae, & Kim, 2004).

Parental Internet style, Internet use skills and opinions about the Internet affect their children's Internet use (Rosen, 2008). Children whose parents know how to use computer learn how to use computer more easily and use it more often (Tor & Erden, 2004). This situation similarly refers to the Internet use. It has been found that there is a high positive relation between the Internet use of European parents and the Internet use of their children (European Commission, 2008). Most of the students participating in a study by Ersoy and Yaşar (2003) stated that they learned how to use the Internet from their parents and they got assistance from them in case of an Internet problem they could not solve.

In a study by Turow (1999), it was found that American parents had no complete consensus regarding the Internet. 70% of the parents with computers at home stated that the Internet was required for children, while 60% of them stated that children with no Internet were disadvantageous when compared to others. This indicates that parents' emphasized role of the Internet was important for their children. In addition, it was found that 75% of the parents were worried about their children's sharing personal information and using the Internet negatively. In a Turow's (1999) study, 39% of the parents were disposed to use the Internet; however, the others were classified as the worried and unsatisfied. As seen in the study, parents' judgments regarding the Internet use at home have not been found. Despite many benefits, the Internet also has some harmful aspects resulting from its misuse.

The fact that the excessive Internet use and its misuse may cause some academic, social, and health problems (Horzum, 2011) can worry parents. The biggest danger of the Internet for parents is that their children can have access to violent and pornographic images (European Commission, 2008). One of the main reasons why parents have different opinions about the Internet lies in their Internet parental styles.

According to Eastin, Greenberg, and Hofschire (2006, p. 493), parental styles reveal the level of authority and participation shown by parents when caring for their children. Two basic components should be mentioned here. These are control and warmth/participation. Parental control expresses their level of guidance, prohibition of certain Internet behaviours and/or rule establishment. Parental warmth can be defined as the level of communication parents have with their children and support provided to them (Valcke et al., 2010).

Eastin et al. (2006) stated that 30% of the parents were physically with their children while they were using the Internet. Turow (1999) stated that 32% of the parents used protection programmes in terms of the Internet access. In a study by Ersoy and Yaşar (2003), children stated that there were the Internet use rules established by parents. These rules can be listed as: time restriction, the Internet use after completing homework, and no access to game sites. Young (2004) emphasized parents' control of

the Internet access in accordance with its aim. In a research by Lee and Chae (2007), no relationship was found between the parents' Internet use restrictions and the children's Internet use. In a study by Livingstone and Helsper (2008), it was found that parents' restriction or prohibition of interactions on the Internet decreased some possible risks. In this respect, when the Internet control by parents is considered, the Internet prohibition generally comes to mind. This should not be considered as a correct approach. Deciding on an approach for joint and required uses instead of not allowing children to use the Internet may be more effective.

A 2x2 matrix, based on warmth and control (high and low) in terms of the Internet parental styles, has been formed. In this matrix, there are four basic Internet parental styles. Low parental control and warmth constitute the *laissez-faire* parenting style, high parental control and low parental warmth constitute the authoritarian parenting style, low parental control and high parental warmth constitute the permissive parenting style and high parental control and warmth constitute the authoritative parenting style. Valcke et al. (2010, p. 5) define them as follows:

- *The permissive parenting style* reflects parents who do not have clear borders. These parents restrain from quarrelling with their children. They surrender to what their children want, their ideas and wishes. They invest in parental warmth, but they are not instructive at all.
- *The laissez-faire parenting style* reflects low control and warmth. These parents do not reflect a correct supportive or restrictive style with regard to their children's Internet use.
- *The authoritative parenting style* reflects parents who establish clear rules. These families do not clearly restrict behaviour, but they expect their children to be responsible and behave with self-regulation. They mostly establish practical rules; e.g. the Internet use duration.
- *The authoritarian parenting style* reflects unconditional obedience and rules to be followed without any explanation. These parents almost never discuss the Internet issues and they are not open to dialogue on the Internet access. They insist in order to make their views on this use be accepted.

When studies on the Internet parental styles are examined, it can be seen that in some of them the *laissez-faire* parenting style dominates, while in others the authoritarian parenting style prevails. Also, some of them favour the permissive parenting style, and others emphasize the authoritative parenting style (Aunola, Stattin, & Nurmi, 2000; Eastin et al., 2006; Rosen, 2008). This is understood as an acceptable situation, since the Internet use skills of parents represent a condition which can be affected by the general Internet role in society and culture. In addition, when studies on parental styles are examined, it is seen that there is a limited number of studies on the Internet parental style and students' aims of the Internet use.

Greenberg, Hofschire, Eastin, and Lachlan found that a parental style had an impact on using rules, discussing contents, blocking and watching (jointly) contents in

multimedia sources, such as video games, Internet, television, music and videos (cited in Rosen, Cheever, & Carrier, 2008). The main aims with which students use the Internet include playing online games and collecting information. Regarding the Internet activities, when parents are “encouraged and trained about the Internet use” children obtain more information than when they have parents *who are laissez-faire and never allow asking questions* and those *who definitely ban the Internet use* (Huang, 2002). Eastin et al. (2006) stated that *parental styles do not affect the duration of time spent online*. They examined how parents controlled the Internet use and found that influential parents used evaluation (watching together or discussing content) and restrictive techniques (establishing time or content limits) more than those having authoritative or laissez-faire parental styles. In addition, it was more probable that influential parents used technological tracking (software prevention, etc.) more than the authoritative or laissez-faire parents.

The Internet use seems to be safe with the support of parents (Fleming, Greentree, Cocotti-Muller, Elias, & Morrison, 2006). Parental support improved with discussions on the Internet may bring about more educational types of its use and positive online interactive behaviours with broader sharing (Lee & Chae, 2007). In a study by Valcke et al. (2010), the authors stated that there was a difference between children of parents with the permissive parenting style and children of parents with the authoritative parenting style. Leung and Lee (2011) found in their study that there was a low level of relationship between the Internet parental styles and the Internet use aim. In a study by Lou, Shih, Liu, Guo, and Tseng (2010), it was found that the Internet parental styles did not make a significant difference in the Internet use aims; however, using the Internet frequently, going to the Internet cafés and establishing rules for using the Internet differed according to the Internet parental style. Wong (2010) found that the authoritarian parenting style in better educated families led to more convincing results in terms of affecting children’s behaviour – more active participation in the Internet activities and more intensive discussions on their Internet experiences.

It is pointed out that there are a few studies which indicate whether or not the Internet parental styles of primary school children change the Internet use aim. Besides, there are studies in literature which suggest that gender affects both the aim and parental style. Apart from gender, students residing in different environment change their aims of the Internet use. When compared to boys, girls exhibit a clearly different approach (Valcke et al., 2010). Aunola et al. (2000) concluded that parents who had girls nourished a more authoritarian style and parents who had boys revealed a permissive style. Parents establish more rules for their daughters to be in more contact with them.

In literature, there are studies which state that students’ age and grade in which they study according to age have an impact on the Internet use aim and the Internet parental style. Parents of younger adolescents have a higher parental control than parents of elder adolescents (Mitchell, Finkelhor, & Wolak, 2005; Wang, Bianchi, & Raley, 2005). It is more probable that parents with elder children exhibit more

permissive and laissez-faire parental styles since their possibility to control the Internet use is lower (Rosen et al., 2008).

Studies on the Internet parental style have shown that this is not so correlated with the Internet use (Valcke et al., 2010). The fact that there is a limited number of studies on the Internet parental styles and use aims with regard to variables such as gender, availability of the Internet connection at home, grade, educational background of parents, persons who help student in case of a problem, and persons by whom the student is warned in case of the long Internet use makes it necessary to investigate this issue. The aim of this study is to examine the Internet parental style and students' Internet use aims in terms of various variables.

Method

Research Model

In the current research, cross-sectional survey model, which is one of the general survey models, was used. In accordance with the variables described in cross-sectional survey studies, the variables are measured once and instantly (Fraenkel & Wallen, 2006). In this study the aims with which primary school students used the Internet and their parents Internet styles based on the above-stated model were measured.

Participants

The study was conducted in the second term of 2011-2012 school year, and it included a sample of 500 students from 2 different schools located in the centre of Sakarya. 11 participants were excluded from the study since they had not answered all questions. So, the analysis was based on the data obtained from 489 students. There were 233 (47.6%) female and 256 (52.4%) male students in the study. 101 (20.7%) students were fourth graders, 101 (20.7%) students were in the fifth grade, 100 (20.4%) students in the sixth grade, 98 (20%) students in the seventh grade, and 89 (18.2%) students in the eighth grade. 286 (58.5%) of their mothers were primary school graduates, 94 (19.2%) of them secondary school graduates, 70 (14.3%) higher school graduates, and 39 (8%) university graduates. 197 (40.3%) of their fathers finished primary school, and 129 (26.4%) of them finished secondary school, 103 (21.1%) graduated from colleges and 60 (12.3%) were university graduates. 303 (62%) students stated that they had the Internet connection at home and 186 (38%) of them stated that they had no Internet connection at home. 75 (15.3%) students stated that they got help from their mothers, 195 (39.9%) of them got it from their fathers, and 219 (44.8%) got it from no one. 279 (57.1%) students stated that they were warned by their mothers when they used the Internet for too long, 122 (24.9%) of them were warned by their fathers, and 88 (18%) of them were warned by no one.

Instruments

In this study, two scales were used. "The Internet Use Aim Scale for Primary School Students" was developed by the researchers for this study. It was a 5-point Likert scale

with the following statements: “Completely Agree (5), Agree (4), Indecisive (3), Don’t Agree (2), and Completely Disagree (1)”. It comprised 25 items that were included in the scale after the relevant literature had been reviewed. Five field experts were also asked about their opinions regarding the contents and face validity of the scale prior its use with the study group. The exploratory factor analysis was applied to the obtained data.

As a result of the factor analysis, the scale was found to be 5-factor, each factor with five items. The first factor named “*use with the aim of doing research and getting information*” included items 1-5. Item 1 “I use the Internet to access information” is an example of this factor. The second factor included items 21-25 and was named “*use with the aim of entertainment*”. “I use the Internet to watch funny videos”, item number 24, is an example of this factor. The third factor included items 6-10 under the name of “*use with the aim of communication*”. “I use the Internet to communicate with my friends”, i.e. item 7, illustrates this factor. The fourth factor comprising items 11-15 was named “*use with the aim of education*”. “I use the Internet to access to exam examples”, item 13, represents this factor. The fifth and last factor – “*use with general aims*” – comprised items 16-20. “I use the Internet to follow news”, item 20, exemplifies this factor.

Load values of the items in their concerning factors ranged between .446 and .822. 51.49% of the total variance of the scale with 25 items and 5 factors was explained. Cronbach’s Alpha internal consistency coefficient was calculated for the reliability of the scale, so that internal consistency coefficient with regard to the Internet use aim scale was found as .85. Internal consistency coefficients considering the scale sub-dimensions were found as follows: the first one was .64, the second one was .72, the third was .65, fourth one was .60 and the fifth one was .79. Accordingly, it can be said that the scale had acceptable psychometric properties with these values.

“The Internet Parental Style Scale”, used in the study, was developed by van Rooij and van den Eijden (2007). Its original Dutch version, translated into English by Valcke et al. (2010), was adapted to Turkish by Ayas and Horzum (2013). It consisted of two factors including 25 items. “Parental control” factor included 11 items, and “Parental warmth” factor contained 14 items. As a result of the confirmatory factor analysis; $\chi^2 = 485.76$ ($df = 253, p = .00$), $\chi^2 / df = 1.92$ RMSEA = 0.048, GFI = 0.91, AGFI = 0.89, CFI = 0.99, NFI = 0.97 and NNFI = 0.98. Cronbach’s Alpha internal consistency coefficient was found to be .94 for the total of the adapted 25-item scale. Cronbach’s Alpha internal consistency coefficient was found as .86 for the first factor (parental control) and .92 for the second factor (parental warmth). The data indicates that the scale was acceptable in terms of its psychometric properties.

It is possible to use this scale in two ways. In the first one, the total score is obtained for parental control and parental warmth dimensions. The second way is recommended in the original version, which was also used in this study. Here, a score between 1 and 5 was obtained from the items that were included in both dimensions

for each participant. The scores under 3 were considered as low, while the others were considered as high. In other words, there was a 2 x 2 structure that showed low/high control and low/high warmth. Permissive, laissez-faire, authoritative and authoritarian parental styles were formed in the scale. The Internet parental styles and their numbers in this study are given in Figure 1.

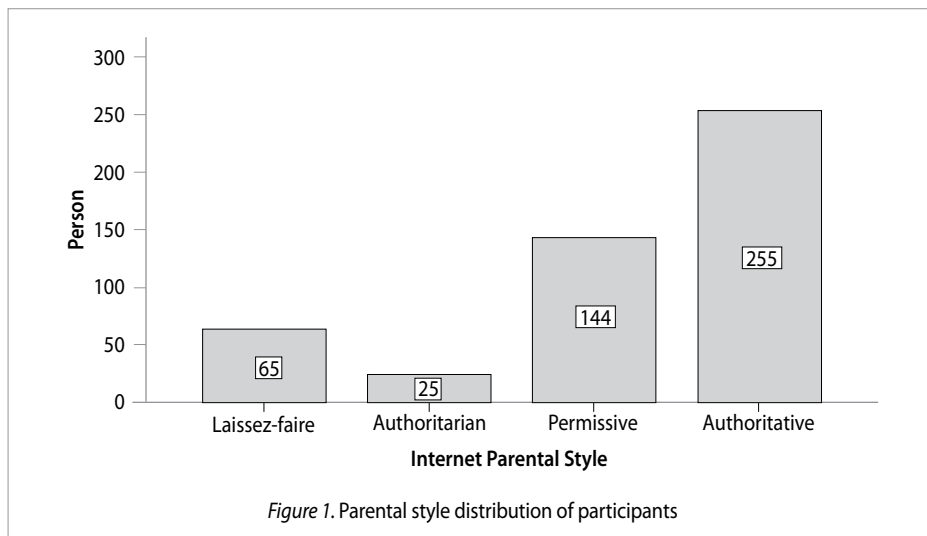


Figure 1. Parental style distribution of participants

The accuracy of parental style classification as performed in the scale was first tested via the discriminant analysis. The results considering this aspect are given in Table 1.

Table 1.

Parental style classification - discriminant analysis

Internet Parental Style		Predicted Group Membership				Total
		Laissez-faire	Authoritarian	Permissive	Authoritative	
Original Count	Laissez-faire	58	7	0	0	65
	Authoritarian	1	24	0	0	25
	Permissive	1	8	133	2	144
	Authoritative	0	15	12	228	255
Original %	Laissez-faire	89.2	10.8	0	0	100
	Authoritarian	4	96	0	0	100
	Permissive	0.7	5.6	92.4	1.4	100
	Authoritative	0	5.9	4.7	89.4	100

* Rate of people accurately classified in the group to which they belonged was 90.6%.

Table 1 shows that there were 65 parents in total who had laissez-faire parental style towards the Internet use in the scale. 58 of them (probability of correct classification 89.2 %) were assigned to the laissez-faire Internet parental style. It was found that 7 of the remaining parents (probability of wrong classification 10.8 %) were assigned to the authoritarian Internet parental style.

There were 25 parents in total who had the authoritarian Internet parental style in the scale classification. 24 of them (probability of correct classification 96%) were assigned to the authoritarian parental style with regard to their Internet use. One parent (probability of wrong classification 4 %) was assigned to the laissez-faire parental style.

The total of 144 parents had the permissive parental style towards the Internet use in the scale classification. 133 of them (probability of correct classification 92.4 %) were found to be classified in the permissive Internet parental style group. It was found that 1 parent (probability of wrong classification 0.7 %) was assigned to the laissez-faire Internet parental style, 8 parents (probability of wrong classification 5.6 %) were assigned to the authoritarian Internet parental style, and 2 parents (probability of wrong classification 1.4 %) were assigned to the authoritative Internet parental style.

There were 255 parents in total who had the authoritative Internet parental style in the scale classification. 228 of them (probability of correct classification 89.4 %) were found to be in the authoritative parental style group regarding their Internet use. It was found that 15 parents (probability of wrong classification 5.9 %) were assigned to the authoritarian Internet parental style, and 12 parents (probability of wrong classification 4.7 %) were assigned to the permissive Internet parental style.

The probability of correct parents' attitude (towards the Internet use) assignment to the groups in which they were classified with the scale based on the resulting discriminant function (used for determining the parental Internet style of primary school students), was found to be 90.6 %. This number is quite large and rather good in terms of use.

Data Analysis

Hand-delivered instruments were administered to the students who participated in the study. Collected data were entered into SPSS 13.0 package programme to be statistically processed. T-test was used to determine whether or not the Internet use aim of primary school students differed according to gender, and availability of the Internet connection at home. One-way ANOVA test was used for the parental Internet style, grade, educational background of parents, availability of the Internet connection at home, person from whom the student got help in case of a problem and person by whom the student was warned in case of the long Internet use.

Results

In the current study, it was examined whether or not the scores obtained from the sub-factors of the Internet use aim scale differed according to variables, such as the parental Internet style, gender, grade, educational background of parents, availability of the Internet connection at home, person from whom the student got help in case of a problem, and person by whom the student was warned in case of the long Internet use. The differentiation of students' Internet use aim according to parental Internet style is presented in Table 2.

Table 2.

Differentiation of students' Internet use aim according to parental Internet style

Use Aim	Parental Style	N	\bar{x}	sd		SS	df	MS	F	p
Research and getting information	Laissez-faire	65	18.12	3.85	Between group	662.69	3	220.89		
	Authoritarian	25	18.60	3.32						
	Permissive	144	20.12	3.28	Within group	4634.53	485	9.56		
	Authoritative	255	21.36	2.71						
	Total	489	20.42	3.29	Total	5297.22	488		23.12	.000
Communicational	Laissez-faire	65	14.92	5.18	Between group	575.85	3	191.95		
	Authoritarian	25	16.92	4.28						
	Permissive	144	17.19	4.42	Within group	10153.79	485	20.94		
	Authoritative	255	18.20	4.52						
	Total	489	17.40	4.68	Total	10729.64	488		9.17	.000
Educational	Laissez-faire	65	16.54	4.40	Between group	925.23	3	308.41		
	Authoritarian	25	17.52	3.51						
	Permissive	144	19.67	3.09	Within group	5734.14	485	11.82		
	Authoritative	255	20.50	3.33						
	Total	489	19.58	3.69	Total	6659.37	488		26.09	.000
General	Laissez-faire	65	12.08	4.41	Between group	301.03	3	100.34		
	Authoritarian	25	13.32	3.69						
	Permissive	144	13.33	3.70	Within group	7605.35	485	15.68		
	Authoritative	255	14.35	4.00						
	Total	489	13.69	4.02	Total	7906.37	488		6.40	.000
Entertainment	Laissez-faire	65	15.09	5.39	Between group	345.65	3	115.22		
	Authoritarian	25	17.68	4.89						
	Permissive	144	17.63	4.75	Within group	11826.31	485	24.38		
	Authoritative	255	17.52	4.92						
	Total	489	17.24	4.99	Total	12171.96	488		4.73	.000

Table 2 shows that the primary school students' aims such as research and getting information ($F_{(3,485)} = 23.12$), communication ($F_{(3,485)} = 9.17$), education ($F_{(3,485)} = 26.09$), general uses ($F_{(3,485)} = 6.40$) and entertainment ($F_{(3,485)} = 4.73$) differed according to the parental Internet style in a statistically significant way ($p < .05$). Research and getting information aim of the students whose parents had the authoritative Internet parental style ($\bar{X} = 21.36$) was found to be significantly higher than those of the parents with the permissive ($\bar{X} = 20.12$), authoritarian ($\bar{X} = 18.60$) and laissez-faire ($\bar{X} = 18.12$) Internet parental styles. Accordingly, it can be said that the authoritative Internet parental style increases the Internet use for researching and getting information among students.

The Internet use for communication among the students with parents who showed the authoritative ($\bar{X} = 18.20$), permissive ($\bar{X} = 17.19$), and authoritarian ($\bar{X} = 16.92$) parental styles was found to be significantly higher than that among students whose

parents had the laissez-faire ($\bar{X} = 14.92$) parental style. Accordingly, it can be said that the laissez-faire Internet parental style decreases the Internet use for communication among primary school students.

The educational aim of the Internet among the students whose parents had the authoritative ($\bar{X} = 20.50$) and permissive ($\bar{X} = 19.67$) Internet parental style was found to be significantly higher than in case of students whose parents had the authoritarian ($\bar{X} = 17.52$) and laissez-faire ($\bar{X} = 16.54$) Internet parental styles. Accordingly, it can be said that having high parental warmth in the Internet use increases the educational Internet use of primary school students.

General Internet use of the students with parents revealing the authoritative ($\bar{X} = 14.35$) parental style was found to be significantly higher than in case of those with parents recognized by their laissez-faire ($\bar{X} = 12.08$) Internet parental style. Accordingly, it can be said that the authoritative parental Internet style increases the general Internet use among primary school students when compared to the laissez-faire parental style.

The Internet use for entertainment among the students whose parents had the authoritative ($\bar{X} = 17.52$), permissive ($\bar{X} = 17.63$), and authoritarian ($\bar{X} = 17.68$) Internet parental styles was found to be significantly higher than those of children with parents having the laissez-faire ($\bar{X} = 15.09$) Internet parental style. Accordingly, it can be said that the laissez-faire Internet parental style decreases the Internet use for entertainment among primary school students.

T-test was used for independent samples with regard to the differentiation in the sub-factors of the Internet use aim scale according to the gender of primary school students in the study. Data obtained as a result of the test are given in Table 3.

Table 3.

Differentiation in the Internet use aims according to gender

Internet Usage Aim	Gender	N	\bar{X}	sd	df	t	p
Research and getting information	Female	233	20.88	3.14	487	2.99	.003
	Male	256	20.00	3.37			
Communicational	Female	233	16.98	4.81	487	-1.91	.056
	Male	256	17.79	4.55			
Educational	Female	233	20.13	3.45	487	3.18	.002
	Male	256	19.07	3.84			
General	Female	233	13.34	3.66	487	-1.83	.068
	Male	256	14.01	4.31			
Entertainment	Female	233	16.39	4.91	487	-3.59	.000
	Male	256	18.00	4.95			

The results indicated that there was a statistically significant gender-based difference ($p < .05$) between the scores regarding the aims such as research and getting information ($t_{(487)} = 2.99$), education ($t_{(487)} = 3.18$) and entertainment ($t_{(487)} = -3.59$). But there was no statistically significant difference ($p > .05$) between the scores of communication

($t_{(487)} = -1.91$) and general ($t_{(487)} = -1.83$) use aim. It was found that the female students ($\bar{X} = 20.88$) used the Internet more for research and getting information than the male students ($\bar{X} = 20.00$). It was also found that the female students ($\bar{X} = 20.13$) used it more for educational purposes than the male students ($\bar{X} = 19.07$). In addition, it was found that the male students ($\bar{X} = 18.00$) used the Internet for entertainment more than the female students ($\bar{X} = 16.39$).

T-test was used for independent samples regarding the differentiation in the Internet use aims according to the availability of the Internet connection at homes of primary school students in the study. Data obtained as a result of the test are given in Table 4.

Table 4.

Differentiation in Internet use aims according to availability of Internet connection at home

Internet Use Aim	Have Internet Connection	N	\bar{X}	sd	df	t	p																																												
Research and getting information	Yes	303	20.62	3,023	487	1.74	.098																																												
	No	186	20.09	3,680				Communicational	Yes	303	17.99	4,261	487	3.58	.000	No	186	16.45	5,184	Educational	Yes	303	19.99	3,278	487	3.21	.001	No	186	18.90	4,207	General	Yes	303	13.72	3,939	487	0.18	.863	No	186	13.65	4,172	Entertainment	Yes	303	17.92	4,638	487	3.95	.000
Communicational	Yes	303	17.99	4,261	487	3.58	.000																																												
	No	186	16.45	5,184				Educational	Yes	303	19.99	3,278	487	3.21	.001	No	186	18.90	4,207	General	Yes	303	13.72	3,939	487	0.18	.863	No	186	13.65	4,172	Entertainment	Yes	303	17.92	4,638	487	3.95	.000	No	186	16.11	5,352								
Educational	Yes	303	19.99	3,278	487	3.21	.001																																												
	No	186	18.90	4,207				General	Yes	303	13.72	3,939	487	0.18	.863	No	186	13.65	4,172	Entertainment	Yes	303	17.92	4,638	487	3.95	.000	No	186	16.11	5,352																				
General	Yes	303	13.72	3,939	487	0.18	.863																																												
	No	186	13.65	4,172				Entertainment	Yes	303	17.92	4,638	487	3.95	.000	No	186	16.11	5,352																																
Entertainment	Yes	303	17.92	4,638	487	3.95	.000																																												
	No	186	16.11	5,352																																															

The results indicated that there was a statistically significant difference ($p < .05$) according to the availability of the Internet connection at home with regard to scores on communication ($t_{(487)} = 3.58$), education ($t_{(487)} = 3.21$) and entertainment ($t_{(487)} = 3.95$). But there was no statistically significant difference ($p > .05$) between the scores of research and getting information ($t_{(487)} = 1.74$) and general ($t_{(487)} = 0.18$) Internet use aim. It was found that the participants with the Internet connection at home ($\bar{X} = 20.62$) used it for communication more than those with no Internet connection at home ($\bar{X} = 20.09$). It was also found that the students with the Internet connection at home ($\bar{X} = 19.99$) used it more for educational aims than those with no Internet connection at home ($\bar{X} = 18.90$). In addition, it was found that the students with the Internet connection at home ($\bar{X} = 17.92$) used it more for entertainment than the students with no Internet connection at home ($\bar{X} = 16.11$).

Besides, it was found that there was no relation according to the following variables: grade, educational background of parents, person from whom the student got help in case of a problem and person by whom the student was warned in case of the long Internet use. The tables are not included in the article since there was no significant difference in the findings.

The Internet parental styles were addressed as the second variable in the study. It was examined whether or not there was a relationship between the Internet parental

style and variables of gender, grade, educational background of parents, availability of the Internet connection at home, person from whom the student got help in case of a problem and person by whom the student was warned in case of the long Internet use. Chi-square test was used to show whether or not the Internet parental styles were related with gender. Data obtained as a result of the analysis are given in Table 5.

Table 5.

Chi-Square table of relationship between Internet parental styles of students and their gender

Internet Parental Style		Female	Male	df	χ^2	p.
Laissez-faire	Frequency	16	49	3	24.31	.000
	Percent	6.9	19.1			
Authoritarian	Frequency	7	18			
	Percent	3	7			
Permissive	Frequency	68	76			
	Percent	29.2	29.7			
Authoritative	Frequency	142	113			
	Percent	60.9	44.1			
Total	Frequency	233	256			
	Percent	100	100			

Table 5 shows that 16 (6.9%) parents of the female students had the laissez-faire Internet parental style, 7 (3%) had authoritarian Internet parental style, 68 (29.2%) had permissive Internet parental style, and 142 (60.9%) had the authoritative Internet parental style. 49 (19.1%) parents of the male students had the laissez-faire Internet parental style, 18 (7%) of them had the authoritarian Internet parental style, 76 (29.7%) were recognized by their permissive Internet parental style and 113 (44.1%) revealed the authoritative Internet parental style. It was found that there was a significant relationship between the Internet parental styles of students' families and their gender ($\chi^2_{(3)}=24.31, p<.05$). This finding indicates that the gender of students is a significant variable of the Internet parental styles of families.

Chi-square test was used to determine whether or not the Internet parental styles were related with grades. Data obtained as a result of the analysis are given in Table 6.

Table 6.

Chi-square table of relationship between Internet parental styles and grades

Parental Style	Grade	4	5	6	7	8	df	χ^2	p.
Laissez-faire	Frequency	10	19	8	14	14	12	38.42	.000**
	Percent	9.9	18.8	8	14.3	15.7			
Authoritarian	Frequency	4	2	2	9	8			
	Percent	4	2	2	9.2	9			
Permissive	Frequency	27	42	40	20	15			
	Percent	26.7	41.6	40	20.4	16.9			
Authoritative	Frequency	60	38	50	55	52			
	Percent	59.4	37.6	50	56.1	58.4			
Total	Frequency	101	101	100	98	89			
	Percent	100	100	100	100	100			

Table 6 shows that 10 (9.9%) parents of 4th grade students had the laissez-faire Internet parental style, 4 (4%) of them had the authoritarian Internet parental style, 27 (26.7%) had the permissive Internet parental style and 60 (59.4%) had the authoritative Internet parental style. 19 (18.8%) parents of 5th grade students had the laissez-faire Internet parental style, 2 (2%) of them had the authoritarian Internet parental style, 42 (41.6%) had the permissive Internet parental style and 38 (37.6%) had the authoritative Internet parental style. 8 (8%) parents of 6th grade students had the laissez-faire Internet parental style, 2 (2%) of them had the authoritarian Internet parental style, 40 (40%) had the permissive internet parental style and 50 (50%) had the authoritative Internet parental style. 14 (14.3%) parents of 7th grade students had the laissez-faire Internet parental style, 9 (9.2%) of them had the authoritarian Internet parental style, 20 (20.4%) had the permissive Internet parental style and 55 (56.1%) had the authoritative Internet parental style. In addition, 14 (15.7%) parents of 8th grade students had the laissez-faire Internet parental style, 8 (9%) of them had the authoritarian Internet parental style, 15 (16.9%) had the permissive Internet parental style and 52 (58.4%) had the authoritative Internet parental style. It was found that there was a significant relationship between the Internet parental styles of students' families and their grades ($\chi^2_{(12)} = 38.42, p < .05$) This finding indicates that grade is a significant variable of the Internet parental styles.

In addition, no relationship was found between the Internet parental styles and educational background of parents, availability of the Internet connection at home, person from whom the student got help in case of a problem and person by whom the student was warned in case of the long Internet use. The tables were not included in the article since there was no significant relationship in the findings.

Discussion and Conclusion

Technologies, and especially the Internet, have recently become an indispensable part of our life, so that we cannot imagine it without the computer and the Internet. Since both of them provide a wide range of great facilities, they are used in many fields such as automotive, education, banking, agriculture, etc. With becoming widespread and increasingly used, these technologies have also increased their application in education. Under the scope of FATİH project in Turkey, there will be a laptop for every teacher; smart board, projector and the Internet connection in every class; every student will have a tablet PC and the Internet connection.

Since technology-aided classrooms will become widespread, educational applications are also changing. The role of different educational paradigms and approaches is great in this change, as well. Today, accessing information, using information correctly, and acquiring skills to produce information have become more important in education than the transfer of large amounts of information. Education is becoming a process which continues not only in schools but follows us in the entire life; therefore, lifelong learning concept is becoming prominent (Akkoyunlu, 2002; Kabadayı, 2012).

The way to adapt to a new educational approach can only be possible with technology-aided classrooms and, especially, with the Internet use. The Internet can be used for communication, entertainment, information access and many other general purposes such as shopping and booking (Odabaşı, 2002). This use can particularly be more effective in children and young adults who are called digital natives, since digital natives are individuals who use and are familiar with new technologies from their birth (UNESCO, 2011). However, it is not quite easy to plan and manage time and duration of use regarding tools such as the Internet. Especially individuals under a certain age may misuse and overuse the Internet. In order not to face these situations, parents should at least control their children's aims of the Internet use by observing it (Wang et al., 2005; Eastin et al., 2006).

However, parents as individuals who are called digital immigrants, in other words the ones who meet technology later, have difficulty controlling their children's Internet use because they lack the skill that is needed (van den Eijnden, Spijkerman, Vermulst, van Rooij, & Engels, 2010). Another reason for this difficulty is not being able to spare time since parents work. This situation may be affected by the number of children, educational background of parents, or culture. However, parents have developed a particular parental style regarding the Internet use of their children (Valcke et al., 2010).

As a result of this study, it was found that primary school students had families with a more authoritative Internet parental style. This indicates that most of the parents, who participated in this study, support their children's Internet use, in other words they used the Internet with them and guided them. In addition, parents also control this use. When literature is analyzed, conflicting data are encountered, i.e. Aunola et al. (2000) state that the permissive parental style was high, but Eastin et al. (2006), Kaufmann, Gesten, Lucia, Salcedo, Rendina-Gobioff, and Gadd (2000) and Rosen (2008) state that the authoritative parental style was high. These findings indicate that the Internet parental style in Turkey is similar with the results in literature. The reason why Aunola et al. (2000) had a different result was that they had worked with the parents of children aged 14. Young people are controlled less than children when the Internet use is discussed (European Commission, 2008).

The current study showed that the authoritative Internet parental style increased the children's Internet use with the aims of research and getting information and education. Furthermore, the laissez-faire Internet parental style increased the Internet use of children with the aims of entertainment and in general. This finding is consistent with literature (Fleming et al., 2006; Lee & Chae, 2007). Parental warmth stands out in the authoritative Internet parental style. Parental warmth leads to supporting children in their Internet use and speaking with them on this use and situations they face. Therefore, the students' Internet use for research, getting information and learning increases (Lee & Chae, 2007). In addition, support results in the safe Internet use (Fleming et al., 2006).

Since control, warmth and support are low in the laissez-faire Internet parental style, children are more oriented to the Internet entertainment and search. Parents with the laissez-faire Internet parental style generally fulfil their children's biological needs but they do not support much their other needs and do not care about their out-of-school activities (Yılmaz, 2000). Children having such parents may find different ways to fulfil such needs. One way of fulfilling them may be found in the Internet environment. This may cause children to misuse and overuse the Internet in time (Ayas & Horzum, 2013; Young, 2004). Some studies (Chen, Li, & Long, 2007) which show that children not getting the required support from their parents are more Internet addicted are consistent with the findings of this study.

The study shows that all primary school students had more entertainment-related Internet use. This finding is similar with literature, mentioning that students use the Internet for music listening, game playing and surfing on the entertainment sites (Kubey et al., 2001; Madell & Muncer, 2004; Valkenburg & Soeters, 2001). Another finding of the study is that female students use the Internet for research and getting information, and learning more than male students, and male students use it for entertainment more than female students. These findings support Berson and Berson's (2003) results. It was also found that students' gender was a significant variable of the Internet parental styles. The reason probably lies in the finding that parents in the study by Aunola et al. (2000) behaved in a more authoritarian way towards their daughters and more permissively towards their sons. In the same research, it was stated that parents established more rules for daughters, and daughters were supported more to use the Internet. This finding is consistent with the first finding of the study showing that high parental warmth and control increases the educational use and low parental warmth, while control increases the use for entertainment. This finding indicates that parents in Turkey are more controlling when it comes to the Internet use of their daughters and they behave more permissively towards their sons.

It was found that the participants with the Internet connection at home used the Internet more for communication, education and entertainment than those with no Internet connection at home. This finding indicates that using the Internet at home provides more time for it and allows the Internet use for different purposes. It is seen in studies that students' aims of the Internet use increase in time, just as its multi-purpose use, such as getting information, playing games and having communication increases (Ersoy & Türkkan, 2009; Ersoy & Yaşar, 2003; Orhan & Akkoyunlu, 2004; Tor & Erden, 2004).

Another finding of the study is that the Internet parental styles are a significant variable of students' grades. This situation may be associated with the fact that an increase in students' grades is parallel with an increase in their ages and Internet experiences, which leads to a decrease in parental behaviour control (European Commission, 2008; Wang et al., 2005). In addition, no difference was found between students' Internet parental styles and the Internet use aims, according to other variables.

The Internet ensures individuals to access any information they want, communicate with other people, and do many tasks in a short time. There are many different sites on the Internet, which provide such opportunities. Beside these positive sites, the number of sites that may negatively affect children is gradually increasing. It is the responsibility of parents to protect their children from their negative effects. Prohibiting the Internet to protect children from such experiences or not caring about what children do on the Internet would be a kind of wrong behaviour. In the authoritative Internet parental style, parents should raise awareness of their children for using the Internet correctly and of dangers that await them in the Internet environment. In order to be able to raise their children's awareness regarding this issue, they should first have the required knowledge. Parents with no sufficient level of knowledge and skill about the Internet should at least give information to their children about what negative situations they may face and how they should behave in them. It is important to provide them the required support (Ayas & Horzum, 2013). These trainings can be jointly performed with schools and parents; public training centres may also provide them to parents.

In a study by Na and Chia (2008), an online portal for parents was created and parents are allowed to use it freely. As a result of its 3-month-period use, access of parents to the Internet resources increased significantly when compared to those who did not use this portal, so they helped their children much more with the Internet use. Such portals can be launched and the Internet use experiences of parents can be increased. In addition, families may share a situation or a problem they face in this environment, support each other and get assistance from experts.

In order to be able to control the Internet use, families should have both technology knowledge, knowledge to apply the software used with such technologies, and parental skills such as open communication with children and constructive feedback. As a result, it will not be sufficient only to inform parents. By providing software and programmes to help them control the Internet use, it will be important to make them gain skills to use them. In addition, students may be provided training for the appropriate Internet use to raise their awareness and consciousness.

In this study, the Internet use aims of primary students and parental Internet styles in their families were examined. Future studies can be conducted with secondary school students and K1, K2 and K3 primary school students. The study included a small group of participants. Other studies can comprise a large group of participants. The parental Internet style scale was filled by students. In some future studies, it could be applied directly with parents. This study was conducted in a city. For this reason, samples can be additionally selected in a different country, zone, region and city for conducting comparative and detailed studies. Furthermore, future studies could be based on comparisons between private and state schools, also between different primary and secondary school types.

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Istraživanje ciljeva s kojima se učenici osnovne škole koriste internetom i internetskim stilovima njihovih roditelja s obzirom na različite varijable

Sažetak

Cilj istraživanja je utvrditi internetske stilove roditelja učenika osnovnih škola i odrediti razlikuju li se ciljevi s kojima se učenici koriste internetom u odnosu na internetski stil njihovih roditelja, osobito imajući u vidu varijable kao što su rod, razred, obrazovanje roditelja, dostupnost internetske veze kod kuće, osoba od koje učenici dobivaju pomoć kada imaju neki internetski problem i osoba koja ih opominje kada se pretjerano služe internetom. U istraživanju je korišten model transverzalnog istraživanja. Istraživanje je provedeno na uzorku od 498 učenika jedne osnovne škole u Sakaryau (drugo polugodište školske godine 2011./2012.). Na kraju istraživanja utvrđeno je da se 65 obitelji odlikuje stilom pune slobode, 144 obitelji imaju permisivni stil, 255 obitelji obilježava autoritativni stil, a 25 obitelji se prepoznaje po autoritarnom stilu. Osim toga, pokazalo se da autoritativni internetski stil roditelja ima važnu ulogu u različitom korištenju internetom, a također je utvrđen važan odnos između internetskog stila roditelja, roda i razreda.

Ključne riječi: cilj korištenja internetom; internetski stil roditelja; razred; rod.

Uvod

Internet je jedna od tehnologija od koje bismo trebali imati koristi. Danas su prednosti i mogućnosti interneta svima na raspolaganju za aktivno korištenje u svim oblicima života. Učestala upotreba interneta postupno se povećava u svijetu, iako ne ravnomjerno. Dana 31. prosinca 2012. godine zabilježeno je da u svijetu postoji 2 milijarde i 368 milijuna njegovih korisnika, što čini 32.7% svjetske populacije. U usporedbi s 2000. godinom, primjetan je porast od 52,8% (Internet World Stats, 2012). Kao u ostatku svijeta, tako je i u Turskoj taj broj u porastu i iznosi 35 milijuna, što znači 44.4% turske populacije (Internet World Stats, 2012). Prema rezultatima Turskoga statističkog zavoda

(TUIK) (2011), 42,9 % kućanstava u Turskoj ima internetsku vezu. Taj je postotak 2010. godine iznosio 41,6 %, što ukazuje na povećano korištenje interneta u usporedbi s prethodnom godinom. Kada se pogledaju podaci iz 2010. godine u odnosu na rod, zabilježeno je 50,1 % muških i 29,9 % ženskih korisnika. Uzimajući u obzir dob, veći je broj korisnika mlađih od 25 godina (International Telecommunication Union Statistics/ Statistika Međunarodne telekomunikacijske unije, 2012). Dakle, internet je alat koji više upotrebljavaju mladi ljudi i adolescenti, dakle uglavnom učenici.

Učenici upotrebljavaju internet s različitim ciljevima. Istraživanja provedena u inozemstvu pokazuju različite rezultate. Učenici se uglavnom koriste internetom da bi slušali glazbu i upoznavali nove ljude (Kubey, Lavin, i Barrows, 2001). Prema tvrdnjama ispitanika u istraživanju što su ga proveli Valkenburg i Soeters (2001), 17 % ih upotrebljava internet da bi igrali igrice, 13 % da bi gledalo video uratke, 12 % da bi pretraživalo stranice na kojima se nudi zabava za djecu, a 7 % da bi pretraživalo informacije o životinjama. Istraživanje koje su proveli Berson i Berson (2003) pokazuje da je 74 % učenica upotrebljavalo internet u komunikacijske svrhe. Madell i Muncer (2004) su u svom istraživanju ustvrdili da se 67 % učenika koristi internetom zbog slušanja glazbe, 56 % zbog pretraživanja mrežnih stranica, 55 % zbog provjere elektroničke pošte, a 28 % zbog informiranja.

Do sličnih se rezultata dolazi analizom istraživanja u Turskoj. U jednom se od njih, što su ga proveli Ersoy i Yaşar (2003), pokazalo da se ispitanici uglavnom koriste internetom zbog komunikacije i učenja. Prema istraživanju Tor i Erden (2004), učenici su se uglavnom koristili računalom da bi se spojili na internet, komunicirali, igrali igrice i učili. Istraživanje Orhana i Akkoyunlua (2004) ukazalo je na čestu upotrebu interneta kod većine učenika. Kako se povećavala dob, tako se povećavala i upotreba interneta; upotreba se interneta za igranje igrica smanjivala s povećanjem dobi, dok se njegova višefunkcionalna upotreba poput informiranja, igranja igrica i komuniciranja povećavala. U jednom drugom istraživanju, provedenom među učenicima jedne privatne osnovne škole, 22 učenika su priznala da upotrebljavaju internet zbog igrica, njih 22 zbog pisanja zadaće i istraživanja, 16 zbog chata, a 15 zbog slanja elektroničke pošte (Ersoy i Türkkan, 2009).

Internet, kada se koristi u skladu sa svojom svrhom, unapređuje školski uspjeh pojedinaca i daje potporu njihovu osobnom razvoju (Ayas i Horzum, 2013). Međutim, može privući preveliku pozornost učenika osnovne škole, što ih ponekad dovodi do toga da izgube nadzor, pa im oduzima previše vremena. Takva upotreba interneta uglavnom negativno utječe na školski uspjeh i osobni razvoj. U tom slučaju odgovornost u velikoj mjeri pripada roditeljima. Roditelji bi trebali nadzirati ciljeve i trajanje služenja internetom svoje djece i u tome ih voditi (Valcke, Bonte, De Wever, i Rots, 2010). Djeca koja nemaju dovoljnu podršku roditelja i koja u tome imaju probleme s roditeljima mogu biti izvan nadzora (Lim, Bae, i Kim, 2004).

Roditeljski stil upotrebe interneta, njihove vještine upotrebe interneta i mišljenja o internetu, utječu na to kako im djeca upotrebljavaju internet (Rosen, 2008). Djeca čiji roditelji znaju kako se računalo koristi, lakše uče o računalu i više ga upotrebljavaju

(Tor i Erden, 2004). Slično je i s korištenjem interneta. Primjećuje se visoka pozitivna korelacija između upotrebe interneta roditelja u Europi i onog njihove djece (Europska komisija, 2008). Većina je učenika u istraživanju koje su proveli Ersoy i Yaşar (2003) izjavila da od roditelja uče koristiti se internetom i upravo od njih dobivaju pomoć kada ne znaju riješiti neki internetski problem.

U istraživanju čiji je autor Turow (1999), otkriveno je da američki roditelji nemaju potpuni konsenzus kada je riječ o internetu. 70 % roditelja koji imaju računalo kod kuće tvrdilo je da je internet djeci potreban, a njih 60 % smatralo je da su djeca bez interneta u nepovoljnom položaju kada ih se uspoređi s drugima. To pokazuje da je roditeljsko isticanje interneta važno za njihovu djecu. Osim toga, 75 % roditelja zabrinuto je s obzirom na to dijele li njihova djeca svoje osobne podatke s drugima i upotrebljavaju li internet negativno. U istom je istraživanju (Turow, 1999) 39 % roditelja bilo sklono upotrebi interneta. Međutim, ostali su podijeljeni na zabrinute i nezadovoljne, iako nitko nije osuđivao upotrebu interneta kod kuće. To je zato što internet, unatoč mnogim svojim prednostima, ima određene nedostatke koji proizlaze iz pogrešne upotrebe.

Činjenica da prevelika i nepravilna upotreba interneta može uzrokovati određene akademske, društvene i zdravstvene probleme (Horzum, 2011), roditelje treba zabrinjavati. Njegova najveća opasnost, smatraju oni, jest u tome što djeci omogućuje pristup slikama nasilnog i pornografskog sadržaja (Europska komisija, 2008). Jedan od glavnih razloga zašto roditelji imaju različita mišljenja o internetu jest njihov internetski stil.

Prema Eastin, Greenberg i Hofschire (2006, str. 493), stil roditelja pokazuje razinu autoriteta i sudjelovanja u brizi o djeci. Pojavljuju se dva temeljna elementa, nadzor i toplina/sudjelovanje. Roditeljski nadzor izražava razinu vođenja, pri kojoj oni zabranjuju određena ponašanja na internetu i/ili uspostavljaju pravila. Roditeljska se toplina može definirati kao razina komunikacije s djecom i podrške koju im daju (Valcke i sur., 2010).

Eastin i sur. (2006) tvrde da je 30 % roditelja fizički prisutno kada se njihova djeca koriste internetom. Turow (1999) navodi da 32 % roditelja upotrebljava zaštitne programe za pristup internetu. U istraživanju koje su proveli Ersoy i Yaşar (2003) djeca tvrde da su im roditelji odredili pravila za korištenje interneta, kao što su: vremensko ograničenje, dostupnost nakon pisanja domaće zadaće i nemogućnost pristupa stranicama na kojima se nude igrice. Young (2004) posebno ističe roditeljski nadzor nad učeničkim pristupom internetu u skladu s njegovim ciljem. U istraživanju koje su proveli Lee i Chae (2007) nije utvrđen nikakav odnos između roditeljskih ograničenja prilikom upotrebe interneta i dječje upotrebe interneta. U istraživanju Livingstonea i Helspera (2008) otkriveno je da roditeljsko ograničenje ili zabrana internetskih interakcija smanjuje moguće rizike na internetu. U tom smislu uglavnom mislimo na zabranu interneta, što ne bi trebalo biti pravilno. Umjesto toga, zajednički bi stav roditelja o potrebnim oblicima korištenja interneta mogao biti učinkovitiji.

Kada je riječ o roditeljskom internetskom stilu, oblikovana je 2x2 matrica koja se temelji na visokoj i niskoj razini topline. Na njoj su četiri osnovna roditeljska stila. Slab roditeljski nadzor i slaba toplina čine stil pune slobode, izražen roditeljski nadzor i slaba roditeljska toplina čine autoritaran stil, slab roditeljski nadzor i snažna roditeljska toplina predstavljaju permisivan stil, a izražen roditeljski nadzor i snažna toplina obilježja su autoritativnog stila. Valcke i sur. (2010, str. 5) definiraju navedene stilove kako slijedi:

- *Permisivni stil roditeljstva* oslikava roditelje koji nemaju jasne granice. Takvi se roditelji suzdržavaju od svađe sa svojom djecom. Prepuštaju se onome što djeca žele, njihovim idejama i željama. Oni ulažu u roditeljsku toplinu, ali djeci uopće ne daju nikakav primjer.
- *Stil roditeljstva pune slobode* odražava slab nadzor i slabu toplinu. Takvi roditelji ne pokazuju da pravilno podržavaju ili ograničavaju djecu kada je riječ o korištenju interneta.
- *Autoritativni stil roditeljstva* odnosi se na roditelje koji određuju jasna pravila. Takve obitelji ne ograničavaju ponašanje na jasan način, već od djece očekuju da budu odgovorna i ponašaju se tako da sama reguliraju svoje ponašanje. Oni najčešće donose praktična pravila, kao što je trajanje korištenja interneta.
- *Autoritarni stil roditeljstva* odražava bezuvjetno poštivanje i provedbu pravila bez ikakvih objašnjenja. Takvi roditelji uglavnom nikad ne raspravljaju o problemu interneta i nisu otvoreni za dijalog o pristupu internetu. Uporno zahtijevaju da se njihovo mišljenje o korištenju interneta prihvati.

Kada se pogledaju studije o internetskim stilovima roditelja vidi se da u nekima od njih dominira stil pune slobode, druge prednost daju autoritarnom stilu, u trećima prevladava permisivni stil, dok četvrte naglašavaju autoritativni stil (Aunola, Stattin, i Nurmi, 2000; Eastin i sur., 2006; Rosen, 2008). To se sve smatra prihvatljivim jer su vještine s kojima se roditelji koriste internetom uvjet na koji može utjecati opća uloga interneta u društvu i kulturi. Osim toga, njihova analiza pokazuje ograničen broj istraživanja o internetskom stilu roditelja i ciljevima korištenja interneta među učenicima.

Greenberg, Hofschire, Eastin i Lachlan su otkrili da roditeljski stil utječe na: primjenu pravila, razgovor o sadržaju, blokiranje i zajedničko gledanje multimedijских izvora kao što su igrice, internet, televizija, glazba i video (Citirano prema: Rosen, Cheever, i Carrier, 2008). Glavni su razlozi zbog kojih se učenici koriste internetom igranje igrice i prikupljanje informacija. S obzirom na internetske aktivnosti, kada su roditelji „motivirani i osposobljeni za korištenje interneta” djeca također dobivaju više informacija nego kada su roditelji *pune slobode i nikada ne dopuštaju postavljanje pitanja i definitivno zabranjuju korištenje interneta* (Huang, 2002). Eastin i sur. (2006) tvrde da *roditeljski stilovi ne utječu na to koliko se vremena provodi na internetu*. Istraživali su kako roditelji nadziru korištenje interneta i otkrili da roditelji koji imaju utjecaja na svoju djecu primjenjuju tehnike vrednovanja (zajedno gledaju ili raspravljaju

o sadržaju) i restrikcije (određuju vremenska ili sadržajna ograničenja) više nego roditelji koji imaju autoritativni ili stil pune slobode. Također je vjerojatnije da će se takvi roditelji koristiti tehnološkim oblikom praćenja (softverska zaštita itd.) više od onih koji njeguju autoritativni stil ili stil pune slobode.

Čini se da je korištenje interneta sigurno uz pomoć roditelja (Fleming, Greentree, Cocotti-Muller, Elias, i Morrison, 2006). Roditeljska podrška koja se stalno unapređuje zahvaljujući internetskim raspravama može dovesti do edukativnijih vrsta upotrebe interneta i pozitivnih internetskih interaktivnih ponašanja šireg spektra (Lee, i Chae, 2007). U jednom istraživanju koje su proveli Valcke i sur. (2010) pokazala se razlika između djece čiji roditelji imaju permisivni stil i djece čiji se roditelji prepoznaju po autoritativnom stilu. Leung i Lee (2011) su u svom istraživanju došli do zaključka o slaboj povezanosti između internetskog stila roditelja i cilja s kojim se njihova djeca služe internetom. U jednom istraživanju koje su proveli Lou, Shih, Liu, Guo i Tseng (2010) pokazalo se da internetski stilovi roditelja ne ukazuju na značajnu razliku u smislu spomenutog cilja; ipak, učestalost upotrebe interneta, odlazak u internetski kafić i određivanje pravila za korištenje interneta razlikuju se prema internetskim stilovima roditelja. Wong (2010) je utvrdio da autoritarni stil u obrazovanijim obiteljima dovodi do uvjerljivijih rezultata u vezi s utjecajem na ponašanje djece tako da govorimo o njihovom jačem sudjelovanju u internetskim aktivnostima i snažnijoj raspravi o njihovim internetskim iskustvima.

Obično se ističe da postoji malen broj istraživanja koja ukazuju na to mijenja li internetski stil roditelja cilj korištenja interneta među učenicima osnovne škole ili ne mijenja. U literaturi se, također, spominju istraživanja u kojima se sugerira utjecaj roda na upotrebnii cilj učenika i internetski stil roditelja. Osim roda, život učenika u različitim sredinama utječe na ciljeve s kojima se koriste internetom. Kada se usporede s dječacima, djevojčice pokazuju sasvim drukčiji pristup (Valcke i sur., 2010). Aunola i sur. (2000) zaključili su da roditelji koji imaju kćeri njeguju autoritarniji stil, a da se roditelji koji imaju sinove odlikuju permisivnim stilom. Roditelji češće donose pravila namijenjena kćerima kako bi bili više u kontaktu s njima.

U literaturi nailazimo na istraživanja prema kojima dob i razred utječu na svrhu učeničke upotrebe interneta i internetski stil njihovih roditelja. Roditelji mlađih adolescenata više nadziru djecu nego roditelji starijih adolescenata (Mitchell, Finkelhor, i Wolak, 2005; Wang, Bianchi, i Raley, 2005). Vjerojatnije je da će roditelji sa starijom djecom pokazivati permisivan stil i stil pune slobode jer je njihova mogućnost nadzora nad upotrebom interneta slabija (Rosen i sur., 2008).

U istraživanjima o internetskom stilu roditelja uočeno je kako upotreba interneta i roditeljskog stila nisu u korelaciji (Valcke i sur., 2010). Činjenica da postoji ograničen broj istraživanja o roditeljskim stilovima, cilju korištenja interneta i o varijablama kao što su rod, dostupnost interneta kod kuće, razred, obrazovanje roditelja, osoba od koje učenici dobivaju pomoć u slučaju problema i osoba koja ih opominje u slučaju predugog korištenja interneta, nameće potrebu da se spomenuta pitanja istraže. Cilj

je ovog istraživanja utvrditi internetske stilove koje imaju roditelji i ciljeve s kojima se učenici koriste internetom u odnosu na različite varijable.

Metoda

Istraživački model

U istraživanju je korišten model transverzalnog istraživanja kao jedan od općih modela anketiranja. Zbog obilježja varijabli korištenih u transverzalnim istraživanjima putem anketiranja mjerenje je provedeno jednokratno (Fraenkel i Wallen, 2006). U ovom su istraživanju, uz primjenu navedenog modela, mjereni ciljevi s kojima učenici osnovne škole upotrebljavaju internet i internetski stilovi njihovih roditelja.

Ispitanici

Istraživanje je provedeno na uzorku od 500 učenika u drugom polugodištu školske 2011./2012. godine u dvjema različitim školama u središtu Sakarya. 11 učenika je isključeno iz istraživanja jer nije odgovorilo na neka pitanja. Proces obrade utemeljen je na nizu podataka koji pripadaju skupini od 489 učenika. U njemu su sudjelovale 233 (47,6 %) djevojčice i 256 (52,4 %) dječaka. 101 (20,7 %) ispitanik bio je učenik četvrtog razreda, 101 (20,7 %) petog, 100 (20,4 %) šestog, 98 (20 %) sedmog i 89 (18,2 %) osmog razreda. 286 (58,5 %) majki učenika uključenih u istraživanje imalo je završenu osnovnu školu, 94 (19,2 %) završilo je srednju školu, 70 (14,3 %) višu i 39 (8 %) visoku školu (sveučilišni studij). 197 (40,3 %) očeva završilo je osnovnu školu, 129 (26,4 %) srednju školu, 103 (21,1 %) višu školu i 60 (12,3 %) fakultet. 303 (62 %) učenika su navela da imaju internetsku vezu kod kuće, a 186 (38 %) da nemaju. 75 (15,3 %) učenika navelo je da im pomažu majke, očevi (195 (39,9 %)), nitko (219 (44,8 %)). 279 (57,1 %) učenika je izvijestilo da ih majke opominju ako su predugo na internetu, 122 (24,9 %) učenika odgovorilo su da ih opominju očevi, a njih 88 (18 %) nitko ne opominje, prema vlastitim tvrdnjama.

Instrumenti

U istraživanju su korištene skale s pomoću kojih se određuju ciljevi učeničkog korištenja interneta i internetski stilovi roditelja. Za potrebe ovoga istraživanja autori su razradili „Skalu za određivanje cilja s kojim se učenici osnovne škole koriste internetom”. Pripadala je Likertovoj skali od 5 stupnjeva: „potpuno se slažem (5), slažem se (4), neodlučan sam (3), ne slažem se (2) i uopće se ne slažem (1)”. Skala je sadržavala 25 tvrdnji, a o njihovu uvrštavanju odlučeno je nakon uvida u relevantnu literaturu. Prije nego što je skala s ukupno 25 tvrdnji primijenjena na ciljnu skupinu, prihvaćeno je mišljenje što ga je pet stručnjaka za ovo područje dalo o sadržaju tvrdnji, kao i njihovoj nominalnoj vrijednosti. Na dobivene rezultate primijenjena je eksploratorna faktorska analiza.

Iz faktorske analize proizašla je skala s pet faktora, a na svaki se od njih odnosilo 5 tvrdnji. Prvi je faktor obuhvaćao prvih pet tvrdnji, a nazvan je „korištenje s ciljem

istraživanja i informiranja”. „Koristim se internetom da bih došao do informacija”, prva tvrdnja na skali, primjer je za taj faktor. Drugi je faktor sadržavao tvrdnje od 21 do 25, a nazvan je „korištenje s ciljem zabave”. „Koristim internet da bih gledao smiješne video snimke”, tvrdnja broj 24 na skali, predstavlja primjer za taj faktor. Treći se faktor odnosio na tvrdnje u rasponu od šeste do desete, pod nazivom „korištenje s komunikacijskim ciljem”. „Koristim se internetom da bih komunicirao s prijateljima”, sedma tvrdnja na skali, ilustrira taj faktor. Četvrti faktor obuhvaća tvrdnje od 11 do 15 i nazvan je „korištenje s obrazovnim ciljem”. „Koristim se internetom da bih imao pristup ispitnim primjerima”, tvrdnja broj 13 na skali, primjer je tog faktora. Posljednji je peti faktor s tvrdnjama od 16 do 20 pod nazivom „korištenje s općim ciljem”. „Koristim se internetom da bih pratio vijesti”, tvrdnja broj 20 na skali, pokazatelj je tog faktora.

Tvrdnje imaju opterećenja na faktor između 0,446 i 0,822. Objašnjavaju 51,49 % ukupne varijance kada je riječ o skali s 25 tvrdnji i 5 faktora. Da bi se utvrdila pouzdanost opisane skale, izračunat je Cronbach alfa koeficijent interne konzistentnosti. Prema rezultatima testa interne konzistentnosti izračunat je koeficijent skale za cilj korištenja interneta. Koeficijenti unutar same skale su sljedeći: prvi je 0,64, drugi 0,72, treći 0,65, četvrti 0,60 i peti 0,79. Prema tome, može se reći da skala ima prihvatljive psihometrijske karakteristike kada se uzmu u obzir navedene vrijednosti.

Skalu za internetski stil roditelja, korištenu u ovom istraživanju, pripremili su van Rooij i van den Eijden (2007). U izvornoj inačici bila je na nizozemskom jeziku, a prevedena je na engleski jezik zahvaljujući Valcke i suradnicima, (2010). Ayas i Horzum (2013) prilagodili su je za uporabu na turskom jeziku. Skala sadrži dva faktora i 25 tvrdnji. Faktor „roditeljski nadzor” sadrži 11 tvrdnji, a faktor „roditeljska toplina” 14 tvrdnji. Rezultat konfirmatorne faktorske analize pokazuje sljedeće; $\chi^2 = 485,76$ ($df = 253$, $p = ,00$), $\chi^2 / df = 1,92$ $RMSEA = 0,048$, $GFI = 0,91$, $AGFI = 0,89$, $CFI = 0,99$, $NFI = 0,97$ and $NNFI = 0,98$.) Cronbach alfa koeficijent interne konzistentnosti modificirane skale s 25 tvrdnji iznosio je 0,94, odnosno 0,86 kada je riječ o faktoru „roditeljski nadzor” i 0,92 kada je riječ o faktoru „roditeljska toplina”. Ti rezultati pokazuju da je skala prihvatljiva s obzirom na psihometrijske karakteristike.

Skalu je moguće iskoristiti na dva načina. Prvi je da ukupan rezultat proizlazi iz dimenzija roditeljski nadzor i toplina. Drugi se način, kojim smo se koristili u ovom istraživanju, odnosi na preporuku iz originalne inačice. Skala od 1 do 5 proizašla je iz tvrdnji svakog ispitanika unutar dimenzija roditeljski nadzor i roditeljska toplina. Rezultati manji od 3 ovdje se smatraju lošima, a ostali dobrima. Drugim riječima, postoji struktura 2x2 koju čine slab/izražen nadzor i slaba/snažna toplina. Na skali su ponuđeni sljedeći roditeljski stilovi: permisivni, pune slobode, autoritativni i autoritarni. Slika 1 prikazuje podatke za ta četiri pristupa.

Slika 1.

Najprije je testirana pravilnost/točnost klasifikacije roditeljskih stilova na skali. S tim je ciljem korištena je diskriminantna analiza, a njezini su rezultati prikazani u Tablici 1.

Tablica 1.

Kada se analizira Tablica 1, primjećuje se da ukupno 65 roditelja na skali ima stil pune slobode kada je riječ o upotrebi interneta. Internetski stil pune slobode pripisan je broju od 58 roditelja (vjerojatnost točne klasifikacije 89,2 %). Utvrđeno je da se sedmoricu roditelja (vjerojatnost netočne klasifikacije 10,8 %) pripisuje autoritarni internetski stil.

Ukupno 25 roditelja ima autoritarni internetski stil prema klasifikaciji na skali. 24 roditelja (vjerojatnost točne klasifikacije 96 %) prepoznata su po autoritarnom stilu, a 1 roditelj (vjerojatnost netočne klasifikacije 4 %) povezan je sa stilom pune slobode.

Ukupno 144 roditelja ima permisivni stil kada je riječ o upotrebi interneta u klasifikaciji na skali. U slučaju 133 roditelja (vjerojatnost točne klasifikacije 92,4 %) utvrđen je permisivni internetski stil. Otkriveno je da 1 roditelj (vjerojatnost netočne klasifikacije 0,7 %) ima stil pune slobode, 8 roditelja (vjerojatnost netočne klasifikacije 5,6 %) odlikuje se autoritarnim stilom, dok 2 roditelja (vjerojatnost netočne klasifikacije 1,4 %) obilježava autoritativni internetski stil.

Ukupno je 255 roditelja koji pokazuju autoritativni stil u klasifikaciji s pomoću skale. Za 228 roditelja (vjerojatnost točne klasifikacije 89,4 %) utvrđeno je da imaju autoritativni stil kada govorimo o upotrebi interneta. Utvrđeno je da preostalih 15 roditelja (vjerojatnost netočne klasifikacije 5,9 %) odlikuje autoritarni stil, a 12 roditelja (vjerojatnost netočne klasifikacije 4,7 %) obilježava permisivni internetski stil.

Izračunata je vjerojatnost točne klasifikacije roditeljskih stavova o upotrebi interneta s pomoću skale koja proizlazi iz diskriminantne analize korištene za određenje internetskog stila roditelja. Taj je postotak (90,6 %) sasvim visok i dobar kada govorimo o upotrebi.

Analiza podataka

Instrumenti su ručno dostavljeni sudionicima istraživanja. Dobiveni su rezultati statistički obrađeni s pomoću programa SPSS 13.0. Upotrijebljen je t-test da bi se utvrdilo razlikuju li se ciljevi s kojima učenici osnovne škole upotrebljavaju internet prema rodu i dostupnosti internetske veze kod kuće, dok je jednosmjerni ANOVA test upotrijebljen za internetski stil roditelja, dostupnost internetske veze kod kuće, osobu od koje dobivaju pomoć kad imaju neki problem i osobu koja ih opominje kada se dugo služe internetom.

Rezultati

U ovom je slučaju istraživano razlikuju li se ili ne razlikuju rezultati dobiveni od učenika osnovnih škola na temelju pomoćnih faktora skale za provjeru cilja upotrebe interneta u odnosu na varijable internetski stil roditelja, rod, razred, obrazovni status roditelja, pristup internetu kod kuće, osoba od koje učenici dobivaju pomoć kad imaju neki internetski problem i osoba koja ih opominje kada dugo upotrebljavaju internet. Tablica 2 prikazuje razliku među učenicima u cilju upotrebe interneta s obzirom na internetski stil njihovih roditelja.

Tablica 2.

Tablica 2 pokazuje da se cilj istraživanja i informiranja ($F_{(3,485)} = 23,12$), komunikacijski ($F_{(3,485)} = 9,17$), obrazovni ($F_{(3,485)} = 26,09$), opći ($F_{(3,485)} = 6,40$) i zabavni cilj ($F_{(3,485)} = 4,73$) značajno razlikuju prema internetskom stilu roditelja ($p < 0,05$). Utvrđeno je da su istraživanje i informiranje kao cilj upotrebe interneta među učenicima čiji roditelji imaju autoritativni stil ($\bar{X} = 21,36$) značajno izraženiji nego kod učenika čiji se roditelji prepoznaju po permisivnom ($\bar{X} = 20,12$), autoritarnom ($\bar{X} = 18,60$) i stilu pune slobode ($\bar{X} = 18,12$). Dakle, može se reći da autoritativni internetski stil roditelja vodi do snažnijeg internetskog istraživanja i informiranja učenika.

Komunikacijski cilj upotrebe interneta među učenicima čiji roditelji imaju autoritativan ($\bar{X} = 18,20$), permisivan ($\bar{X} = 17,19$) i autoritaran ($\bar{X} = 16,92$) stil pokazao se statistički značajnijim u odnosu na učenike čiji se roditelji prepoznaju po stilu pune slobode ($\bar{X} = 14,92$). Može se, stoga, reći da stil pune slobode smanjuje komunikacijsku upotrebu interneta među učenicima osnovne škole.

Obrazovni cilj upotrebe interneta među učenicima čiji se roditelji prepoznaju po autoritativnom ($\bar{X} = 20,50$) i permisivnom ($\bar{X} = 19,67$) stilu pokazao se statistički značajnijim nego kod djece čiji roditelji imaju autoritarni ($\bar{X} = 17,52$) i stil pune slobode ($\bar{X} = 16,54$). Prema tome, može se reći da snažna roditeljska toplina u smislu upotrebe interneta smanjuje njegov obrazovni cilj među učenicima osnovne škole.

Pokazalo se da je opći cilj upotrebe interneta među učenicima čiji roditelji imaju autoritativni ($\bar{X} = 14,35$) stil statistički značajno važniji u odnosu na učenike čiji roditelji imaju stil pune slobode ($\bar{X} = 12,08$). Stoga se može reći da autoritativni internetski stil roditelja smanjuje opću upotrebu interneta među učenicima osnovne škole kada se uspoređuju s onima čiji roditelji imaju stil pune slobode.

Upotreba interneta radi zabave među učenicima čiji roditelji imaju autoritativni ($\bar{X} = 17,52$), permisivni ($\bar{X} = 17,63$) i autoritarni ($\bar{X} = 17,68$) internetski stil pokazala se statistički značajnijom nego kod učenika čiji se roditelji odlikuju stilom pune slobode ($\bar{X} = 15,09$). Može se, dakle, reći da roditeljski stil pune slobode smanjuje upotrebu interneta u zabavne svrhe među učenicima osnovne škole.

T-test je upotrijebljen za nezavisne uzorke s obzirom na razlikovanje pomoćnih faktora skale za određivanje ciljeva upotrebe interneta prema rodu sudionika istraživanja. Rezultati dobiveni s pomoću t-testa prikazani su u Tablici 3.

Tablica 3.

Rezultati pokazuju statistički značajnu razliku ($p < 0,05$) među rodovima u odnosu na sljedeće ciljeve: istraživanje i informiranje ($t_{(487)} = 2,99$), obrazovanje ($t_{(487)} = 3,18$) i zabava ($t_{(487)} = -3,59$). Ne postoji, međutim, statistički značajna razlika ($p > 0,05$) u rezultatima koji se odnose na komunikacijski ($t_{(487)} = -1,91$) i opći ($t_{(487)} = -1,83$) cilj. Pokazalo se da se učenice ($\bar{X} = 20,88$) koriste internetom za pretraživanje i informiranje više nego učenici ($\bar{X} = 20,00$). Također, učenice ($\bar{X} = 20,13$) se koriste internetom u obrazovne svrhe više nego učenici ($\bar{X} = 19,07$). Učenici ($\bar{X} = 18,00$) ga pak upotrebljavaju za zabavu više od učenika ($\bar{X} = 16,39$).

T-test je upotrijebljen za nezavisne uzorke s obzirom na razlikovanje ciljeva internetske upotrebe prema dostupnosti internetske veze u domovima sudionika istraživanja. Rezultati dobiveni s pomoću t-testa prikazani su u Tablici 4.

Tablica 4.

Rezultati pokazuju statistički značajnu razliku ($p < 0,05$) u dostupnosti internetske veze u domovima učenika osnovne škole kada je riječ o sljedećim ciljevima: komunikacijski ($t_{(487)} = 3,58$), obrazovni ($t_{(487)} = 3,21$) i zabavni ($t_{(487)} = 3,95$). No, ne postoji statistički značajna razlika ($p > 0,05$) između cilja istraživanje i informiranje ($t_{(487)} = 1,74$) i općih ciljeva ($t_{(487)} = 0,18$). Pokazalo se da učenici koji kod kuće imaju internetsku vezu ($\bar{X} = 20,62$) više upotrebljavaju internet za komunikaciju od učenika koji tu vezu nemaju kod kuće ($\bar{X} = 20,09$). Učenici s internetskom vezom kod kuće ($\bar{X} = 19,99$) također više upotrebljavaju internet u obrazovne svrhe od učenika koji tu vezu nemaju kod kuće ($\bar{X} = 18,90$). Osim toga, prva se skupina učenika ($\bar{X} = 17,92$) više koristi internetom u zabavne svrhe od druge skupine učenika ($\bar{X} = 16,11$).

Nadalje, nije utvrđen odnos između ciljeva zbog kojih se učenici koriste internetom i varijabli kao što su razred, obrazovanje roditelja, osoba od koje dobivaju pomoć kada imaju neki problem i osoba koja ih opominje kada predugo upotrebljavaju internet. U rad nisu uvrštene tablice jer ne postoji statistički značajna razlika u tim rezultatima.

Druga se varijabla u istraživanju odnosila na internetski stil roditelja. Nastojalo se istražiti postoji li odnos između te varijable i varijabli kao što su rod, razred, obrazovanje roditelja, dostupnost internetske veze kod kuće, osoba koja pomaže kad nastane neki problem i osoba koja opominje kada se internet dugo koristi.

Upotrijebljen je Hi-kvadrat test da bi se utvrdila moguća relacija između internetskog stila roditelja i roda učenika. Rezultati proizašli iz spomenute analize prikazani su u Tablici 5.

Tablica 5.

Tablica 5 pokazuje da 16 (6,9 %) roditelja koji imaju kćeri raspolaže internetskim stilom pune slobode, 7 (3 %) se roditelja prepoznaje po autoritarnom internetskom stilu, 68 (29,2 %) roditelja obilježava permisivni internetski stil, a 142 (60,9 %) roditelja imaju autoritativni internetski stil. 49 (19,1 %) roditelja koji imaju sinove obilježava internetski stil pune slobode, 18 (7 %) roditelja pokazuje autoritarni internetski stil, 76 (29,7 %) roditelja ima permisivni internetski stil, a 113 (44,1 %) roditelja prepoznaje se po autoritativnom internetskom stilu. Utvrđena je statistički značajna razlika između internetskih stilova roditelja i roda ($\chi^2_{(3)} = 24,31, p < 0,05$), što ukazuje na to da rod učenika predstavlja značajnu varijablu kada je riječ o internetskom stilu njihovih roditelja.

Upotrijebljen je Hi-kvadrat test da bi se utvrdila moguća relacija između internetskog stila roditelja i razreda učenika. Rezultati proizašli iz spomenute analize prikazani su u Tablici 6.

Tablica 6.

Tablica 6 pokazuje da 10 (9,9 %) roditelja učenika četvrtih razreda ima internetski stil pune slobode, 4 (4 %) roditelja pokazuju autoritarni internetski stil, 27 (26,7 %) roditelja se prepoznaje po permisivnom internetskom stilu, a 60 (59,4 %) roditelja ima autoritativni internetski stil. 19 (18,8 %) roditelja učenika petih razreda ima internetski stil pune slobode, 2 (2 %) roditelja obilježava autoritarni internetski stil, 42 (41,6 %) roditelja odlikuje permisivni internetski stil, a 38 (37,6 %) roditelja ima autoritativni internetski stil. 8 (8 %) roditelja učenika šestih razreda ima internetski stil pune slobode, 2 (2 %) roditelja pokazuju autoritarni internetski stil, 40 (40 %) roditelja se prepoznaje po permisivnom internetskom stilu, a 50 (50 %) roditelja obilježava autoritativni internetski stil. 14 (14,3 %) roditelja učenika sedmih razreda ima internetski stil pune slobode, 9 (9,2 %) roditelja ima autoritarni internetski stil, 20 (20,4 %) roditelja obilježava permisivni roditeljski stil, a 55 (56,1 %) roditelja im autoritativni internetski stil. 14 (15,7 %) roditelja učenika osmih razreda ima internetski stil pune slobode, 8 (9 %) roditelja ima autoritarni internetski stil, 15 (16,9 %) roditelja prepoznaje se po permisivnom internetskom stilu, a 52 (58,4 %) roditelja odlikuju se autoritativnim internetskim stilom. Pokazalo se da postoji statistički značajna razlika između internetskog stila roditelja i razreda koji učenici pohađaju ($\chi^2_{(12)} = 38,42, p < 0,05$), što ukazuje na razred kao značajnu varijablu internetskog stila roditelja.

Osim toga, nije pronađena relacija između internetskog stila roditelja i njihova obrazovanja, dostupnosti internetske veze kod kuće, onoga tko učenicima pruža pomoć u slučaju nekog problema i onoga tko ih opominje zbog dugog korištenja interneta. U rad nisu uvrštene tablice zbog nepostojanja statistički značajne razlike u navedenim rezultatima.

Rasprava i zaključak

Tehnologije, a osobito internet, postali su u posljednje vrijeme neodvojiv dio ljudskog života, koji je danas nemoguće zamisliti bez računala i interneta. Budući da pružaju velike pogodnosti, koriste se u mnogim područjima, kao što su automatika, obrazovanje, bankarstvo, poljoprivreda i slično. Šireći svoju primjenu, sve su se više počele upotrebljavati i u obrazovanju. U sklopu turskog projekta FAITH svakom će nastavniku biti darovano prijenosno računalo, svaka će učionica biti opremljena pametnom pločom, projektorom i internetskom vezom, a svaki će učenik dobiti tablet PC i internetsku vezu.

Budući da se tako tehnološki opremljene učionice posvuda pojavljuju, mijenjaju se i edukacijske aplikacije. U tome velika uloga, također, pripada različitim obrazovnim paradigmama i pristupima. Danas se u obrazovanju naglasak stavlja na pristup informacijama, njihovo pravilno korištenje i usvajanje vještine proizvodnje informacija umjesto na prijenos velikih količina podataka. Obrazovanje postaje proces koji nije ograničen samo na školu već je kontinuiran tijekom života, pa koncept cjeloživotnog učenja postaje značajan (Akkoyunlu, 2002; Kabadayi, 2012).

Prilagođavanje novom obrazovnom pristupu postaje moguće jedino uz pomoć uglavnom tehnološki opremljenih učionica i, osobito, interneta. Internet se može koristiti radi komunikacije, zabave, pristupa informacijskim izvorima, ali i u mnoge druge opće svrhe kao što je obavljanje kupovine i rezervacija (Odabaşı, 2002). To korištenje može biti još učinkovitije, osobito među djecom i mladima, koji se nazivaju digitalnim izvornim korisnicima zato što je riječ o pojedincima koji se koriste nove tehnologijom i privrženi su joj od rođenja (UNESCO, 2011). Međutim, nije baš jednostavno planirati vrijeme i njime upravljati, odnosno njegovim trajanjem kada se govori o alatima kao što je internet. Pojedine mlađe osobe mogu osobito pogrešno koristiti internet ili pretjerivati u njegovoj upotrebi. Da se ne bi suočili s takvim situacijama, roditelji bi trebali barem nadzirati ciljeve s kojima djeca upotrebljavaju internet tako što će ih u tome pratiti (Wang i sur., 2005; Eastin i sur., 2006).

Međutim, roditeljima koje nazivaju digitalnim imigrantima, drugim riječima pojedincima koji su se poslije upoznali s tehnologijom, nije lako nadzirati upotrebu interneta jer im nedostaje vještina njegove upotrebe (van den Eijnden, Spijkerman, Vermulst, van Rooij, i Engels, 2010). Drugi uzrok problema je u nedostatku vremena s obzirom na to da su zaposleni. Na to može utjecati broj djece, obrazovanje roditelja ili kultura. Ipak, roditelji imaju određeni internetski stil kada je riječ o njihovoj djeci (Valcke i sur., 2010).

Iz ovog istraživanja proizašlo je zapažanje da se obitelji učenika osnovnih škola odlikuju autoritativnim internetskim stilom. To znači da većina roditelja koji su sudjelovali u istraživanju ima razumijevanja za upotrebu interneta svoje djece, drugim riječima s njima se služe internetom i vode ih kroz internet. Osim toga, roditelji nadziru njihovo korištenje interneta. Kada se analizira literatura, Aunola i sur. (2000) tvrde da je izražen permissivni roditeljski stil, ali Eastin i sur. (2006), Kaufmann, Gesten, Lucia, Salcedo, Rendina-Gobioff i Gadd (2000), zatim Rosen (2008) smatraju da je to slučaj s autoritativnim internetskim stilom. Takav rezultat pokazuje da je internetski stil roditelja u Turskoj sličan navodima u literaturi. Razlog zbog kojeg su Aunola i sur. (2000) dobili drukčiji rezultat proizlazi iz njihove suradnje s roditeljima učenika u dobi od 14 godina. Za razliku od djece, mladi su manje pod nadzorom kada je u pitanju upotreba interneta (Europska komisija, 2008).

Prema jednom rezultatu ovog istraživanja, autoritativni internetski stil roditelja dovodi do povećane učeničke upotrebe interneta zbog istraživanja i informiranja, odnosno obrazovanja. Internetski stil pune slobode dovodi, štoviše, do povećane upotrebe interneta među djecom u zabavne i opće svrhe. Taj nalaz odgovara literaturi (Fleming i sur. 2006; Lee i Chae, 2007). Roditeljska se toplina naglašava u slučaju autoritativnog internetskog stila. Nju prati potpora upotrebi interneta i razgovor s djecom o upotrebi interneta i situacijama s kojima se suočavaju. Dakle, upotreba interneta među djecom povećava se s ciljem istraživanja, informiranja i učenja (Lee i Chae, 2007). Potpora, osim toga, donosi sa sobom sigurnu upotrebu interneta (Fleming i sur., 2006).

Budući da su nadzor, toplina i potpora za upotrebu interneta slabi u slučaju stila pune slobode, djeca više ostvaruju ciljeve kao što su zabava i istraživanje. Roditelji koji se prepoznaju po internetskom stilu pune slobode uglavnom zadovoljavaju biološke potrebe djece, ali ne pružaju veliku potporu njihovim ostalim potrebama i ne vode računa o njihovim izvanškolskim aktivnostima (Yilmaz, 2000). Djeca takvih roditelja pronalaze različite načine kako bi zadovoljila spomenute potrebe. Jedan od njih može biti internetska zabava, što ih postupno može navesti na nepravilnu ili pretjeranu upotrebu interneta (Ayas i Horzum, 2013; Young, 2004). Istraživanja (Chen, Li, i Long, 2007) koja pokazuju da su djeca bez dovoljne roditeljske podrške ovisnija o internetu, u skladu su s rezultatima dobivenim u ovom istraživanju.

Pokazalo se da svi osnovnoškolski učenici imaju zabavu kao izraženiji cilj upotrebe interneta. Taj je rezultat sličan onom u literaturi prema kojem učenici upotrebljavaju internet da bi slušali glazbu, igrali igrice i pretraživali stranice sa zabavnim sadržajem (Kubey i sur., 2001; Madell i Muncer, 2004; Valkenburg i Soeters, 2001). Drugi rezultat ovog istraživanja pokazuje da se učenice više služe internetom za istraživanje, informiranje i učenje, a učenici za zabavu. Ti nalazi odgovaraju rezultatima što su ih dobili Berson i Berson (2003). Utvrđeno je također da rod predstavlja značajnu varijablu kada je riječ o internetskom stilu roditelja. Možda razlog treba potražiti u rezultatu istraživanja što su ga proveli Aunola i sur. (2000) u kojemu su se roditelji ponašali autoritarnije prema kćerima, a permissivnije prema sinovima. U istom se istraživanju pokazalo da roditelji određuju pravila više za kćeri i njih se više podupire s obzirom na upotrebu interneta. Taj je nalaz konzistentan s prvim rezultatom istraživanja prema kojem snažna roditeljska toplina i nadzor povećavaju edukacijsku upotrebu, a slaba roditeljska toplina i nadzor povećavaju upotrebu interneta u zabavne svrhe. Spomenuti rezultat pokazuje da roditelji u Turskoj više nadziru kćeri, a da se permissivnije ponašaju prema sinovima.

Pokazalo se da se učenici koji kod kuće imaju internetsku vezu koriste internetom više za komunikaciju, edukaciju i zabavu nego oni koji je nemaju. To pokazuje da upotreba interneta kod kuće znači više vremena za internet i to u različite svrhe. U istraživanjima se primjećuje kako se postupno među učenicima povećavaju upotreba interneta i njegova višenamjenska upotreba kao što je informiranje, igranje igrice i komunikacija (Ersoy i Türkan, 2009; Ersoy i Yaşar, 2003; Orhan i Akkoyunlu, 2004; Tor i Erden, 2004).

U ovom se istraživanju također pokazalo da internetski stilovi roditelja čine značajnu varijablu kada je riječ o razredu koji učenici pohađaju. Ta se situacija može povezati s činjenicom da se prijelazom u više razrede također povećavaju dob i internetska iskustva, a to vodi slabijem roditeljskom nadziranju (Europska komisija, 2008; Wang i sur. 2005). Osim toga, nije utvrđena razlika između internetskih stilova roditelja i ciljeva s kojima učenici upotrebljavaju internet u odnosu na ostale varijable.

Internet omogućuje individualni pristup bilo kojoj željenoj informaciji, komunikaciju s drugima i obavljanje više zadataka u kratkom roku. Na internetu postoji niz

različitih stranica koje to omogućuju. Osim stranica koje podrazumijevaju pozitivne mogućnosti, broj onih koje mogu negativno utjecati na djecu postupno se povećava. Odgovornost je roditelja da zaštite djecu od učinaka negativnih internetskih stranica. Bilo bi im pogrešno zabraniti internet da bi ih se zaštitilo od negativnih situacija ili pak zanemariti ono što djeca rade na internetu. Kada je riječ o autoritativnom internetskom stilu, roditelji bi trebali podići razinu svijesti kod djece u smislu pravilne upotrebe interneta i opasnosti koje vrebaju u internetskoj zabavi. Da bi što bolje osvijestili djecu u vezi s korištenjem interneta, potrebno im je prije svega odgovarajuće znanje. Roditelji bez dovoljnog internetskog znanja i vještine trebali bi djeci barem dati informaciju o nepovoljnim situacijama u kojima se mogu naći i kako se u njima ponašati. Nužno im je pružiti potrebnu potporu (Ayas i Horzum, 2013). Takva se obuka može provoditi u suradnji škole i roditelja, ali ona roditeljima može biti također dostupna u javnim edukacijskim centrima.

U istraživanju koje su proveli Na i Chia (2008) pokrenut je internetski portal za roditelje. Nakon tromjesečnog razdoblja pristup internetskim resursima među roditeljima koji se njime koriste značajno se povećao u usporedbi s onima koji se njime ne koriste, tako da su djeci više pomagali u upotrebi interneta. Takvi se portali mogu pokrenuti, a roditeljska se iskustva u vezi s korištenjem interneta pojačati. Obitelji mogu također zajednički razmatrati određenu situaciju ili problem s kojim su se suočile u internetskom okruženju, međusobno si pomagati i tražiti pomoć od stručnjaka.

Da bi mogle nadzirati upotrebu interneta, obiteljima je podjednako potrebno tehnološko znanje, znanje o tome kako primijeniti softver predviđen za spomenute tehnologije i roditeljske vještine kao što su otvorena komunikacija s djecom i konstruktivne povratne informacije. Dakle, nije dovoljno samo informirati roditelje. Pružajući im programe koji će im pomoći da nadziru upotrebu interneta, bit će važno potaknuti ih na usvajanje vještina potrebnih za njihovu upotrebu. Učenicima se također može dati pouka o pravilnoj upotrebi interneta i razvijanju svijesti o tome.

Predmet ovog istraživanja bio je cilj s kojim učenici osnovne škole upotrebljavaju internet i internetski stil njihovih roditelja. Sljedeća bi se istraživanja mogla provesti s učenicima srednjih škola i učenicima na svim razinama primarnog obrazovanja. Njime je obuhvaćen malen uzorak ispitanika, ali bi sljedeća istraživanja mogla obuhvatiti veću skupinu. Učenici su sami popunjavali skalu za utvrđivanje internetskog stila roditelja, a u sljedećim bi se istraživanjima to moglo provesti izravno s roditeljima. Ovo je istraživanje provedeno u gradu. Prema tome, moguće je provesti usporedna i detaljna istraživanja na odabranom uzorku iz druge zemlje, zone, regije i grada. Štoviše, u budućim bi se istraživanjima mogle uspoređivati privatna i državna škola, kao i osnovna i srednja škola.