

UNIVERSITY OF MALTA  
L-Università ta' Malta

**CHILDREN'S INTERNET USE AND  
PARENTS' PERCEPTIONS  
OF THEIR CHILDREN'S ONLINE  
EXPERIENCE**

A study commissioned by the  
Malta Communications Authority

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# **EXECUTIVE SUMMARY**

## EXECUTIVE SUMMARY

The Malta Communications Authority (MCA) commissioned the University of Malta to carry out a survey on the Use of Information & Communication Technology (ICT) by minors.

The aims of this research were:

- To investigate children's access, use and perceptions of the Internet
- To investigate the parents' perceptions of their children's Internet use
- To compare parents' perceptions with patterns reported by children.

The study involved a survey with a representative sample of children between 8 and 15 years of age from all demographic regions of Malta and Gozo, together with a questionnaire to be completed by their respective parent or guardian. Children and parent responses were paired to enable a direct comparison of the children and their parents' responses. The parent and child questionnaires are based on the previous versions of the studies held by MCA in 2010 and 2012 and on the research carried out by the pan-European research project, EU Kids Online II.

With the knowledge that a good percentage of participants do not return questionnaires, 2000 questionnaires were distributed to children in 23 primary and secondary schools and 2000 to their parents, with the hope of having a 70% response rate. In fact 3137 duly filled up questionnaires were returned thus giving a response rate of 78%. The field work was carried out in November and December 2014.

### **Salient Findings**

- Two of the most important results of the study are that the internet in general, and social networks in particular, are very present in the lives of Maltese children between the ages of 8 and 15. Parents' perceptions of their children's internet use is, in several cases, very different from what internet use actually is.
- The vast majority of Maltese households participating in the survey who have children between 8 and 15 have internet access so much so that both children and parents said that the availability of internet access from home is widespread (97.5% for children).

- The devices children used mostly for internet access are computers, laptops, tablets and mobile phones. Once more the study shows that parents think that their children use particular technologies to access the internet less than they in fact use them. For example while 58.9% of children say that they use the mobile and 24.2% say that they use a game console to access the internet, only 42% of parents think that their children use the mobile and 11.1% think that their children use a game console to do so.
- The majority of children (59.1%) say that they use the internet daily while 43.5% of children report that during weekdays they use the internet between 30 minutes to 2 hours daily. Children claim that during the weekend, they use the internet for more hours when compared to weekdays. There is also a sharp increase in the number of children who use the internet for 3 to 5 hours.
- The discrepancy between what children actually do and their parents' perception of what the children do is shown in their differing answers to a number of questions. There is, for example, a 20% discrepancy between children's responses that they access the internet from their own room and the parents' perception to this access. Children also have more internet access from friends' (24.1%) and relatives' houses (41.2%), and shops (26.2%) than their parents are aware of. Internet access from schools registered a surprisingly low figure of 22%.
- Parents (87.8%) think that their children use the internet for school work much more than their children (69.9%) actually do. On the other hand children engage in a number of activities online more than their parents believe they do. Such activities include chatting, social networking, emailing, video calling, downloading films or music, watching videos on line, blogging and online shopping. In some cases, for example, in chatting, video calling and online shopping, the difference between parents' perception and children use can be as high as 17%. On the other hand, parents (84.4%) think that their children play online more than children say they do (80.3%).

- Children seem to put more information online than their parents are aware of, for example, real date of birth, mobile number and home address.
- Facebook (56.5%), Skype (50.4%) and Google (65.1%) are the sites most popular with children even though such platforms usually require one to be 13 years of age before having an account with them. This is probably the reason why 38.6% of the children in the sample say that they have false date of birth and others say that they even have a fake name.
- Parents and children also differ in their assessment of risk. Parents (8%) think that the internet is safe for their children much less than children (26.3%) think it is. The public posting of things on the Social Networking Sites provides another divide: 11.4% of children think that it is fine to do so but only 6.2% of parents agree. While 15.7% of children think that it is safe to meet new people on the internet, only 3.3% of parents consider such an activity as safe. One area of consensus is the importance of using privacy setting on Social Networking Sites. Both parents (80.6%) and children (79.8%) strongly agree.
- Hacking is considered by 34.4% of children to be the most dangerous thing that can happen to them on the internet. This is followed by 19.6% who mentioned viruses as the most dangerous online experience. Unpleasant or inappropriate comments (5%) or pictures (4.2%) are considered less dangerous than unpleasant or inappropriate videos (15.2%).
- When children were asked to mark whether they had any experiences of risk from a list provided in the questionnaire, 44.6% of children mentioned that they had a virus and 45.4% encountered pop-ups online whilst 22.1% of children indicated that they never experienced any of the list of experiences.
- Over half of the children who were contacted by strangers online say that they did not feel upset about it which is probably why 31.8% said they did nothing about it. A similar

situation is observed for pop ups where fewer children said they spoke to someone about it. Many said that they tried to solve it on their own or did nothing about it. In fact the number of children who said they were not upset by pop ups was 61.2%.

- The children's preferred sources for safety information are mainly their parents (77.9%) and their school (66.9%). This is possibly due to how children perceive their parents and schools as being knowledgeable and in a position where they can help them.
- Around half of the parent respondents get safety information from family and friends (50.5%) and from the media (49.1%). Parents also seem to be getting such information from their child's school (46%) and over one-fourth of the parents (30.4%) get this information from safety websites.
- 32.6% of parents think that their children are reasonably able to deal with what bothers them on the internet, while 21.1% think their child is highly able to do so. Around one-fifth of parents (22.6%) were not aware of their children's abilities in this regard.
- When questioned about their own abilities, 22.2% of parents responded that they could somewhat help their children while 54.8% said they are able to help them considerably.
- 62.9% of children said they could find information about how to use the internet safely. Over half of the children said they could block messages and around 46% of children said they could bookmark a website and change their privacy settings. When asked about the safety measures taken, 44.9% of children said that they had set privacy settings. 63.9% of children had protected their devices with a password and 53.3% use different passwords.
- Very few parents (1.6%) apply a restrictive type of mediation by not allowing their children to use the internet. The most common practice that parents mentioned was

that they spoke to their children about online dangers (67.2%). However, parents still kept track of the websites their child visited (66%) indicating that although they talk to their children about online risks, they also monitor their online activity to ensure their child's safety. Over 50% of the parents say they talk to their children, help them with difficulties, explain why some websites are harmful and suggest ways to use the internet safely. 6.1% of parents do not take any of the following actions.

- One of the scopes of this research was to analyse how much awareness children and their parents have of Besmartonline!; where this awareness comes from; and whether what they associate to it is in actual fact related to what it stands for.
- The study shows that 53.8% of the children in the questionnaire had seen the Besmartonline! logo. The majority of children (71.1%) had seen the logo at school while close to one third of children (31.8%) had seen it on TV. The majority have a correct idea of what the logo stands for. Only a minority (39.9%) of parents have seen the logo, most of them on TV and at the child's school. Their awareness of what the logo stands for is high.

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# **INTRODUCTION**



# 1. INTRODUCTION

## Aims of the Research

The Malta Communications Authority (MCA) commissioned the University of Malta to carry out a survey on the Use of Information & Communication Technology (ICT) by minors.

The aims of this research were:

- To investigate children's access, use and perceptions of the Internet
- To investigate the parents' perceptions of their children's Internet use
- To compare parents' perceptions with patterns reported by children.

The study involved a survey with a representative sample of children between 8 and 15 years of age from all demographic regions of Malta and Gozo, together with a questionnaire to be completed by their respective parent or guardian. Children and parent responses were paired to enable a direct comparison of the children and their parents' responses. This survey was carried out previously in 2010 and 2012.

## Methodology

### *The Tool - Child and Parent Questionnaires*

The parent and child questionnaire (See Appendix A) are based on the previous versions of the studies held by MCA in 2010 and 2012 and on the research carried out by EU Kids Online II. The questions used in 2010 and 2012 were reviewed. Several questions were modified to include more possibilities for replies and some questions which were used in the EU Kids Online II survey were added. EU Kids Online II conducted original empirical research across 25 member states with a sample of 25,000 children aged 9-16 years old and their parents. The aim was to produce a rigorous, cross-nationally comparative quantitative evidence base regarding internet use across Europe. Malta was not part of the EU Kids Online research network when this research was carried out, so this research will fill in that gap and enable comparisons both with the previous studies held by MCA and also with the findings from EU Kids Online II.

Following the preparation of the questionnaire, the researchers met the following stakeholders to get their feedback about the questionnaires:

- MCA – Besmartonline! Project Team
- Commissioner for Children
- PSCD Education Officers
- Director of the Secretariat for Catholic Education

### ***Ethics***

The research proposal was submitted to the University of Malta Research Ethics Committee (UREC). Feedback was received and addressed. UREC gave its approval on 3<sup>rd</sup> October 2014. The questionnaire was then finalised and pretested.

### ***Sampling and Participants***

Cluster sampling was used in this research with a class of students being the cluster identified for the analysis. Participants were selected by randomly choosing 4 schools from each of the 6 demographic regions of the Maltese Islands (2 Primary Schools and 2 Secondary Schools). The list of schools can be found in Appendix B.

### ***Procedure***

Once the schools were identified, their respective PSCD teachers were contacted via the Directorate for Education Services and the Secretariat for Catholic Education for State and Church Schools respectively. The researchers contacted the Heads of Independent Schools directly.

Meetings were held with the respective PSCD teachers and Heads of School and/or Assistant Heads from each school. During the meetings, the Maltese and English version of the children's

questionnaires were presented and explained to the teachers. The following procedures for data collection were also explained:

- Three or four classes were to be selected from each school by the schools themselves. Schools were asked to ensure that they included classes from Years 4, 5 and 6 in the Primary Schools and Forms 1, 2, 3 and 4 in Secondary Schools. Schools were to indicate the exact number of questionnaires required and how many questionnaires they wanted in Maltese and in English.
- Parent questionnaires were to be distributed by the PSCD teacher in class and a deadline given to the students to bring back the questionnaires filled in by their parents together with the consent form.
- PSCD teachers were asked to go through each question with the children while they answered the questionnaire. Teachers were asked to keep their explanations neutral and unbiased if the participants asked for any clarifications. They were also instructed to give replies that would not lead children to answer in a particular way and to ensure that Besmartonline! was not mentioned during the data collection phase. This was done in order to avoid demand characteristics.
- Following the data collection with children, teachers were asked to pair the children and parent questionnaires before handing them back to the researchers.
- With the knowledge that a good percentage of participants do not return questionnaires, 2000 questionnaires were distributed to children and 2000 to their parents, with the hope of having a 70% response rate.
- The field work was carried out in November and December 2014.

### ***Data Analysis***

Paired parent and child questionnaire were given the same index number to enable matching of parent-child data. The data was inputted in an Excel Sheet by the 4 data inputters. This data was then merged and imported into SPSS to be analysed by the research team.

# **ANALYSIS AND DISCUSSION OF THE FINDINGS**

## 2. ANALYSIS AND DISCUSSION OF THE FINDINGS

### Section A – Questionnaires Received

#### *Child-Parent Responses*

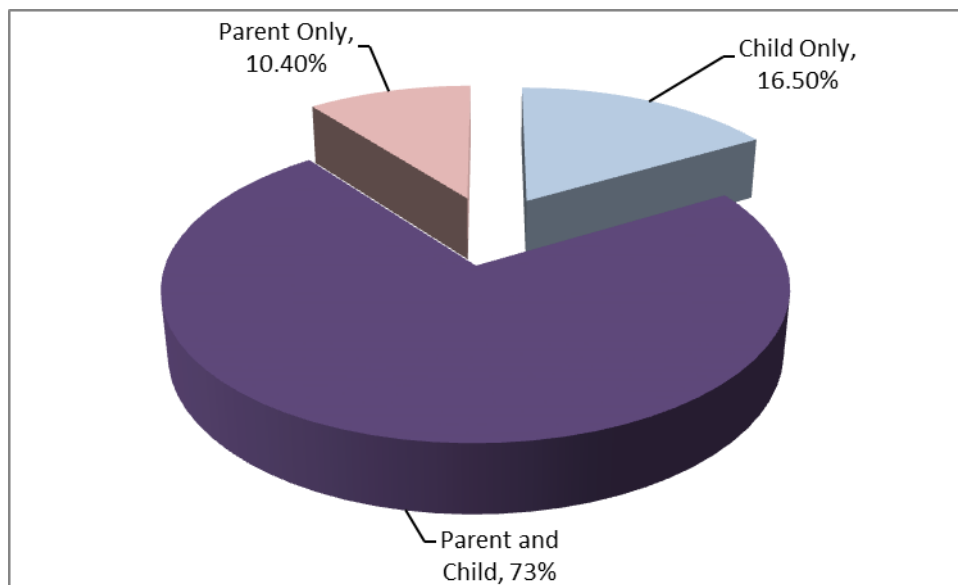
The response rate was 78%. The number of filled in questionnaires received was as follows:

- 300 received from children only
- 189 received from parents only
- 1324 paired questionnaires received from both parent and child, which count as 1 case.

**Table 1 - Questionnaires received**

	Frequency	Percentage of Cases*
Child Only	300	16.5%
Parent and Child	1324 & 1324	73.0%
Parent Only	189	10.4%

Two of the schools in the sample did not pair the parent and child questionnaire as instructed, and this explains the 16.5% and 10.4% of questionnaires which were child only and parent only respectively. **For the purposes of this report, only the data set where both the child and parent responses are available will be used.**



**Figure 1 - Percentage of questionnaires received**

## ***Participating Schools***

Table 2 shows the amount of child-parent questionnaires received from each school and the corresponding percentage of the total child-parent responses. Most of the schools are Government Schools.

For confidentiality and anonymity, the names of the schools should not be mentioned in any other presentation of this data.

**Table 2 - Schools with child-parent data**

	Frequency	Percent
St Catherine's Primary	105	7.9%
Bishop Cons. Gozo Secondary	72	5.4%
Hamrun Boys Secondary	102	7.7%
Kirkop Secondary	41	3.1%
Birkirkara Secondary	145	11.0%
Sta Venera Secondary	73	5.5%
Rabat Secondary	59	4.5%
Victoria Gozo Secondary	118	8.9%
Qala Primary	34	2.6%
Zebbug Primary	79	6.0%
Naxxar Primary	78	5.9%
Zejtun Primary	88	6.6%
Marsascala Primary	85	6.4%
Cospicua Primary	115	8.7%
Fgura Primary	90	6.8%
St Julian's Primary	31	2.3%
Newark School	9	0.7%
<b>Total</b>	<b>1324</b>	<b>100.0%</b>

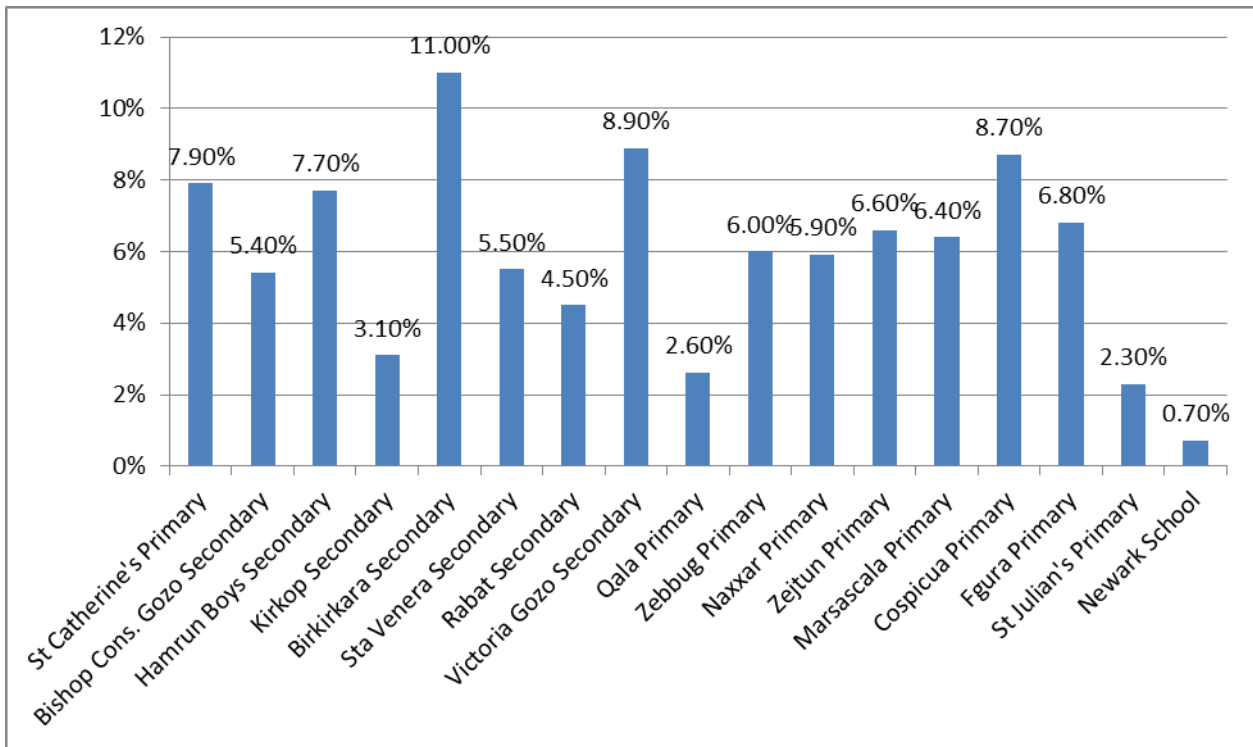


Figure 2 - Percentage of child-parent questionnaires received from participating schools

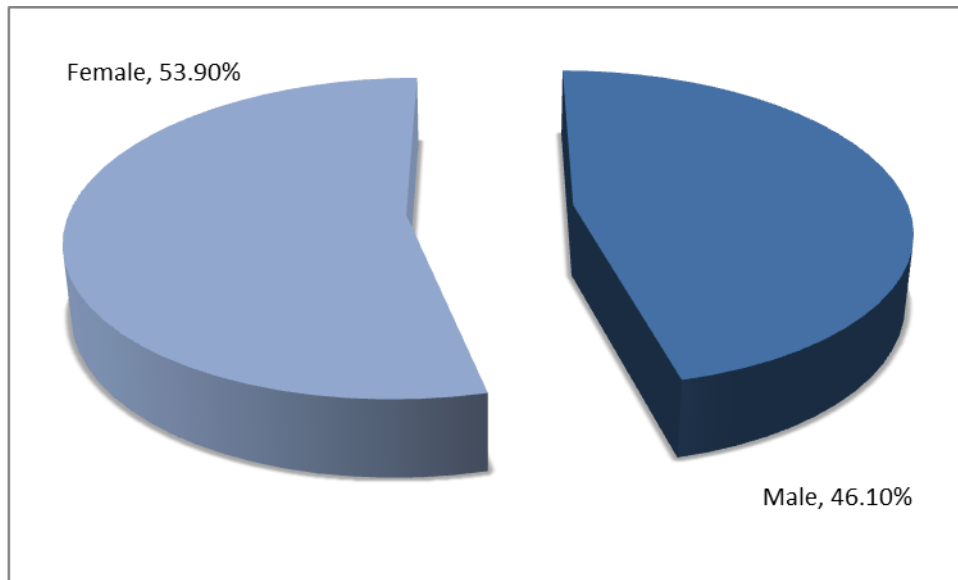
## Section B – Participants’ Demographics

### *Children’s Gender*

The percentage of female children respondents was 53.9% while 46.1% of the children were male.

**Table 3 - Children's gender**

	Frequency	Percent
Male	610	46.1%
Female	714	53.9%
Total	1324	100.0%



**Figure 3 - Children’s gender**



## Children's Ages

In Table 4, the children respondents are distributed according to age. The percentage of children aged 10 to 11 is higher than other ages and this corresponds to the higher number of participants in Form 1 as indicated in the next section.

Table 4 - Children's ages

	Frequency	Percent
8	164	12.4%
9	224	16.9%
10	271	20.5%
11	322	24.3%
12	108	8.2%
13	97	7.3%
14	114	8.6%
15	18	1.4%
Total	1318	99.55%
Did not reply	6	0.5%
Total	1324	100.0

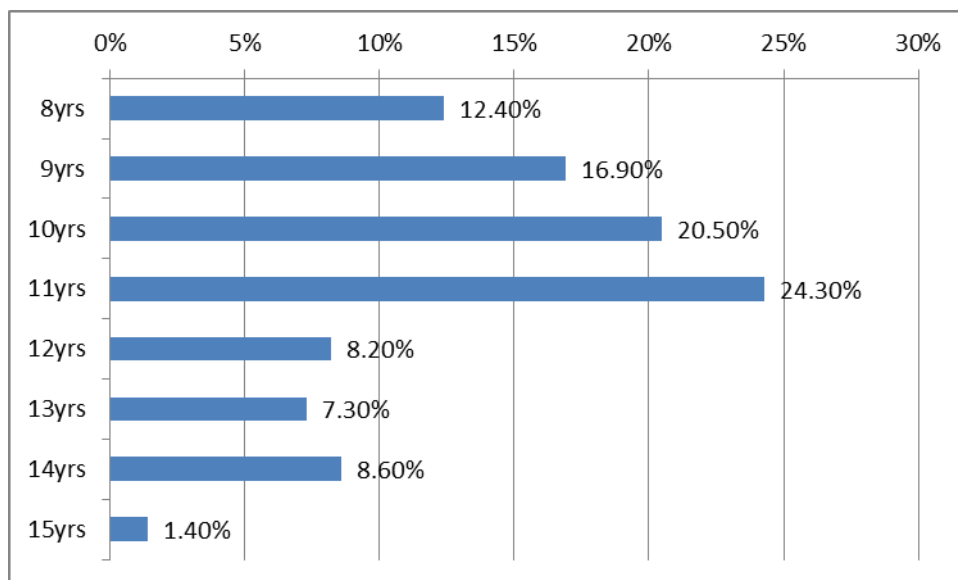


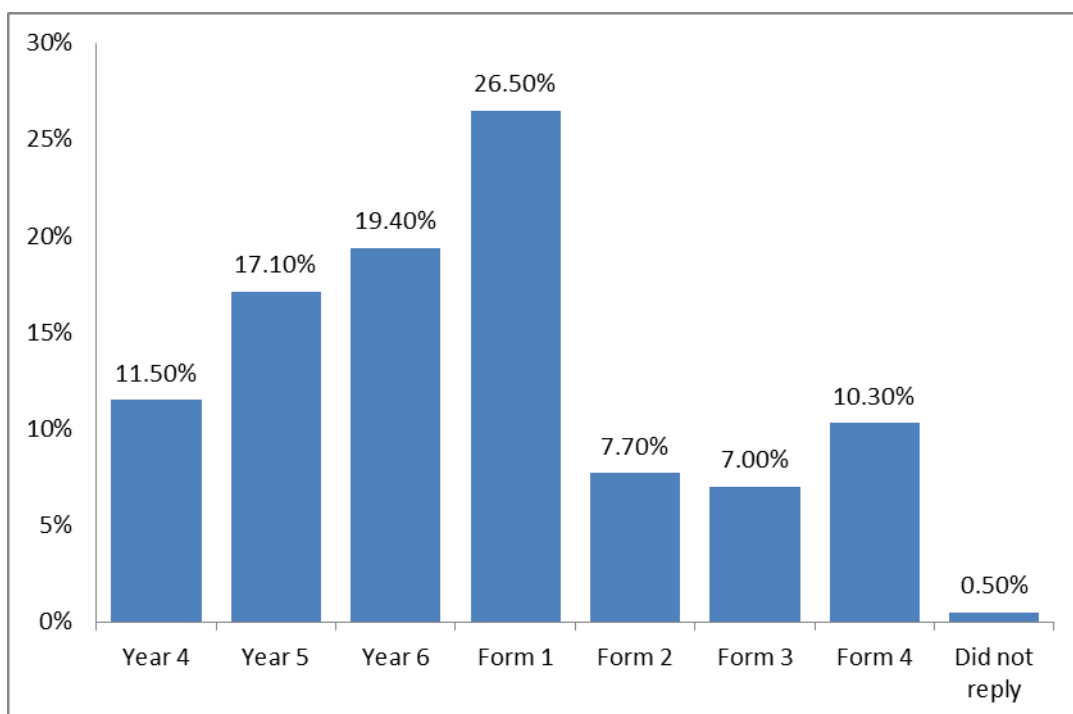
Figure 4 - Children's ages

## School Year

From the total number of participants from the children's cohort, 48% were in Primary Schools while 51.5% were in Secondary Schools. Table 5 gives the number and percentage of participants and their school year.

**Table 5 - School year**

	Frequency	Percent
Year 4	152	11.5%
Year 5	226	17.1%
Year 6	257	19.4%
Form 1	351	26.5%
Form 2	102	7.7%
Form 3	93	7.0%
Form 4	137	10.3%
Total	1318	99.5%
Did not reply	6	0.5%
Total	1324	100.0



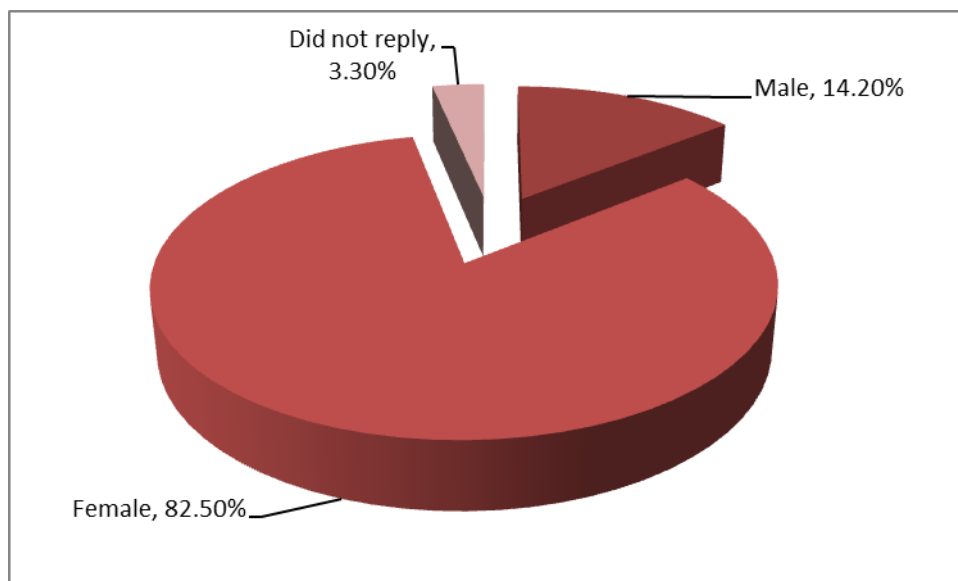
**Figure 5 - Distribution of participants' school year**

## Parents' Gender

As indicated below, a much larger proportion of the parents (82.5%) who replied to the questionnaire were females. Only 14.2% of respondents were males. Whilst this might be seen as a limitation as the views of the male parents are significantly under-represented, this might also be an indication of which parent might be a greater reference point for the children, and thus getting this parent's views would be more informative for the purpose of the study.

**Table 6 - Parents' gender**

	Frequency	Percent
Male	188	14.2%
Female	1092	82.5%
Total	1280	96.7%
Did not specify gender	44	3.3%
Total	1324	100.0%



**Figure 6 - Gender of parent respondents in the child-parent response pairs**

## Parents' Age

Table 7 denotes the percentage of parent respondents in each age group. The majority of parents (54.8%) are in the 31-40 years age bracket. 30.4% are in the 41-50 years age bracket while much smaller proportions are in the other age brackets.

Table 7 – Parents' age

	Frequency	Percent
20-30 years	77	5.8%
31-40 years	726	54.8%
41-50 years	403	30.4%
51-60 years	48	3.6%
60+ years	6	0.5%
Total	1260	95.2%
Did not reply	64	4.8%
Total	1324	100.0%

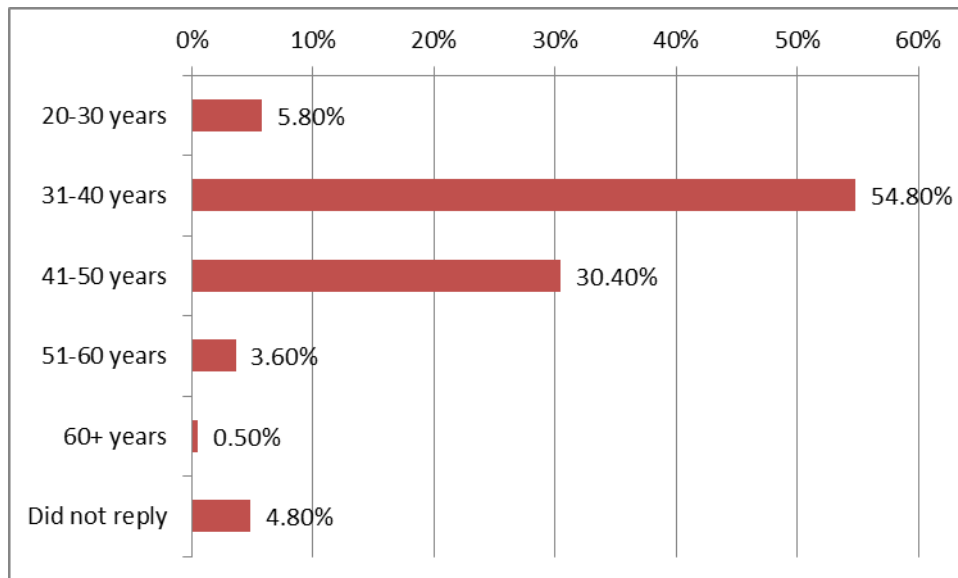


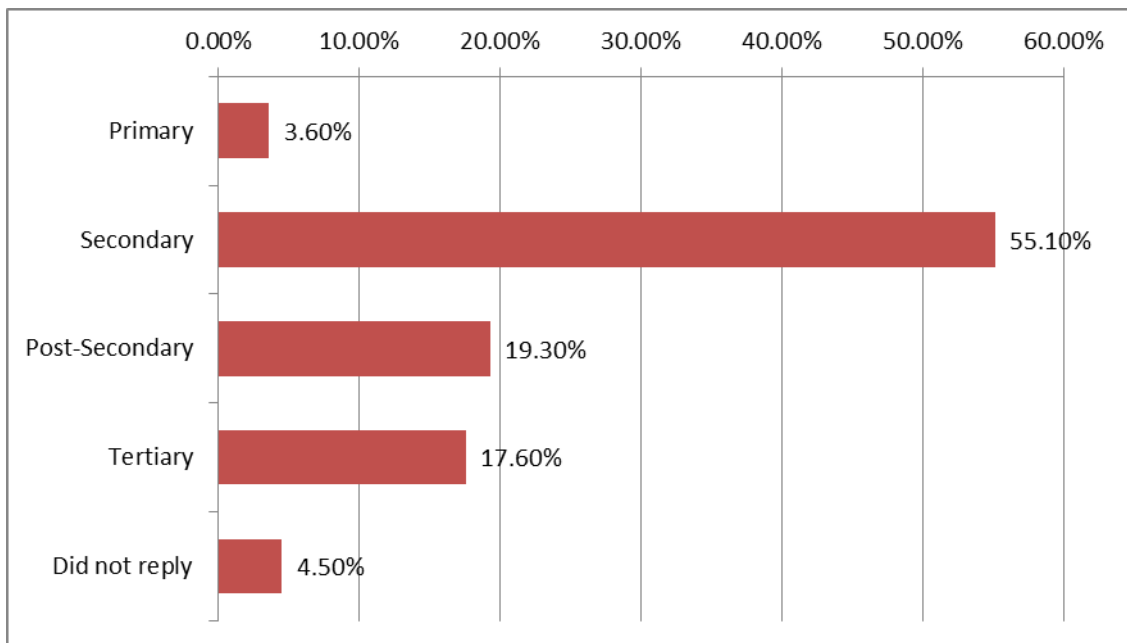
Figure 7 - Parents' age

## Parents' Education

Over half (55.1%) of the parent respondents have a Secondary level of education. Only 3.6% of parents had a Primary level of education while 19.3% and 17.6% have a Post-Secondary and Tertiary educational background respectively.

**Table 8 - Parents' education**

	Frequency	Percent
Primary	48	3.6%
Secondary	729	55.1%
Post-Secondary	255	19.3%
Tertiary	233	17.6%
Total	1265	95.5%
Did not reply	59	4.5%
<b>Total</b>	<b>1324</b>	<b>100.0%</b>



**Figure 8 - Parents' education**

## Section C – Access to the Internet

This section consisted of 3 questions addressing where the children access the internet from and which devices they own and use for this purpose. The aims are to find out more about children’s access to the internet and the parent’s perception of this access.

### **Internet Access**

In this question, children and parents were given a list of places to say where they accessed the internet from. Table 9 indicated the valid responses for this question for both parents and children.

**Table 9 - Internet access – Case summary**

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Children: Where do you access the internet from? <sup>a</sup>	1322	99.8%	2	0.2%	1324	100.0%
Parents: From where does your child access the internet? <sup>a</sup>	1314	99.2%	10	0.8%	1324	100.0%

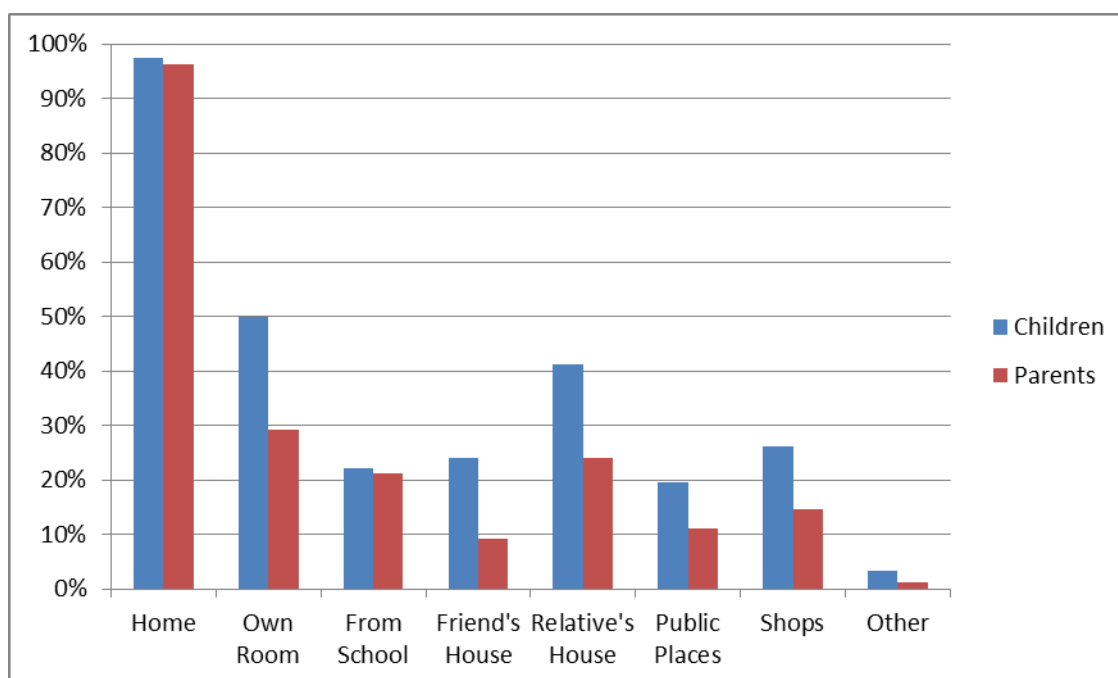
a. Dichotomy group tabulated at value 1.

When asked about internet access, both children and parents said that the availability of internet access from home is widespread. In the case of children it was 97.5% while in the case it was 96.3%. This indicates that the vast majority of Maltese households with children aged between 8 and 15 in this survey have internet access. There are substantial differences in perceptions of children and parents regarding access to internet from children’s own room, from friends’ houses, from relatives’ house, from shops and from public places.

**Table 10 - Internet access**

	Children		Parents	
	N	Percent	N	Percent
Home	1289	97.5%	1265	96.3%
Own Room	660	49.9%	384	29.2%
From School	292	22.1%	277	21.1%
Friend's House	318	24.1%	119	9.1%
Relative's House	545	41.2%	315	24.0%
Public Places	258	19.5%	144	11.0%
Shops	346	26.2%	192	14.6%
Other	44	3.3%	17	1.3%

Children’s responses show that they might have more internet access than their parents might be aware of. More specifically, there is a 20% discrepancy between children who access the internet from their own room and the parents’ perception to this access. Children have more internet access from friends’ and relatives’ houses, public places and shops than their parents are aware of. These differences and similarities will be analysed in the following sections where the child-parent responses will be studied in more depth.



**Figure 9 - Internet access**

From this point onwards, any of the items marked in **bold** in the tables or in the text signify the percentages of agreement in child-parent responses.

For the following sections related to the child-parent comparisons for internet access (Tables 11-18), the 12 invalid cases (2 children + 10 parents who did not reply to this question as per Table 9) were excluded from the analysis. These analyses will be based on 1312 respondents. The frequencies and percentages in Tables 11-18 indicate the amount of agreement between parents and children and not the observed frequencies. The frequencies and percentages in the total columns will vary because of the excluded cases.

**Internet Access from Home – Child-Parent Comparison**

Parent and child responses agree (either both say YES or both say NO) to the availability of internet access from home in **95.1%** of cases.

**Table 11 - Internet access from home - child \* parent cross tabulation**

		Internet access from home - parent		Total
		Yes	No	
Internet access from home - child	Yes	<b>1239</b>	40	1279
	% of Total	<b>94.4%</b>	3.0%	97.5%
No	Count	24	<b>9</b>	33
	% of Total	1.8%	<b>0.7%</b>	2.5%
Total	Count	1263	49	1312
	% of Total	96.3%	3.7%	100.0%

**Internet Access from Child’s Room – Child-Parent Comparison**

When asked about whether children access the internet from their own room, 49.9% of children replied that they did. In comparison only 29.2% of parents said that their children had internet access from their own room (Table 10). The child-parent responses in Table 12 agree in **67.8%** of the cases. It is noteworthy that 26.3% of children said that they had internet access from their own room while their parents indicated that they do not. This might imply that around one-fourth



of the parents might be unaware that their children are accessing the internet from their own room.

**Table 12 - Internet access from own room - child \* parent cross tabulation**

			Internet access from own room - parent		Total
			Yes	No	
Internet access from own room - child	Yes	Count	<b>307</b>	345	652
		% of Total	<b>23.4%</b>	26.3%	49.7%
	No	Count	77	<b>583</b>	660
		% of Total	5.9%	<b>44.4%</b>	50.3%
Total	Count	384	928	1312	
	% of Total	29.3%	70.7%	100.0%	

***Internet Access from School – Child-Parent Comparison***

Child-parent responses agreed in **76.7%** of cases when asked about children’s internet access from school. 11.2% of parents are under the impression that their children have internet access from school when children said that they do not. On the other hand 12% of parents are unaware that children have internet access from school when they actually do.

**Table 13 - Internet access from school - child \* parent cross tabulation**

			Internet access from school - parent		Total
			Yes	No	
Internet access from school – child	Yes	Count	<b>130</b>	158	288
		% of Total	<b>9.9%</b>	12.0%	22.0%
	No	Count	147	<b>877</b>	1024
		% of Total	11.2%	<b>66.8%</b>	78.0%
Total	Count	277	1035	1312	
	% of Total	21.1%	78.9%	100.0%	

**Internet Access from Friends – Child-Parent Comparison**

In the case of internet access from a friend’s house, child-parent responses agree in **79.7%** of the cases. 17.6% of the parents are not aware that their child is also accessing the internet from their friend’s houses.

**Table 14 - Internet access from a friend's house - child \* parent cross tabulation**

			Internet access from a friend's house - parent		Total
			Yes	No	
Internet access from a friend's house - child	Yes	Count	<b>84</b>	231	315
		% of Total	<b>6.4%</b>	17.6%	24.0%
	No	Count	35	<b>962</b>	997
		% of Total	2.7%	<b>73.3%</b>	76.0%
Total		Count	119	1193	1312
		% of Total	9.1%	90.9%	100.0%

**Internet Access from Relatives – Child-Parent Comparison**

Child-parent responses agree in **66.7%** of the cases when questioned about internet access from their relatives. 25.2% of the parents are unaware that their child is also accessing the internet from their relatives while 8.2% are under the impression that their child accesses internet from a relative’s house when in fact the child does not.

**Table 15 - Internet access from a relative's house - child \* parent cross tabulation**

			Internet access from a relative's house - parent		Total
			Yes	No	
Internet access from a relative's house - child	Yes	Count	<b>208</b>	331	539
		% of Total	<b>15.9%</b>	25.2%	41.1%
	No	Count	107	<b>666</b>	773
		% of Total	8.2%	<b>50.8%</b>	58.9%
Total		Count	315	997	1312
		% of Total	24.0%	76.0%	100.0%

**Internet Access from Public Places – Child-Parent Comparison**

In the case of internet access from public places (e.g. youth centres, Local Councils and public gardens), the majority of child-parent responses are in agreement (**83.4%**), which means that parents are mostly aware whether children access the internet from public places or not. However, 12.6% of parents do not know that their child also accesses the internet from public places.

**Table 16 - Internet access from public places - child \* parent cross tabulation**

			Internet access from public places - parent		Total
			Yes	No	
Internet access from public places - child	Yes	Count	<b>92</b>	165	257
		% of Total	<b>7.0%</b>	12.6%	19.6%
	No	Count	52	<b>1003</b>	1055
		% of Total	4.0%	<b>76.4%</b>	80.4%
Total		Count	144	1168	1312
		% of Total	11.0%	89.0%	100.0%

**Internet Access from Shops – Child-Parent Comparison**

Another 16.7% of parents are unaware that their children are accessing the internet from shops (e.g. restaurants and internet cafes), even though **78.2%** of parents are aware of what kind of access their children have from such places.

**Table 17 - Internet access from shops - child \* parent cross tabulation**

			Internet access from shops - parent		Total
			Yes	No	
Internet access from shops - child	Yes	Count	<b>124</b>	219	343
		% of Total	<b>9.5%</b>	16.7%	26.1%
	No	Count	68	<b>901</b>	969
		% of Total	5.2%	<b>68.7%</b>	73.9%
Total		Count	192	1120	1312
		% of Total	14.6%	85.4%	100.0%

***Internet Access from Other Places – Child-Parent Comparison***

Table 18 indicates that a very small percentage (3%) of children also have access to the internet from other places not asked about in the question and their parents are unaware of this.

**Table 18 - Internet access from another place - child \* parents cross tabulation**

			Internet access from another place - parent		Total
			Yes	No	
Internet access from another place - child	Yes	Count	<b>3</b>	40	43
		% of Total	<b>0.2%</b>	3.0%	3.3%
	No	Count	14	<b>1255</b>	1269
		% of Total	1.1%	<b>95.7%</b>	96.7%
Total		Count	17	1295	1312
		% of Total	1.3%	98.7%	100.0%

The results from these questions indicate that children seem to have more internet access from a variety of sources than their parents are aware of. This implies that such access might not be mediated by the parents since they are unaware of it.

## ***Devices Owned and Used to Access the Internet***

Children and parents were given a list of devices and asked to tick the ones the child owned and used to access the internet.

### ***Devices Owned***

Table 19 shows the valid responses for children and parents regarding the devices owned.

**Table 19 - Devices owned by the children – Case summary**

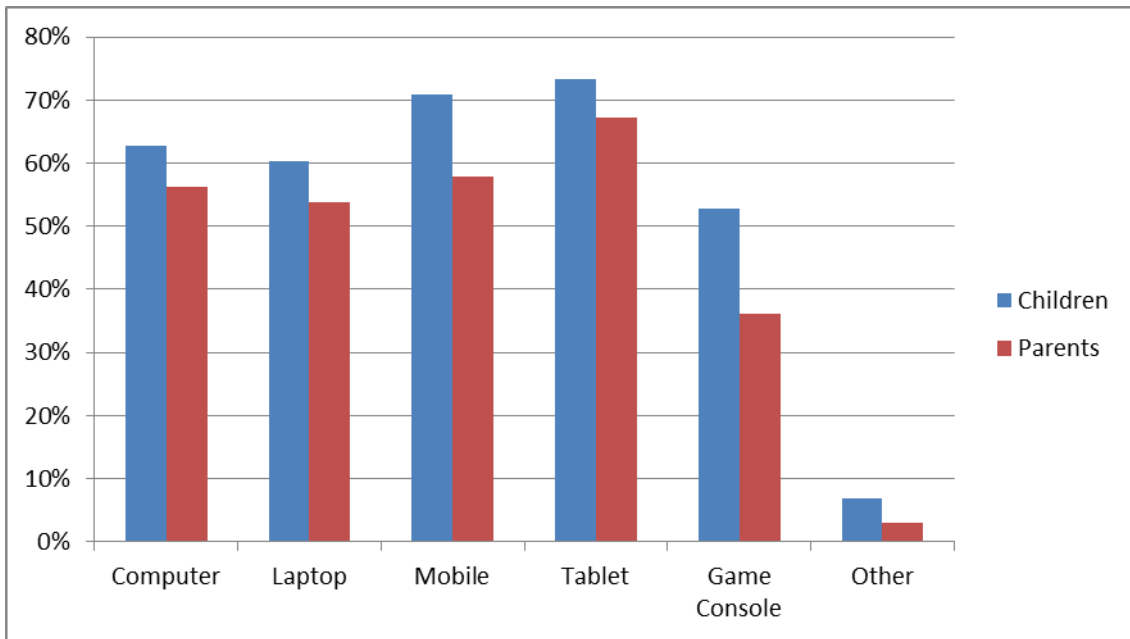
	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Children: Which of the following do you own? <sup>a</sup>	1314	99.2%	10	0.8%	1324	100.0%
Parents: Which of these does your child have? <sup>a</sup>	1310	98.9%	14	1.1%	1324	100.0%

a. Dichotomy group tabulated at value 1.

Table 20 indicates the percentage of children and parents who say the child owns the specific device mentioned. The differences in children who said they own a mobile phone and a game console when compared to the parents are high. These results are represented in Figure 10.

**Table 20 - Devices owned**

	Children		Parents	
	N	Percent	N	Percent
Computer	824	62.7%	736	56.2%
Laptop	794	60.4%	705	53.8%
Mobile	931	70.9%	759	57.9%
Tablet	965	73.4%	882	67.3%
Game Console	693	52.7%	474	36.2%
Other	90	6.8%	41	3.1%



**Figure 10 - Devices owned**

Below are the direct comparisons of the child-parent responses for each of the devices in the questionnaire (Tables 21-26). For these sections the 24 invalid cases (10 children + 14 parents who did not reply to this question as per Table 19) were excluded from the analysis, and thus the analyses will be based on 1300 respondents. The frequencies and percentages in Tables 22-26 indicate the amount of agreement between parents and children and not the observed frequencies. The frequencies and percentages in the total columns will vary from those in Table 20 because of these excluded cases.

***Devices Owned – Child-parent Comparison for Computer***

When asked whether the child owned a computer, children and parents’ responses agreed in **79%** of the cases.

**Table 21 - Owns computer - child \* parent cross tabulation**

			Owns computer - parent		Total
			Yes	No	
Owns computer - child	Yes	Count	<b>637</b>	178	815
		% of Total	<b>49.0%</b>	13.7%	62.7%
	No	Count	95	<b>390</b>	485
		% of Total	7.3%	<b>30.0%</b>	37.3%
Total	Count	732	568	1300	
	% of Total	56.3%	43.7%	100.0%	

***Devices Owned – Child-parent Comparison for Laptop***

When asked whether the child owned a laptop, children and parents’ responses agreed in **78.2%** of the cases. In both Table 21 and 22, the discrepancies in responses could be due to the different ways in which children and parents perceive who the owner of the device in question is. For example a respondent may say he or she owns a device, when in fact it is shared amongst family members.

**Table 22 - Owns laptop - child \* parent cross tabulation**

			Owns laptop - parent		Total
			Yes	No	
Owns laptop - child	Yes	Count	<b>602</b>	185	787
		% of Total	<b>46.3%</b>	14.2%	60.5%
	No	Count	98	<b>415</b>	513
		% of Total	7.5%	<b>31.9%</b>	39.5%
Total	Count	700	600	1300	
	% of Total	53.8%	46.2%	100.0%	

***Devices Owned – Child-parent Comparison for Mobile Phone***

Where it concerns whether or not the child owns a mobile phone, **78.8%** of the child-parent responses are in agreement about this. 17% of children say they own a mobile phone when their parents say they do not. This might be due to social desirability effect in their responses. Parents

might not be admitting that their child owns a mobile phone, or else the children might be over-reporting the number of devices they have.

**Table 23 - Owns mobile - child \* parent cross tabulation**

			Owns mobile - parent		Total
			Yes	No	
Owns mobile - child	Yes	Count	<b>701</b>	221	922
		% of Total	<b>53.9%</b>	17.0%	70.9%
	No	Count	54	<b>324</b>	378
		% of Total	4.2%	<b>24.9%</b>	29.1%
Total	Count		755	545	1300
	% of Total		58.1%	41.9%	100.0%

***Devices Owned – Child-parent Comparison for Tablet***

Child-parent responses agree in **82.7%** of the cases regarding ownership of tablets. The reasons why parents and children disagree may be various. One reason could be the perception of who owns the tablet, especially in the case where this is shared by siblings. In some of the questionnaires, children or parents ticked “other ” in the list of the devices owned and then listed ‘iPad’ as the other device. This was considered as if they had ticked “tablet” in the data inputting stage. However, there could be other respondents who own an iPad and did not tick “tablet” in the questionnaire. This might be one of the various reasons why the children and parent responses differ.

**Table 24 - Owns tablet - child \* parent cross tabulation**

			Owns tablet - parent		Total
			Yes	No	
Owns tablet - child	Yes	Count	<b>803</b>	154	957
		% of Total	<b>61.8%</b>	11.8%	73.6%
	No	Count	71	<b>272</b>	343
		% of Total	5.5%	<b>20.9%</b>	26.4%
Total	Count		874	426	1300
	% of Total		67.2%	32.8%	100.0%



**Devices Owned – Child-parent Comparison for Game Console**

The percentage of child-parent responses that agree in the case of ownership of game consoles is **70.1%**. Around one-fourth of the children (23.4%) say they own a Game Console but their parents say they do not. Again, there could be various reasons for this difference. One could be whether the child actually owns the device or whether it is shared by someone else in the family.

**Table 25 - Owns game console - child \* parent cross tabulation**

			Owns game console - parent		Total
			Yes	No	
Owns game console - child	Yes	Count	<b>385</b>	304	689
		% of Total	<b>29.6%</b>	23.4%	53.0%
	No	Count	85	<b>526</b>	611
		% of Total	6.5%	<b>40.5%</b>	47.0%
Total	Count	470	830	1300	
	% of Total	36.2%	63.8%	100.0%	

**Devices Owned – Child-parent Comparison for Other Devices**

The disagreement in child-parent responses in Table 26 might be due to those responses where iPads were not classified as Tablets, and other Game Consoles apart from the examples given in the questionnaire (which were XBOX, Playstation and Wii) were not classified as Game Consoles.

**Table 26 - Owns other device - child \* parent cross tabulation**

			Owns other device - parent		Total
			Yes	No	
Owns other device - child	Yes	Count	<b>18</b>	71	89
		% of Total	<b>1.4%</b>	5.5%	6.8%
	No	Count	22	<b>1189</b>	1211
		% of Total	1.7%	<b>91.5%</b>	93.2%
Total	Count	40	1260	1300	
	% of Total	3.1%	96.9%	100.0%	

## Devices Used to Access the Internet

Children and parents were asked to say whether they used these devices to access the internet. Table 27 indicates the valid responses by the children and parents for this question.

**Table 27 - Devices used by the children to access the internet – Case summary**

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Children: Which of these do you use to access the internet? <sup>a</sup>	1319	99.6%	5	0.4%	1324	100.0%
Parents: Which of the following electronic devices does your child use to access the internet? <sup>a</sup>	1310	98.9%	14	1.1%	1324	100.0%

a. Dichotomy group tabulated at value 1.

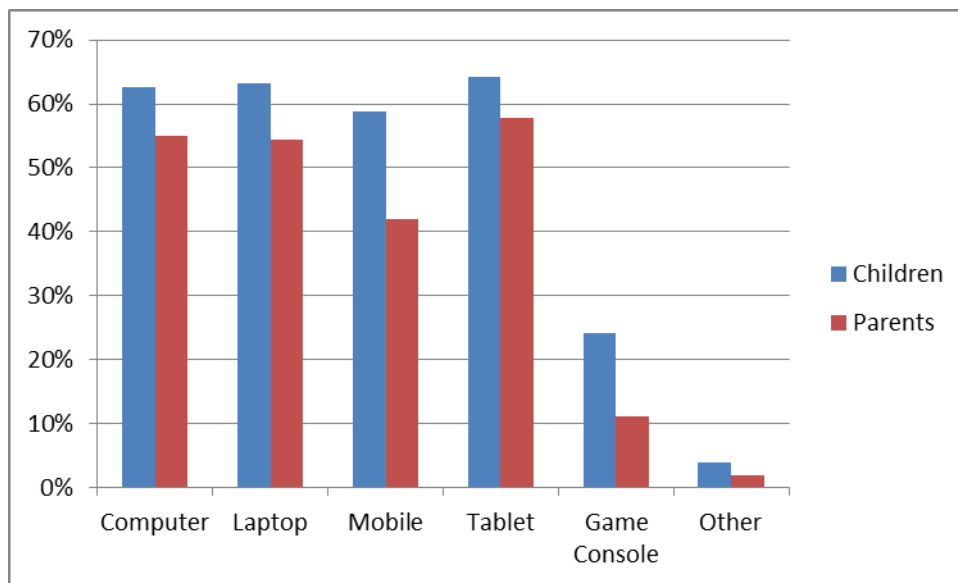
Both parents and children said that the devices mostly used for internet access are computers, laptops and tablets. However, according to the children, mobile phones are almost as frequently used as much as the aforementioned devices to access the internet. Game consoles are used by only around one-fourth of the respondents for internet access, possibly because their primary function is not to serve as a way to access the internet.

**Table 28 - Devices used to access the internet**

	Children		Parents	
	N	Percent	N	Percent
Computer	826	62.6%	719	54.9%
Laptop	835	63.3%	713	54.4%
Mobile	777	58.9%	550	42.0%
Tablet	847	64.2%	757	57.8%
Game Console	319	24.2%	146	11.1%
Other	52	3.9%	24	1.8%

Similarly to the finding mentioned earlier on, where it seems that there are parents who are unaware from where their child accesses the internet, children seem to be using more devices to access the internet than their parents are aware of. There are substantial differences in the

responses from parents and children regarding internet access via mobile phone as well as from Game Consoles.



**Figure 11 - Devices used to access the internet**

These differences will be explored further in Tables 29-34 to identify where the discrepancies lie in the child-parent responses. The cases valid for these analyses are 1306 i.e. excluding the 5 invalid cases for children and the 14 invalid cases for parents as per Table 27. One of the cases is invalid for both parent and child, thus 18 cases are removed from the analysis instead of 19. The frequencies and percentages in Tables 29-34 indicate the amount of agreement between parents and children and not the observed frequencies. The frequencies and percentages in the total columns will vary because of the invalid cases excluded from these analyses.

***Devices Used to Access the Internet – Child-parent Comparison for Computer***

Parents and children agree in **78%** of the cases about whether the internet is accessed via the computer. In 14.9% of the responses, children say they use the computer to access the internet while their parents are not aware of this, while 7.2% of parents think their child uses the computer to access the internet when they do not. Since several other devices make internet access possible, parents might be unaware that their children might be using other devices to do so.

**Table 29 - Uses computer - child \* parent cross tabulation**

			Uses computer - parent		Total
			Yes	No	
Uses computer - child	Yes	Count	<b>624</b>	194	818
		% of Total	<b>47.8%</b>	14.9%	62.6%
	No	Count	94	<b>394</b>	488
		% of Total	7.2%	<b>30.2%</b>	37.4%
Total	Count	718	588	1306	
	% of Total	55.0%	45.0%	100.0%	

***Devices Used to Access the Internet – Child-parent Comparison for Laptop***

Regarding what children and parents say about internet access via a laptop, a situation similar to computers can be observed. Parents and children agree in **78%** of the cases about internet access via laptops, while 15.5% of parents are unaware that their child accesses the internet by means of a laptop.

**Table 30 - Uses laptop - child \* parent cross tabulation**

			Uses laptop - parent		Total
			Yes	No	
Uses laptop - child	Yes	Count	<b>625</b>	203	828
		% of Total	<b>47.9%</b>	15.5%	63.4%
	No	Count	85	<b>393</b>	478
		% of Total	6.5%	<b>30.1%</b>	36.6%
Total	Count	710	596	1306	
	% of Total	54.4%	45.6%	100.0%	

***Devices Used to Access the Internet – Child-parent Comparison for Mobile Phone***

Over one-fifth of children (22.3%) access the internet via a mobile phone and their parents are unaware of this. Children and parents agree about internet access via mobile phones in **72.1%** of the cases.

**Table 31 - Uses mobile - child \* parent cross tabulation**

			Uses mobile - parent		Total
			Yes	No	
Uses mobile - child	Yes	Count	<b>476</b>	291	767
		% of Total	<b>36.4%</b>	22.3%	58.7%
	No	Count	73	<b>466</b>	539
		% of Total	5.6%	<b>35.7%</b>	41.3%
Total	Count	549	757	1306	
	% of Total	42.0%	58.0%	100.0%	

***Devices Used to Access the Internet – Child-parent Comparison for Tablet***

Table 32 and 33 indicate that around 15% of the parents are unaware that their child uses a tablet or a game console to access the internet. The agreement between parent and children about internet access from tablets and game consoles is **75.2%** and **81%** respectively.

**Table 32 - Uses tablet - child \* parent cross tabulation**

			Uses tablet - parent		Total
			Yes	No	
Uses tablet - child	Yes	Count	<b>635</b>	203	838
		% of Total	<b>48.6%</b>	15.5%	64.2%
	No	Count	120	<b>348</b>	468
		% of Total	9.2%	<b>26.6%</b>	35.8%
Total	Count	755	551	1306	
	% of Total	57.8%	42.2%	100.0%	

**Devices Used to Access the Internet – Child-parent Comparison for Game Console**

**Table 33 - Uses game console - child \* parent cross tabulation**

			Uses game console - parent		Total
			Yes	No	
Uses game console - child	Yes	Count	<b>107</b>	209	316
		% of Total	<b>8.2%</b>	16.0%	24.2%
	No	Count	39	<b>951</b>	990
		% of Total	3.0%	<b>72.8%</b>	75.8%
Total	Count	146	1160	1306	
	% of Total	11.2%	88.8%	100.0%	

**Devices Used to Access the Internet – Child-parent Comparison for Other Devices**

Apart from the devices mentioned in the questionnaire, a small amount of respondents mentioned that the child accesses the internet from other devices such as Smart TVs and Android Box. This makes it important that parents are aware of this fact, and that they understand the need to apply similar safety measures as to what they use for “traditional” devices.

**Table 34 - Uses other device - child \* parent cross tabulation**

			Uses other device - parent		Total
			Yes	No	
Uses other device - child	Yes	Count	<b>8</b>	43	51
		% of Total	<b>0.6%</b>	3.3%	3.9%
	No	Count	16	<b>1239</b>	1255
		% of Total	1.2%	<b>94.9%</b>	96.1%
Total	Count	24	1282	1306	
	% of Total	1.8%	98.2%	100.0%	

## Section D - Internet Use

In this section, children and parents were asked 3 questions about how often they use the internet and the time spent online daily on weekdays and weekends. Children were then asked a further 4 questions about the activities they do online, which accounts they have, which information about them is available online and what activities they had carried out online in the week prior to the survey. Parents were also asked which activities their children were allowed to do online and which information available online about their child they are aware of.

### *Frequency of Internet Use*

Table 35 indicates the valid responses for the questions related to the frequency of internet use.

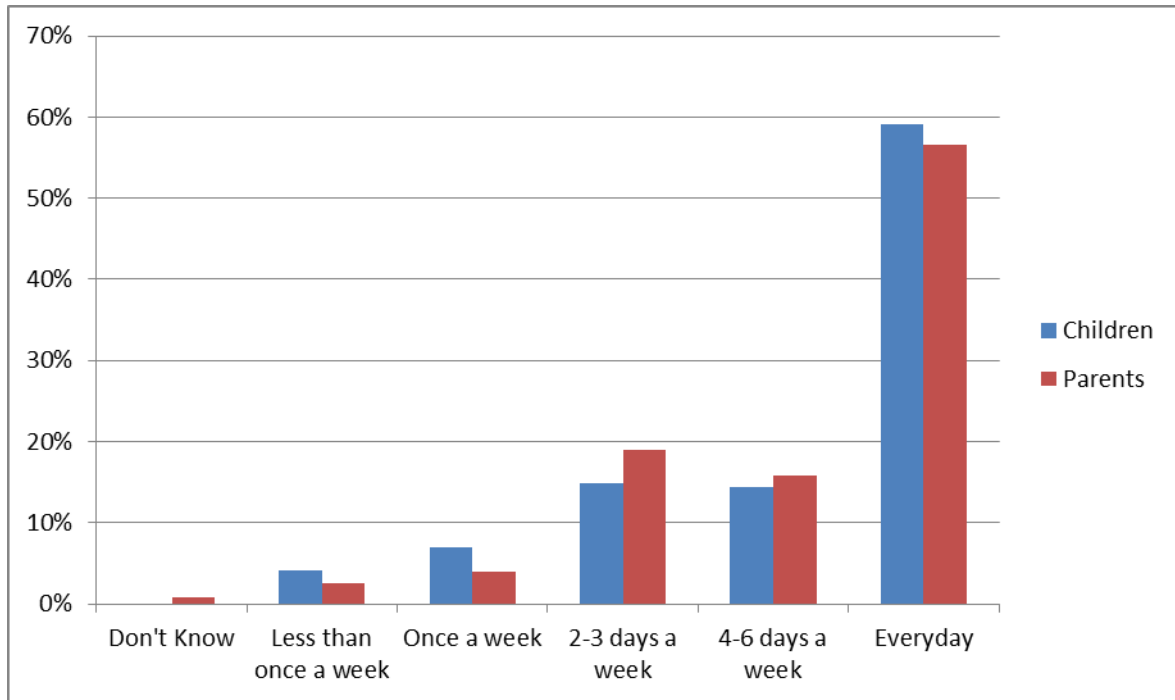
**Table 35 - Frequency of internet use – Case summary**

	Children: How often do you use the internet?	Parents: How often does your child use the internet?
Valid	1318	1309
Did not reply	6	15

The majority of children (59.1%) and of parents (56.6%) say that the child uses the internet daily. The other frequencies can be observed in Table 36.

**Table 36 - Frequency of internet use**

	Children		Parents	
	Frequency	Percent	Frequency	Percent
Don't Know	n/a	n/a	11	0.8%
Less than once a week	56	4.2%	34	2.6%
Once a week	93	7.0%	52	3.9%
2-3 days a week	196	14.8%	251	19.0%
4-6 days a week	190	14.4%	211	15.9%
Everyday	783	59.1%	750	56.6%
Total	1318	99.5%	1309	98.9%
Did not reply	6	0.5%	15	1.1%
Total	1324	100.0	1324	100.0



**Figure 12 - Frequency of internet use**

The frequency of internet use was then analysed according to the children’s ages. 99.1% of the cases were analysed.

**Table 37 - Child's age \* Frequency of use - Case summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Child's Age * How often do you use the internet - child	1312	99.1%	12	0.9%	1324	100.0%

Table 38 indicates that across all ages, children mostly use the internet daily. As they grow older, there are fewer children who say they use the internet less than daily.



**Table 38 - Child's age \* Frequency of use cross tabulation**

		How often do you use the internet - child					Total	
		Less than once a week	Once a week	2-3 days a week	4-6 days a week	Everyday		
Child's Age	8	Count	11	21	19	13	99	163
		% of Total	0.8%	1.6%	1.4%	1.0%	7.5%	12.4%
	9	Count	17	23	51	28	104	223
		% of Total	1.3%	1.8%	3.9%	2.1%	7.9%	17.0%
	10	Count	11	21	59	50	128	269
		% of Total	0.8%	1.6%	4.5%	3.8%	9.8%	20.5%
	11	Count	13	21	44	57	187	322
		% of Total	1.0%	1.6%	3.4%	4.3%	14.3%	24.5%
	12	Count	3	5	9	21	70	108
		% of Total	0.2%	0.4%	0.7%	1.6%	5.3%	8.2%
	13	Count	1	2	6	7	79	95
		% of Total	0.1%	0.2%	0.5%	0.5%	6.0%	7.2%
	14	Count	0	0	7	12	95	114
		% of Total	0.0%	0.0%	0.5%	0.9%	7.2%	8.7%
	15	Count	0	0	1	0	17	18
		% of Total	0.0%	0.0%	0.1%	0.0%	1.3%	1.4%
Total		Count	56	93	196	188	779	1312
		% of Total	4.3%	7.1%	14.9%	14.3%	59.4%	100.0%

Children's frequency of internet use was also analysed according to gender. The vast majority of cases (99.5%) were included in this analysis.

**Table 39 - Child's gender \* Frequency of use - Case summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Child's Gender * How often do you use the internet – child	1318	99.5%	6	0.5%	1324	100.0%

Around 30% of both males and females surveyed use the internet daily. The percentages of males and females who use the internet less frequently are rather comparable.

**Table 40 - Child's gender \* Frequency of use**

			How often do you use the internet - child					Total
			Less than once a week	Once a week	2-3 days a week	4-6 days a week	Everyday	
Child's Gender	Male	Count	20	35	75	91	386	607
		% of Total	1.5%	2.7%	5.7%	6.9%	29.3%	46.1%
	Female	Count	36	58	121	99	397	711
		% of Total	2.7%	4.4%	9.2%	7.5%	30.1%	53.9%
Total		Count	56	93	196	190	783	1318
		% of Total	4.2%	7.1%	14.9%	14.4%	59.4%	100.0%

***Frequency of Internet Use – Child-parent comparison***

Table 41 shows a comparison of the child-parent responses for how often the child uses the internet. Of the responses 98.4% are valid.

**Table 41 - Frequency of internet use comparison – Case summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
How often do you use the internet - child * How often does your child use the internet - parent	1303	98.4%	21	1.6%	1324	100.0%

Children and parents agree in **62.07%** of the cases when comparing their responses about the frequency of the child’s internet use. However, a consistent finding in these responses indicates that children may be underestimating how often they go online since parents’ reports are higher than those reported by children. It could also be that the children were not always accurate in reporting the frequency of their internet use, or that the children might be using a particular device such as a tablet or laptop for other things, and the parents think they are using it to access the internet.

**Table 42 - How often do you use the internet - child \* parent cross tabulation**

			How often do you use the internet - parent						Total
			Don't Know	Less than once a week	Once a week	2-3 days a week	4-6 days a week	Every day	
How often do you use the internet - child	Less than once a week	Count	0	<b>14</b>	9	10	7	14	54
		% of Total	0.0%	<b>1.1%</b>	0.7%	0.8%	0.5%	1.1%	4.1%
	Once a week	Count	4	7	<b>15</b>	34	14	18	92
		% of Total	0.3%	0.5%	<b>1.2%</b>	2.6%	1.1%	1.4%	7.1%
	2-3 days a week	Count	1	3	11	<b>97</b>	36	44	192
		% of Total	0.1%	0.2%	0.8%	<b>7.4%</b>	2.8%	3.4%	14.7%
	4-6 days a week	Count	0	3	5	35	<b>79</b>	68	190
		% of Total	0.0%	0.2%	0.4%	2.7%	<b>6.1%</b>	5.2%	14.6%
	Everyday	Count	6	7	10	75	75	<b>602</b>	775
		% of Total	0.5%	0.5%	0.8%	5.8%	5.8%	<b>46.2%</b>	59.5%
	Total	Count	11	34	50	251	211	746	1303
		% of Total	0.8%	2.6%	3.8%	19.3%	16.2%	57.3%	100.0%

***Time Spent Using the Internet on Weekdays***

Children were asked to mark the amount of time they spend online every day during weekdays and parents were asked to do the same regarding their children. Table 43 indicates the valid responses analysed in each case.

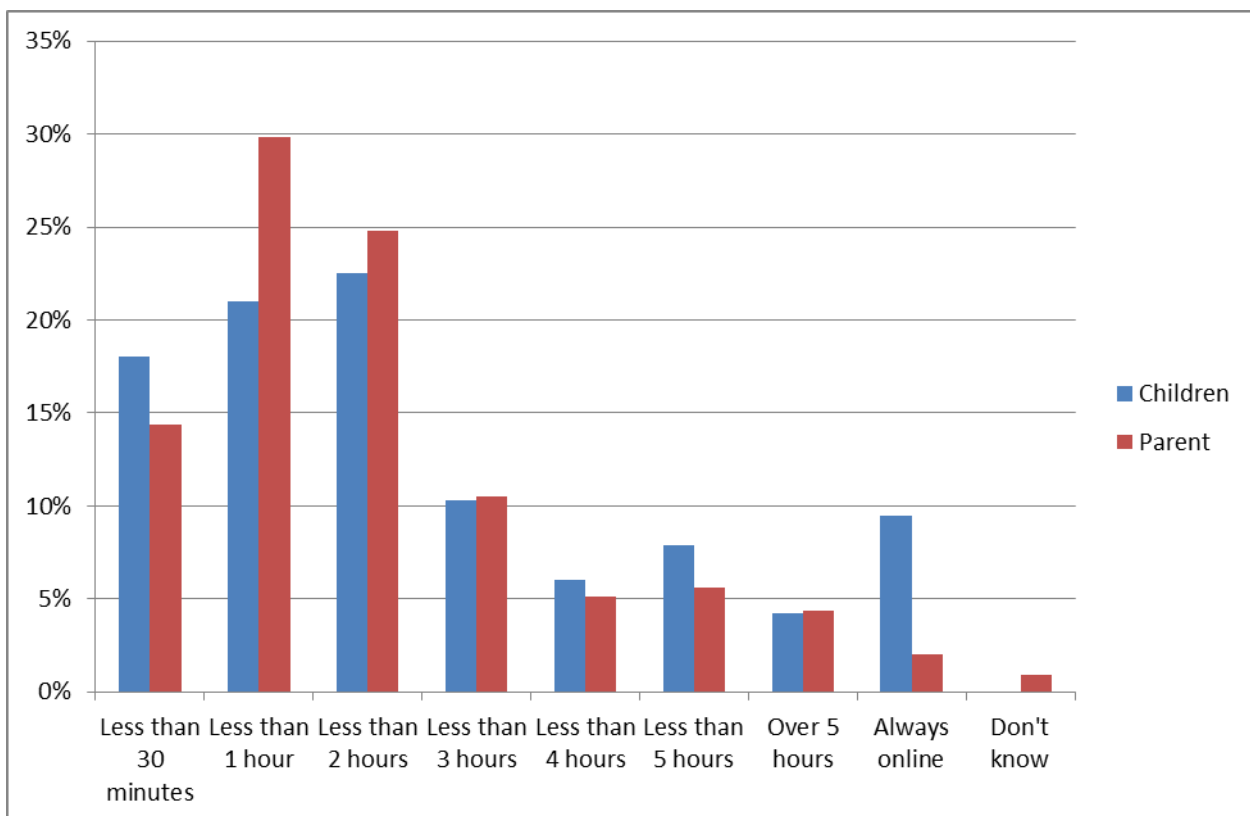
**Table 43 - Time spent using the internet on weekdays – Case summary**

		Children: How much time do you spend using the internet every day on a weekday (Monday to Friday)?	Parents: How much time does your child spend using the internet every day on a weekday (Monday to Friday)?
N	Valid	1313	1289
	Did not reply	11	35

43.5% of children report that during weekdays they use the internet between 30 minutes to 2 hours daily. 54.6% of parents report their child’s daily usage as falling within this bracket.

**Table 44 - Time spent using the internet on weekdays**

	Children		Parent	
	Frequency	Percent	Frequency	Percent
Less than 30 minutes	238	18.0%	190	14.4%
Less than 1 hour	278	21.0%	394	29.8%
Less than 2 hours	298	22.5%	328	24.8%
Less than 3 hours	136	10.3%	139	10.5%
Less than 4 hours	80	6.0%	68	5.1%
Less than 5 hours	104	7.9%	74	5.6%
Over 5 hours	55	4.2%	58	4.4%
Always online	124	9.45%	26	2.05%
Don't know	n/a	n/a	12	0.9%
Total	1313	99.2%	1289	97.4%
Did not reply	11	0.8%	35	2.6%
<b>Total</b>	<b>1324</b>	<b>100%</b>	<b>1324</b>	<b>100%</b>



**Figure 13 - Time spent using the internet on weekdays**

Figure 13 depicts two points where the children and parents differ considerably. Nearly 30% of parents as opposed to 21% of children report that internet is used for less than 1 hour a day. Another divergence was observed regarding children being always online. Only 2.05% of the parents as opposed to 9.45% of children report being always online.

***Time Spent Using the Internet on Weekdays – Child-parent Comparison***

Below is a comparison of the child-parent responses to identify differences and similarities in these paired responses. Table 45 indicates the valid responses (96.6%) considered for this analysis.

**Table 45 - Time spent using the internet on weekdays child-parent – Case summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
How much time do you spend using the internet every day - child * parent	1279	96.6%	45	3.4%	1324	100.0%

The agreement between parents and children is rather low for this comparison (**35.3%**). However, in most cases, when considering the children’s replies and their parents’ corresponding answers, they indicate the possibility that parents and children are taking an approximation of the time spent online. There is a substantial difference in the percentage of children who reported being always online and parents who reported this. Parents seem to underestimate the time spent online by their children. This could be due to the perception of what it means to be always online. For some it might mean that the child is constantly using the internet or that access is always available (mostly through mobile devices) and the child can access the internet at any time.

**Table 46 - How much time do you spend using the internet every day - child \* parent cross tabulation**

			How much time do you spend using the internet every day - parent								Total	
			Less than 30 minutes	Less than 1 hour	Less than 2 hours	Less than 3 hours	Less than 4 hours	Less than 5 hours	Over 5 hours	I am always online		Don't know
How much time do you spend using the internet every day - child	Less than 30 minutes	Count % of Total	<b>83</b> <b>6.5%</b>	83 6.5%	40 3.1%	7 0.5%	7 0.5%	5 0.4%	5 0.4%	0 0.0%	0 0.0%	230 18.0%
	Less than 1 hour	Count % of Total	47 3.7%	<b>146</b> <b>11.4%</b>	48 3.8%	13 1.0%	6 0.5%	3 0.2%	3 0.2%	2 0.2%	2 0.2%	270 21.1%
	Less than 2 hours	Count % of Total	34 2.7%	87 6.8%	<b>121</b> <b>9.5%</b>	33 2.6%	7 0.5%	8 0.6%	1 0.1%	1 0.1%	2 0.2%	294 23.0%
	Less than 3 hours	Count % of Total	8 0.6%	19 1.5%	43 3.4%	<b>33</b> <b>2.6%</b>	14 1.1%	5 0.4%	7 0.5%	1 0.1%	3 0.2%	133 10.4%
	Less than 4 hours	Count % of Total	5 0.4%	14 1.1%	22 1.7%	14 1.1%	<b>11</b> <b>0.9%</b>	10 0.8%	2 0.2%	1 0.1%	0 0.0%	79 6.2%
	Less than 5 hours	Count % of Total	1 0.1%	19 1.5%	19 1.5%	15 1.2%	11 0.9%	<b>20</b> <b>1.6%</b>	12 0.9%	1 0.1%	2 0.2%	100 7.8%
	Over 5 hours	Count % of Total	1 0.1%	3 0.2%	13 1.0%	7 0.5%	4 0.3%	7 0.5%	<b>17</b> <b>1.3%</b>	1 0.1%	1 0.1%	54 4.2%
	I am always online	Count % of Total	7 0.5%	20 1.6%	22 1.7%	16 1.3%	7 0.5%	16 1.3%	10 0.8%	<b>19</b> <b>1.5%</b>	2 0.2%	119 9.3%
<b>Total</b>	Count % of Total	186 14.5%	391 30.6%	328 25.6%	138 10.8%	67 5.2%	74 5.8%	57 4.5%	26 2.0%	12 0.9%	1279 100.0%	

### ***Time Spent Online During Weekends***

Children were asked to specify the amount of time they spend online during weekends and parents were asked the same question regarding their children. Table 47 shows the valid responses analysed in each case.

**Table 47 - Time spent using the internet on weekends – Case summary**

		Children: How much time do you spend using the internet every day during the weekend (Saturdays and Sundays)?	Parents: How much time does your child spend using the internet every day during the weekend (Saturdays and Sundays)?
N	Valid	1306	1295
	Did not reply	18	29

During weekends (Table 48) children claim they use the internet for more hours when compared to weekdays. Figure 14 shows that there is a slight increase in the percentage of children who are always online during weekends. This finding is also evident in the parents' replies.

**Table 48 - Time spent using the internet on weekends**

	Children		Parent	
	Frequency	Percent	Frequency	Percent
Less than 30 minutes	188	14.2%	141	10.6%
Less than 1 hour	248	18.7%	221	16.7%
Less than 2 hours	257	19.4%	315	23.8%
Less than 3 hours	159	12.0%	196	14.8%
Less than 4 hours	119	9.0%	126	9.5%
Less than 5 hours	152	11.5%	124	9.4%
Over 5 hours	10	0.8%	106	8.0%
Always online	173	13.1%	50	3.8%
Don't know	n/a	n/a	16	1.2%
Total	1306	98.6%	1295	97.8%
Did not reply	18	1.4%	29	2.2%
<b>Total</b>	<b>1324</b>	<b>100%</b>	<b>1324</b>	<b>100%</b>

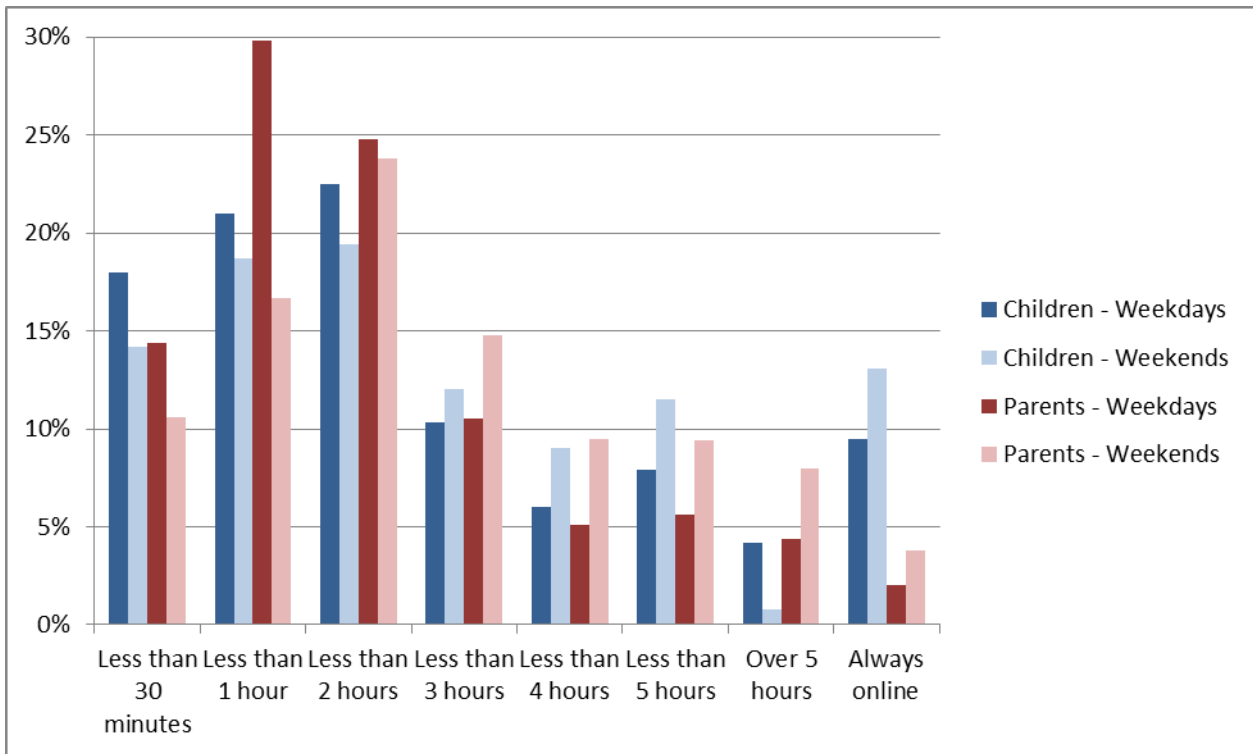


Figure 14 - Comparison of time spent online every day during weekdays and weekends



Figure 15 depicts the differences and similarities in the children’s and the parents’ responses regarding the time spent online during weekends. The biggest discrepancies are in the responses to “being always online”. Only 3.8% of the parents as opposed to 13.1% of children are always online.

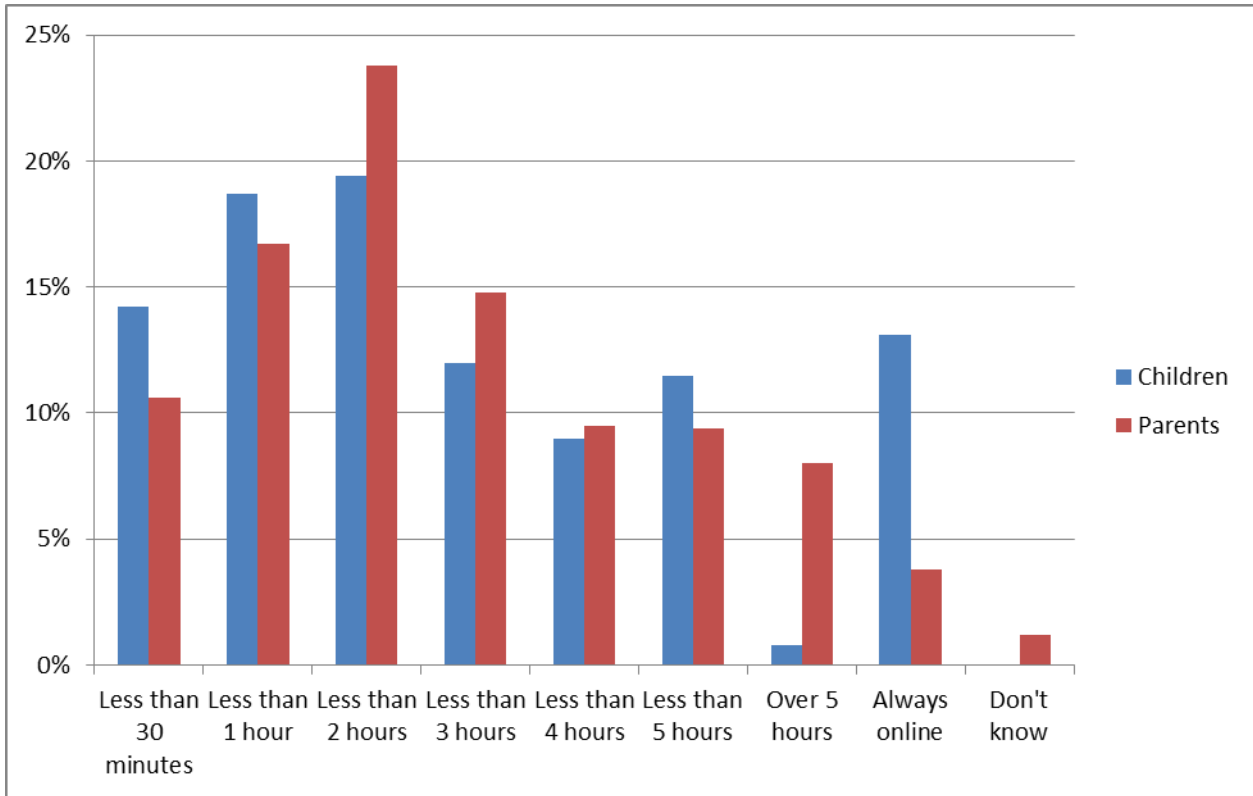


Figure 15 - Time spent online every day during weekends

**Time Spent Using the Internet on Weekends Child-parent Comparison**

In Table 49, 96.7% of the responses were valid and were used for comparing what children and parents answered regarding how much time the child spends online during the weekend.

Table 49 - Time spent using the internet on weekends child-parent – Case summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
How much time do you spend using the internet during the weekend - child * How much time do you spend using the internet during the weekend - parent	1280	96.7%	44	3.3%	1324	100.0%

Similarly to the comparisons for parents and children during weekdays, the agreement between parents and children for weekends is also rather low (**30.1%**). Yet, when considering the children's replies and their parents' corresponding answers, it seems that parents and children might be taking an approximation of the time spent online. In the case of children who are always online, parents often underrate the time spent online by their children. Once again, this might be because of differences in the way "always online" is interpreted.

**Table 50 - How much time do you spend using the internet during the weekend - child \* parent cross tabulation**

		How much time do you spend using the internet during the weekend - parent									Total
		Less than 30 minutes	Less than 1 hour	Less than 2 hours	Less than 3 hours	Less than 4 hours	Less than 5 hours	Over 5 hours	I am always online	Don't know	
How much time do you spend using the internet during the weekend - child	Less than 30 minutes	Count <b>57</b>	47	38	17	8	6	2	0	2	177
	% of Total	<b>4.5%</b>	3.7%	3.0%	1.3%	0.6%	0.5%	0.2%	0.0%	0.2%	13.8%
	Less than 1 hour	Count 32	<b>80</b>	64	32	14	11	8	1	2	244
	% of Total	2.5%	<b>6.3%</b>	5.0%	2.5%	1.1%	0.9%	0.6%	0.1%	0.2%	19.1%
	Less than 2 hours	Count 22	40	<b>114</b>	42	13	14	6	3	3	257
	% of Total	1.7%	3.1%	<b>8.9%</b>	3.3%	1.0%	1.1%	0.5%	0.2%	0.2%	20.1%
	Less than 3 hours	Count 11	16	46	<b>43</b>	15	14	9	1	2	157
	% of Total	0.9%	1.3%	3.6%	<b>3.4%</b>	1.2%	1.1%	0.7%	0.1%	0.2%	12.3%
Less than 4 hours	Count 4	9	20	13	<b>28</b>	26	12	4	1	117	
% of Total	0.3%	0.7%	1.6%	1.0%	<b>2.2%</b>	2.0%	0.9%	0.3%	0.1%	9.1%	
Less than 5 hours	Count 3	8	13	28	26	<b>27</b>	34	9	2	150	
% of Total	0.2%	0.6%	1.0%	2.2%	2.0%	<b>2.1%</b>	2.7%	0.7%	0.2%	11.7%	
Over 5 hours	Count 1	1	1	0	1	1	<b>4</b>	1	0	10	
% of Total	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	<b>0.3%</b>	0.1%	0.0%	0.8%	
I am always online	Count 5	14	19	19	21	24	31	<b>31</b>	4	168	
% of Total	0.4%	1.1%	1.5%	1.5%	1.6%	1.9%	2.4%	<b>2.4%</b>	0.3%	13.1%	
<b>Total</b>	Count	135	215	315	194	126	123	106	50	16	1280
	% of Total	10.5%	16.8%	24.6%	15.2%	9.8%	9.6%	8.3%	3.9%	1.3%	100.0%

## Activities Carried Out Online

While children were asked to tick which activities they do online, parents were given the same list of items and asked to pinpoint which activities their children are allowed to do online. This will help in identifying those activities children do online without their parents' permission to do so. In Table 51 there are the valid percentages of responses for these questions.

**Table 51 - Activities carried out online – Case summary**

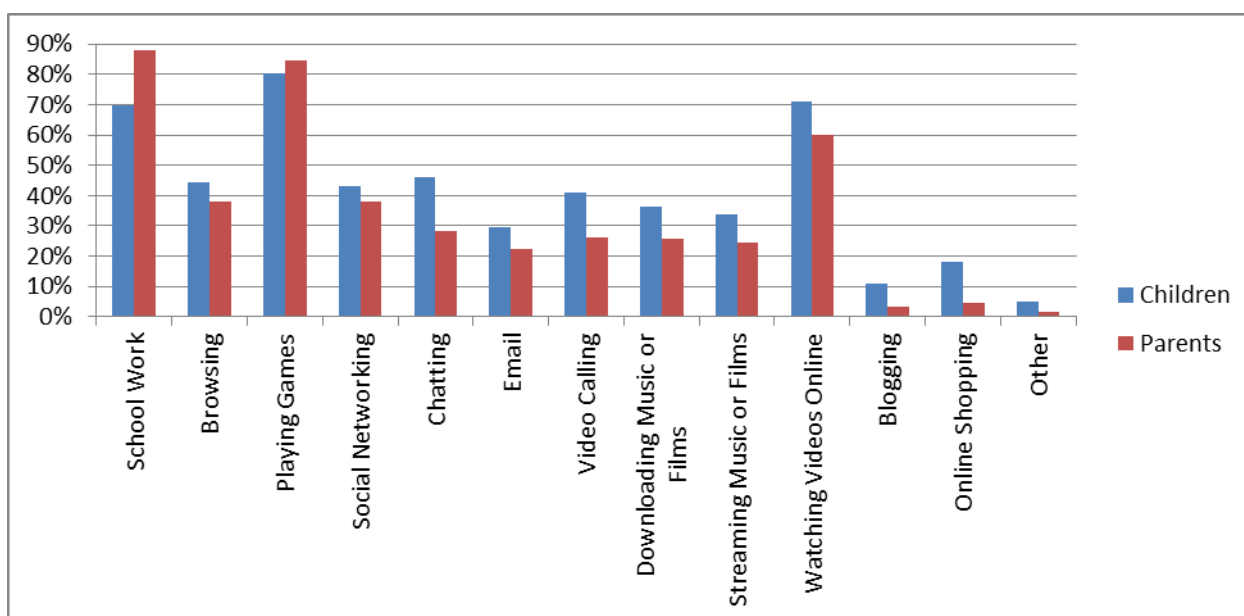
	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Children: Which of these activities do you do on the internet? <sup>a</sup>	1314	99.2%	10	0.8%	1324	100.0%
Parents: Which of these activities is your child allowed to do on the internet? <sup>a</sup>	1303	98.4%	21	1.6%	1324	100.0%

a. Dichotomy group tabulated at value 1.

The greatest differences between scores seem to be that parents' reports on using internet for schoolwork are higher than the reports by their children. In most cases except for school work and games, the percentages reported for that activity by the children are higher than the percentage of parents who allow it, as evident in Figure 16. The largest differences in the children's responses are when it comes to chatting, video calling and watching videos online.

**Table 52 - Activities carried out online**

	Children		Parents	
	N	Percent	N	Percent
School Work	918	69.9%	1144	87.8%
Browsing	585	44.5%	495	38.0%
Playing Games	1055	80.3%	1100	84.4%
Social Networking	567	43.2%	498	38.2%
Chatting	603	45.9%	368	28.2%
Email	386	29.4%	291	22.3%
Video Calling	539	41.0%	342	26.2%
Downloading Music or Films	478	36.4%	334	25.6%
Streaming Music or Films	446	33.9%	316	24.3%
Watching Videos Online	936	71.2%	781	59.9%
Blogging	146	11.1%	46	3.5%
Online Shopping	241	18.3%	58	4.5%
Upload photos videos or music to share with others	n/a	n/a	167	12.8%
Give out personal information	n/a	n/a	8	0.6%
Other	67	5.1%	23	1.8%



**Figure 16 - Child-parent comparison of online activities**

The comparisons in Tables 53-64 will attempt to understand whether these differences result in actual differences in the child-parent paired responses. Table 51 indicates that 31 responses were

not valid for analysis (10 children and 21 parents). Thus these will be excluded from the analyses below which will therefore be carried out on 1293 instances. The figures and percentages in the totals for Tables 53-64 will vary from those in Table 52 because of these exclusions.

### ***Child-parent Comparison for School Work***

When it comes to using the internet for school-related work, **71.8%** of the responses provided by children and parents agree. 65% of children are allowed to use the internet for school work by their parents and do so. It is interesting to note that although 23% of the children are allowed to use the internet for school work, they do not do so.

**Table 53 - School work child \* parent cross tabulation**

			Which of these activities is your child allowed to do on the internet? - School Work		Total
			Yes	No	
Which of these activities do you do on the internet? - School Work	Yes	Count	<b>840</b>	68	908
		% of Total	<b>65.0%</b>	5.3%	70.2%
	No	Count	297	<b>88</b>	385
		% of Total	23.0%	<b>6.8%</b>	29.8%
Total		Count	1137	156	1293
		% of Total	87.9%	12.1%	100.0%

### ***Child-parent Comparison for Browsing***

**66.8%** of parents' and children's responses about using the internet for browsing correspond. 19.8% of the children are not allowed to do so and yet they still do. This means they might be using the internet for activities that their parents might not be aware of, as seems the case in several comparisons that follow. Only 38% of the parents (Table 52) allow their children to browse the internet. Parents might not allow children to browse the internet for safety reasons; however this might mean that the children might be missing out on other opportunities. This might be said as well for the 13.4% of children who are allowed to browse the internet but they do not.

**Table 54 - Browsing child \* parent cross tabulation**

			Which of these activities is your child allowed to do on the internet? - Browsing		Total
			Yes	No	
Which of these activities do you do on the internet? - Browsing	Yes	Count	<b>320</b>	256	576
		% of Total	<b>24.7%</b>	19.8%	44.5%
	No	Count	173	<b>544</b>	717
		% of Total	13.4%	<b>42.1%</b>	55.5%
Total		Count	493	800	1293
		% of Total	38.1%	61.9%	100.0%

***Child-parent Comparison for Playing Games***

The majority of children (72.9%) stated that they play games on the internet and their parents allow them to do so. In comparison to the child-parent responses that tally (81%), those where the parent and child disagree are not high percentages. However, 7.4% of the children play games when they are not allowed to and 11.5% are allowed but they say they do not.

**Table 55 - Playing games child \* parent cross tabulation**

			Which of these activities is your child allowed to do on the internet? - Playing games		Total
			Yes	No	
Which of these activities do you do on the internet? - Playing Games	Yes	Count	<b>943</b>	96	1039
		% of Total	<b>72.9%</b>	7.4%	80.4%
	No	Count	149	<b>105</b>	254
		% of Total	11.5%	<b>8.1%</b>	19.6%
Total		Count	1092	201	1293
		% of Total	84.5%	15.5%	100.0%

### ***Child-parent Comparison for Social Networking Sites***

Table 56 indicates that 49.2% of the children say they do not use Social Networking Sites when their parents do not allow them to do so. Yet 12.5% use them without their parents' knowledge and permission. This might be exposing children to risks, that their parents might not be able to help them with if they are not aware they are using such sites. Interestingly enough, 7.4% of the children are allowed by their parents to use Social Networking Sites but they do not.

**Table 56 - Social networking child \* parent cross tabulation**

			Which of these activities is your child allowed to do on the internet? - Social Networking		Total
			Yes	No	
Which of these activities do you do on the internet? - Social Networking	Yes	Count	<b>399</b>	162	561
		% of Total	<b>30.9%</b>	12.5%	43.4%
	No	Count	96	<b>636</b>	732
		% of Total	7.4%	<b>49.2%</b>	56.6%
Total	Count	495	798	1293	
	% of Total	38.3%	61.7%	100.0%	

### ***Child-parent Comparison for Chatting***

Around one-fifth of children (22.6%) are not allowed to chat online but they still do so without their parents' permission. Although when compared to the 49% who follow their parents' rules and do not chat online, this is still noteworthy since the children might be doing it without permission and thus the parents cannot be aware of any possible risks the children might be facing.



**Table 57 - Chatting child \* parent cross tabulation**

			Which of these activities is your child allowed to do on the internet? - Chatting		Total
			Yes	No	
Which of these activities do you do on the internet? - Chatting	Yes	Count	<b>303</b>	292	595
		% of Total	<b>23.4%</b>	22.6%	46.0%
	No	Count	65	<b>633</b>	698
		% of Total	5.0%	<b>49.0%</b>	54.0%
Total	Count		368	925	1293
	% of Total		28.5%	71.5%	100.0%

***Child-parent Comparison for Email***

As observed in Table 52, only 22.3% of parents allow their children to use email. It would be interesting to understand the rationale why parents do not give this permission. One possible reason might be that an email account is often a prerequisite for signing up with certain sites such as Social Networking Sites, so parents do not allow the use of email to prevent their children from having an account on such sites. In fact 14.8% of children say they have an email address when their parent does not allow this. Another reason probably is that since a child has to be 13 to have an email account parents with children under the age of 13 did not give their explicit or implicit permission to have an email account.

**Table 58 - Email child \* parent cross tabulation**

			Which of these activities is your child allowed to do on the internet? - Email		Total
			Yes	No	
Which of these activities do you do on the internet? - Email	Yes	Count	<b>191</b>	192	383
		% of Total	<b>14.8%</b>	14.8%	29.6%
	No	Count	100	<b>810</b>	910
		% of Total	7.7%	<b>62.6%</b>	70.4%
Total	Count		291	1002	1293
	% of Total		22.5%	77.5%	100.0%

### ***Child-parent Comparison for Video Calling***

Table 59 shows the children’s and parents’ responses related to Video Calling (e.g. Skype). **75.1%** of the responses agree. Even though the majority of parents do not allow Video Calling, 19.9% of their children still do so without permission.

**Table 59 - Video calling child \* parent cross tabulation**

			Which of these activities is your child allowed to do on the internet? - Video Calling		Total
			Yes	No	
Which of these activities do you do on the internet? - Video Calling	Yes	Count	<b>276</b>	257	533
		% of Total	<b>21.3%</b>	19.9%	41.2%
	No	Count	65	<b>695</b>	760
		% of Total	5.0%	<b>53.8%</b>	58.8%
Total		Count	341	952	1293
		% of Total	26.4%	73.6%	100.0%

### ***Child-parent Comparison for Downloading Music or Films***

Table 60 shows that 20.3% of children download music and films when their parents do not allow it. 54% of the children follow the rules set by their parents who do not allow this.

**Table 60 - Downloading music or films child \* parent cross tabulation**

			Which of these activities is your child allowed to do on the internet? - Downloading music or films		Total
			Yes	No	
Which of these activities do you do on the internet? - Downloading Music or Films	Yes	Count	<b>204</b>	263	467
		% of Total	<b>15.8%</b>	20.3%	36.1%
	No	Count	128	<b>698</b>	826
		% of Total	9.9%	<b>54.0%</b>	63.9%
Total		Count	332	961	1293
		% of Total	25.7%	74.3%	100.0%

### ***Child-parent Comparison for Streaming Music or Films***

In the case of streaming, parent and child responses match in 67.2% of the cases. One-fifth of the parents in the survey say that the child is not allowed to stream music or videos but the child reports doing it anyway.

**Table 61 - Streaming music or films child \* parent cross tabulation**

			Which of these activities is your child allowed to do on the internet? - Streaming music or films		Total
			Yes	No	
Which of these activities do you do on the internet? - Streaming Music or Films	Yes	Count	<b>166</b>	275	441
		% of Total	<b>12.8%</b>	21.3%	34.1%
	No	Count	148	<b>704</b>	852
		% of Total	11.4%	<b>54.4%</b>	65.9%
Total	Count	314	979	1293	
	% of Total	24.3%	75.7%	100.0%	

### ***Child-parent Comparison for Watching Videos Online***

Parents and children's responses about watching videos online match in **65.2%** of the cases. Table 62 shows that more than half of those children (23.2%) whose parents do not allow them to watch videos online, seem to be doing so without their parents' permission.

**Table 62 - Watching videos online child \* parent cross tabulation**

			Which of these activities is your child allowed to do on the internet? - Watching videos online		Total
			Yes	No	
Which of these activities do you do on the internet? - Watching Videos Online	Yes	Count	<b>624</b>	300	924
		% of Total	<b>48.3%</b>	23.2%	71.5%
	No	Count	150	<b>219</b>	369
		% of Total	11.6%	<b>16.9%</b>	28.5%
Total	Count	774	519	1293	
	% of Total	59.9%	40.1%	100.0%	

### ***Child-parent Comparison for Blogging***

Parents' and children's responses agree in **90%** of the cases with 87.7% of children whose parents do not allow blogging saying that they do not blog. However, 8.7% of children whose parents do not allow blogging, still say they do. One wonders why there is such a high percentage of parents who say they do not allow blogging. Blogging might be an opportunity for children to express themselves and learn, and yet it seems this activity is not allowed by many parents.

**Table 63 - Blogging child \* parent cross tabulation**

			Which of these activities is your child allowed to do on the internet? - Blogging		Total
			Yes	No	
Which of these activities do you do on the internet? - Blogging	Yes	Count	<b>30</b>	113	143
		% of Total	<b>2.3%</b>	8.7%	11.1%
	No	Count	16	<b>1134</b>	1150
		% of Total	1.2%	<b>87.7%</b>	88.9%
Total		Count	46	1247	1293
		% of Total	3.6%	96.4%	100.0%

### ***Child-parent Comparison for Online Shopping***

Strikingly enough, 15% of the children say they still do online shopping even if their parents do not allow it. It would be interesting to understand how the children pay for what they say they are buying online if their parents do not allow it. However, this result might mean that parents do not allow the child to shop online alone, but the children can shop online with their parents or siblings.

**Table 64 - Online shopping - child \* parent cross tabulation**

			Which of these activities is your child allowed to do on the internet? - Online shopping		Total
			Yes	No	
Which of these activities do you do on the internet? - Online Shopping	Yes	Count	<b>43</b>	194	237
		% of Total	<b>3.3%</b>	15.0%	18.3%
	No	Count	15	<b>1041</b>	1056
		% of Total	1.2%	<b>80.5%</b>	81.7%
Total		Count	58	1235	1293
		% of Total	4.5%	95.5%	100.0%

### **Accounts Children Have**

Children were given a list of online platforms and they were asked to tick which ones they had an account with. Tables 65 shows the valid percentage of responses analysed for this question.

**Table 65 - Accounts children have – Case summary**

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Children: Tick any of these that you have an account with <sup>a</sup>	1208	91.2%	116	8.8%	1324	100.0%

a. Dichotomy group tabulated at value 1.

Table 66 specifies the number and percentage of children who have an account with these platforms. Figure 17 shows that higher percentages of children have an account with Facebook (56.5%), Skype (50.4%) and Google (65.1%).

**Table 66 - Accounts children have**

	Responses	
	N	Percent
Facebook	683	56.5%
Twitter	180	14.9%
Tumblr	89	7.4%
Skype	609	50.4%
Google	786	65.1%
iTunes	159	13.2%
Club Penguin	336	27.8%
Mini Clip	316	26.2%
PSN	278	23.0%
MSN / XBOX	142	11.8%
Club Nintendo	114	9.4%
Pinterest	71	5.9%
Ask.fm	83	6.9%
EBay	251	20.8%
Snapchat	240	19.9%
Instagram	209	17.3%
MSN	111	9.2%
LinkedIn	15	1.2%
Other	287	23.8%

a. Dichotomy group tabulated at value 1.

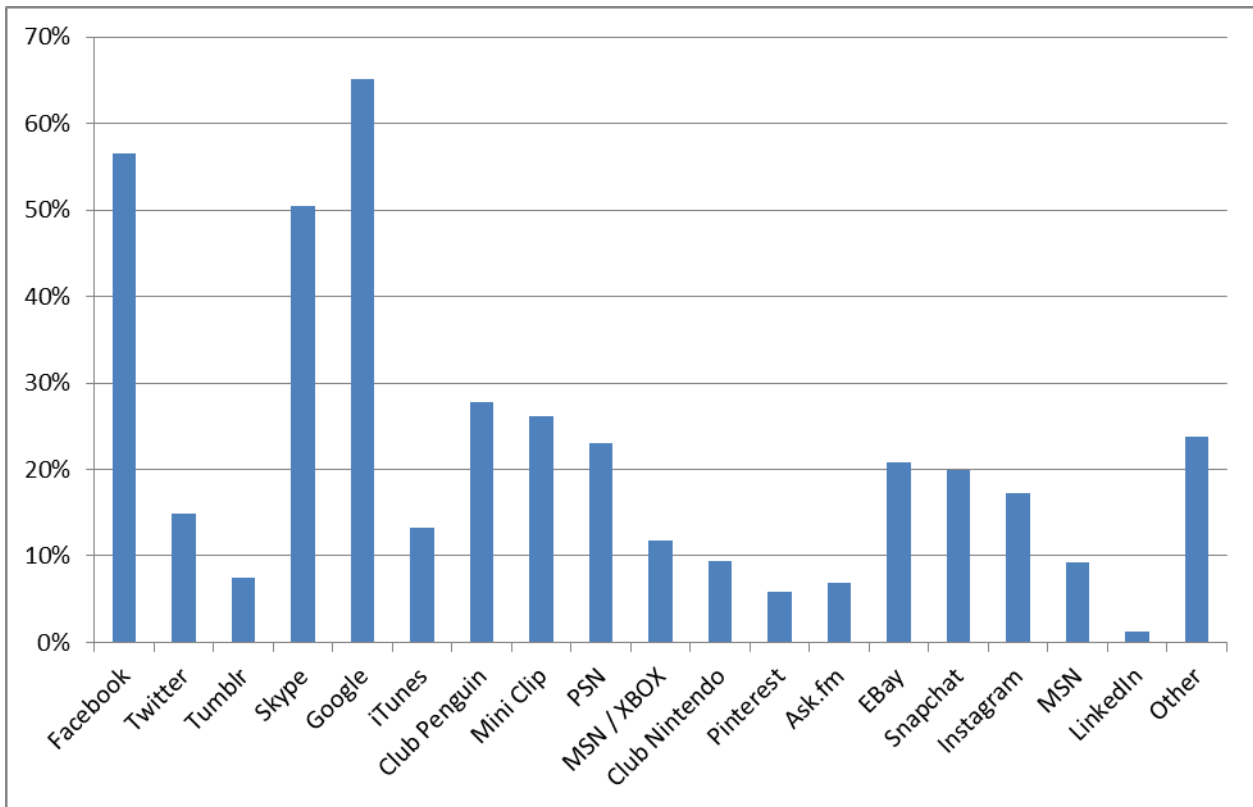


Figure 17 - Accounts children have

This data was analysed further to find out the ages of the children who have these accounts. Table 67 shows that 90.9% of these responses were valid for analysis.

Table 67 - Account \* child's age - Case summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Account*age	1203	90.9%	121	9.1%	1324	100.0%

Table 68 shows that there are children under 13 who have accounts with platforms that usually require one to be 13 years before having an account with them.

**Table 68 - Accounts \* child's age cross tabulation**

		Child's Age								Total
		8	9	10	11	12	13	14	15	
Facebook	Count	39	47	121	180	77	90	110	17	681
	% of Total	3.2%	3.9%	10.1%	15.0%	6.4%	7.5%	9.1%	1.4%	56.6%
Twitter	Count	9	14	23	35	18	32	44	5	180
	% of Total	0.7%	1.2%	1.9%	2.9%	1.5%	2.7%	3.7%	0.4%	15.0%
Tumblr	Count	3	4	7	13	9	22	27	4	89
	% of Total	0.2%	0.3%	0.6%	1.1%	0.7%	1.8%	2.2%	0.3%	7.4%
Skype	Count	55	72	109	158	44	69	85	16	608
	% of Total	4.6%	6.0%	9.1%	13.1%	3.7%	5.7%	7.1%	1.3%	50.5%
Google	Count	90	111	137	182	71	81	94	15	781
	% of Total	7.5%	9.2%	11.4%	15.1%	5.9%	6.7%	7.8%	1.2%	64.9%
iTunes	Count	11	28	25	32	15	24	20	4	159
	% of Total	0.9%	2.3%	2.1%	2.7%	1.2%	2.0%	1.7%	0.3%	13.2%
Club Penguin	Count	39	60	68	91	30	20	21	4	333
	% of Total	3.2%	5.0%	5.7%	7.6%	2.5%	1.7%	1.7%	0.3%	27.7%
Mini Clip	Count	24	44	67	86	30	31	29	3	314
	% of Total	2.0%	3.7%	5.6%	7.1%	2.5%	2.6%	2.4%	0.2%	26.1%
PSN	Count	29	34	55	58	22	32	40	8	278
	% of Total	2.4%	2.8%	4.6%	4.8%	1.8%	2.7%	3.3%	0.7%	23.1%
MSN / XBOX	Count	12	20	28	29	15	16	19	3	142
	% of Total	1.0%	1.7%	2.3%	2.4%	1.2%	1.3%	1.6%	0.2%	11.8%
Club Nintendo	Count	22	23	19	28	8	7	7	0	114
	% of Total	1.8%	1.9%	1.6%	2.3%	0.7%	0.6%	0.6%	0.0%	9.5%
Pinterest	Count	7	5	7	9	5	18	16	3	70
	% of Total	0.6%	0.4%	0.6%	0.7%	0.4%	1.5%	1.3%	0.2%	5.8%
Ask.fm	Count	4	7	8	10	8	14	29	3	83
	% of Total	0.3%	0.6%	0.7%	0.8%	0.7%	1.2%	2.4%	0.2%	6.9%
EBay	Count	34	33	43	49	19	32	36	5	251
	% of Total	2.8%	2.7%	3.6%	4.1%	1.6%	2.7%	3.0%	0.4%	20.9%
Snapchat	Count	11	10	30	53	22	49	56	7	238
	% of Total	0.9%	0.8%	2.5%	4.4%	1.8%	4.1%	4.7%	0.6%	19.8%
Instagram	Count	7	16	23	49	21	39	47	7	209
	% of Total	0.6%	1.3%	1.9%	4.1%	1.7%	3.2%	3.9%	0.6%	17.4%
MSN	Count	5	8	14	25	13	20	22	3	110
	% of Total	0.4%	0.7%	1.2%	2.1%	1.1%	1.7%	1.8%	0.2%	9.1%
LinkedIn	Count	0	4	2	0	1	3	4	1	15
	% of Total	0.0%	0.3%	0.2%	0.0%	0.1%	0.2%	0.3%	0.1%	1.2%
Other	Count	45	76	59	59	16	11	19	1	286
	% of Total	3.7%	6.3%	4.9%	4.9%	1.3%	0.9%	1.6%	0.1%	23.8%
Total	Count	142	186	246	298	104	95	114	18	1203
	% of Total	11.8%	15.5%	20.4%	24.8%	8.6%	7.9%	9.5%	1.5%	100.0%

Percentages and totals are based on respondents.



### **Information about the Child Available Online**

Children and parents were asked what information about the child was available online. Table 69 indicates the valid responses analysed for these questions.

**Table 69 - Information available online – Case summary**

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Children: Which of the following information about you is available on the internet? <sup>a</sup>	1152	87.0%	172	13.0%	1324	100.0%
Parents: Which of the following information about your child is available on the internet (like for e.g. on Facebook)? <sup>a</sup>	1019	77.0%	305	23.0%	1324	100.0%

a. Dichotomy group tabulated at value 1.

Table 70 shows that children put more information online than their parents are aware of. One exception is photos, where more parents say there are photos of their children online.

**Table 70 - Information about the child available online**

	Children		Parents	
	N	Percent	N	Percent
True Name	909	78.9%	755	74.1%
Fake Name	242	21.0%	84	8.2%
Photos of You	700	60.8%	715	70.2%
Real date of birth	368	31.9%	191	18.7%
Invented date of birth	445	38.6%	319	31.3%
School name	253	22.0%	167	16.4%
Email address	252	21.9%	182	17.9%
Home address	85	7.4%	14	1.4%
Location	108	9.4%	52	5.1%
Home number	55	4.8%	3	0.3%
Mobile Number	121	10.5%	26	2.6%
Other	60	5.2%	59	5.8%

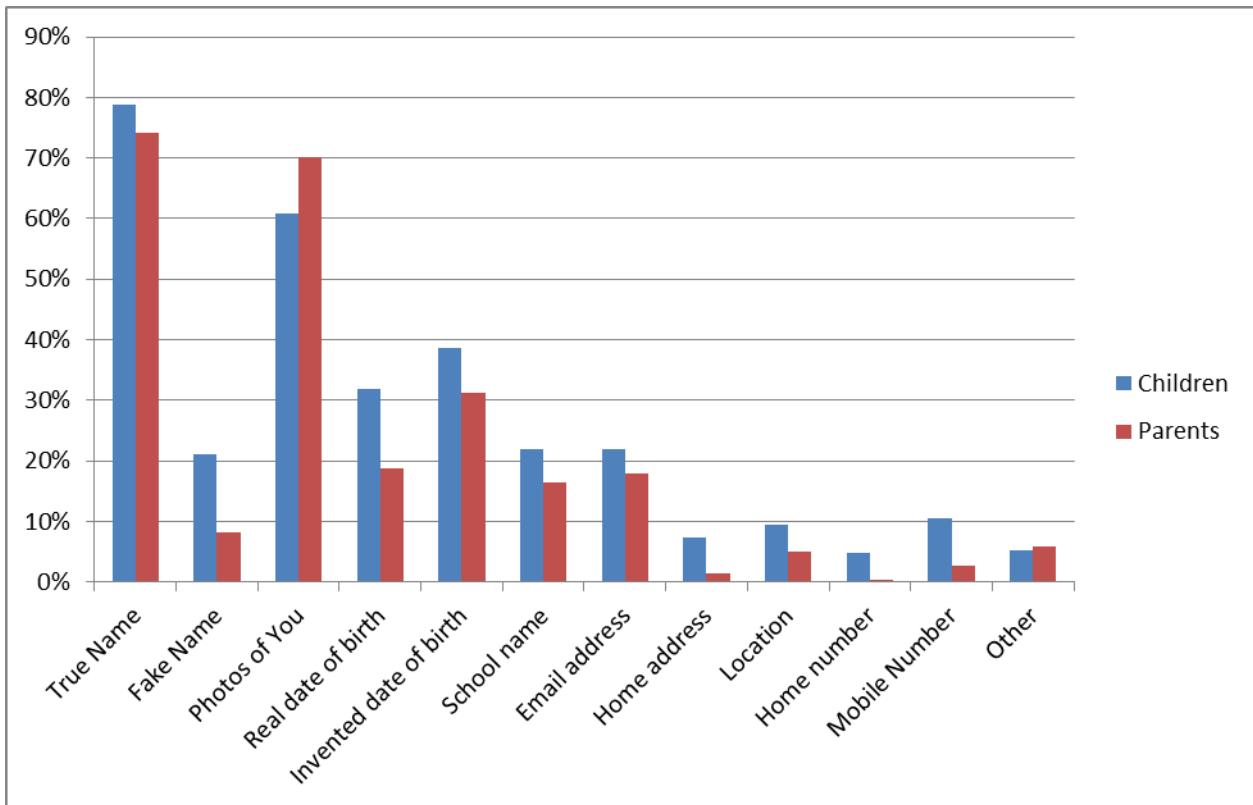


Figure 18 - Information about the child available online

What follows is a comparison of what children and parents answered for each item. This will identify how aware the parents are of what information is available online about their children. For Tables 71-81, the number of valid responses is 948. As Table 69 indicates, 172 children and 305 parents did not answer this question. In some cases both parents and children did not answer. Those cases are removed from these analyses. Consequently, the percentages and frequencies in Tables 71-81 will not match those of Table 70 as the former only include those cases where there is no missing data.

***Child’s True Name Available Online Child-parent Comparison***

Parents’ and children’s responses agree in **81.9%** of the cases; however 11.9% of children’s true names are available online while their parents are unaware of this.

**Table 71 – True name available online child \* parent comparison**

			Parent - Info available - True Name		Total
			Yes	No	
Child - Info available - True Name	Yes	Count	<b>670</b>	113	783
		% of Total	<b>70.7%</b>	11.9%	82.6%
	No	Count	59	<b>106</b>	165
		% of Total	6.2%	<b>11.2%</b>	17.4%
Total		Count	729	219	948
		% of Total	76.9%	23.1%	100.0%

***Child’s Fake Name Available Online Child-parent Comparison***

In the case of having a fake name online, parents’ and children’s responses tally in **84.4%** of the cases. Yet, there is a percentage of children (13.3%) who have a fake name available online without their parents knowing.

**Table 72 - Fake name available online child \* parent comparison**

			Parent - Info available - Fake Name		Total
			Yes	No	
Child - Info available - Fake Name	Yes	Count	<b>57</b>	126	183
		% of Total	<b>6.0%</b>	13.3%	19.3%
	No	Count	22	<b>743</b>	765
		% of Total	2.3%	<b>78.4%</b>	80.7%
Total		Count	79	869	948
		% of Total	8.3%	91.7%	100.0%

***Child’s Photos Available Online Child-parent Comparison***

In 15% of these cases, it is the parents who say that there are photos of their child online and their child is unaware of them. One reason could be that the parents themselves post photos of their children online. The majority of responses (**74.7%**) agree, but 10.3 % of children’s say there are

photos of them online when their parents are not aware of this. 56.2% of the children say they have photos of themselves online and their parents are aware of this.

**Table 73 - Child's photos available online child \* parent comparison**

			Parent - Info available - Photos of You		Total
			Yes	No	
Child - Info available - Photos of You	Yes	Count	<b>533</b>	98	631
		% of Total	<b>56.2%</b>	10.3%	66.6%
	No	Count	142	<b>175</b>	317
		% of Total	15.0%	<b>18.5%</b>	33.4%
Total		Count	675	273	948
		% of Total	71.2%	28.8%	100.0%

***Child's Real Date of Birth Available Online Child-parent Comparison***

19.1% of the parents are unaware that their child's real date of birth is available online. Parents' and children's responses in the case of whether the child's real date of birth is available online agree in **74.2%** of the cases.

**Table 74 - Child's real date of birth available online child \* parent comparison**

			Parent - Info available - Real date of birth		Total
			Yes	No	
Child - Info available - Real date of birth	Yes	Count	<b>125</b>	181	306
		% of Total	<b>13.2%</b>	19.1%	32.3%
	No	Count	64	<b>578</b>	642
		% of Total	6.8%	<b>61.0%</b>	67.7%
Total		Count	189	759	948
		% of Total	19.9%	80.1%	100.0%

***Child's Invented Date of Birth Available Online Child-parent Comparison***

In 23.3% of the cases, children invent a date of birth and their parents are aware of it. Another 19.3% do it without their parent knowing. One reason behind this could be for them to be able to have access to sites where one has to be over 13 years to be allowed to have a profile. This means the child might not only be hiding an invented date of birth from the parent but possibly also profiles on Social Networking sites.

**Table 75 - Child's invented date of birth available online child \* parent comparison**

		Parent - Info available - Invented date of birth		Total
		Yes	No	
Child - Info available - Invented date of birth	Yes	Count <b>221</b>	183	404
		% of Total <b>23.3%</b>	19.3%	42.6%
	No	Count 90	<b>454</b>	544
		% of Total 9.5%	<b>47.9%</b>	57.4%
Total		Count 311	637	948
		% of Total 32.8%	67.2%	100.0%

***Child's School Name Available Online Child-parent Comparison***

The congruency between children and parents about whether their child's school name is available online are **78.3%**. Despite this, 14.7% of children say this information is available while the parents are unaware of the matter.

**Table 76 - Child's school name available online child \* parent comparison**

			Parent - Info available - School name		Total
			Yes	No	
Child - Info available - School name	Yes	Count	<b>98</b>	139	237
		% of Total	<b>10.3%</b>	14.7%	25.0%
	No	Count	66	<b>645</b>	711
		% of Total	7.0%	<b>68.0%</b>	75.0%
Total		Count	164	784	948
		% of Total	17.3%	82.7%	100.0%

***Child's Email Address Available Online Child-parent Comparison***

Parents and children agree in **76.3%** of the instances about whether the child's email address is available online. This information is available about another 13.6% of children while their parents do not know this.

**Table 77 - Child's email address available online child \* parent comparison**

			Parent - Info available - Email address		Total
			Yes	No	
Child - Info available - Email address	Yes	Count	<b>77</b>	129	206
		% of Total	<b>8.1%</b>	13.6%	21.7%
	No	Count	95	<b>647</b>	742
		% of Total	10.0%	<b>68.2%</b>	78.3%
Total		Count	172	776	948
		% of Total	18.1%	81.9%	100.0%

As seen in Tables 79-81, the information about the child's home address, location, home number and mobile number is widely unavailable. Yet there is still a small percentage of children in each case who share this information (6.3% share their home address, 8.2% share their location, 4.3% share their home number and 8.9% share their mobile number). Parents of these children are unaware of this. Although the numbers are relatively small, the numbers cannot be ignored.

**Child's Home Address Available Online Child-parent Comparison**

**Table 78 - Child's home address available online child \* parent comparison**

			Parent - Info available - Home address		Total
			Yes	No	
Child - Info available - Home address	Yes	Count	<b>3</b>	60	63
		% of Total	<b>0.3%</b>	6.3%	6.6%
	No	Count	11	<b>874</b>	885
		% of Total	1.2%	<b>92.2%</b>	93.4%
Total	Count		14	934	948
	% of Total		1.5%	98.5%	100.0%

**Child's Location Available Online Child-parent Comparison**

**Table 79 - Location available online child \* parent comparison**

			Parent - Info available - Location		Total
			Yes	No	
Child - Info available - Location	Yes	Count	<b>17</b>	78	95
		% of Total	<b>1.8%</b>	8.2%	10.0%
	No	Count	35	<b>818</b>	853
		% of Total	3.7%	<b>86.3%</b>	90.0%
Total	Count		52	896	948
	% of Total		5.5%	94.5%	100.0%

**Child's True Name Available Online Child-parent Comparison**

**Table 80 - Home address available online child \* parent comparison**

			Parent - Info available - Home number		Total
			Yes	No	
Child - Info available - Home number	Yes	Count	<b>0</b>	41	41
		% of Total	<b>0.0%</b>	4.3%	4.3%
	No	Count	3	<b>904</b>	907
		% of Total	0.3%	<b>95.4%</b>	95.7%
Total	Count	3	945	948	
	% of Total	0.3%	99.7%	100.0%	

**Child's True Name Available Online Child-parent Comparison**

**Table 81 - Child's mobile number available online child \* parent comparison**

			Parent - Info available - Mobile Numbers		Total
			Yes	No	
Child - Info available - Mobile Numbers	Yes	Count	<b>15</b>	84	99
		% of Total	<b>1.6%</b>	8.9%	10.4%
	No	Count	11	<b>838</b>	849
		% of Total	1.2%	<b>88.4%</b>	89.6%
Total	Count	26	922	948	
	% of Total	2.7%	97.3%	100.0%	



**Activities Carried Out Online in the Week Prior to the Survey**

Children were asked to list the activities they carried out online in the week prior to the survey to give an indication as to how often they engage in the activities they said they engaged in. Table 82 includes the percentage of valid responses (93.4%) for this question which were then analysed.

**Table 82 - Activities online in the past week – Case summary**

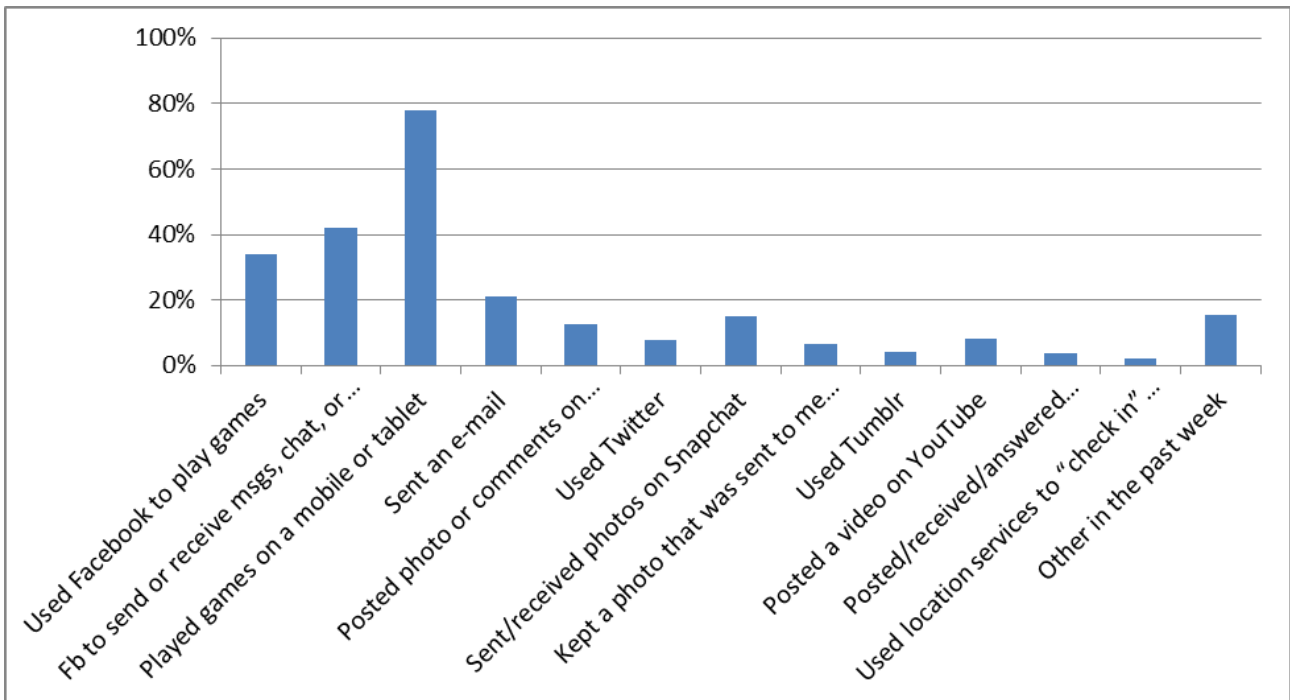
	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Children Q. 14: How many of these activities have you done in the past week? <sup>a</sup>	1236	93.4%	88	6.6%	1324	100.0%

a. Dichotomy group tabulated at value 1.

As shown in Table 83 playing games on mobile devices is the activity carried out most with 77.8% of children who answered claiming they did so. Using Facebook for games, chatting and posting online was also quite high. One should also note the percentage of children who used Snapchat and Instagram. This often also implies the use of a mobile device, since such apps are used mostly on smartphones or tablets.

**Table 83 - Activities carried out in the week prior to the survey**

	Responses	
	N	Percent
Used Facebook to play games	418	33.8%
Used Facebook to send or receive messages, chat, or to upload photos or posts	519	42.0%
Played games on a mobile or tablet	962	77.8%
Sent an e-mail	261	21.1%
Posted photo or posted/received comments on Instagram	155	12.5%
Used Twitter	97	7.8%
Sent/received photos on Snapchat	187	15.1%
Kept a photo that was sent to me on Snapchat	82	6.6%
Used Tumblr	52	4.2%
Posted a video on YouTube	102	8.3%
Posted/received/answered questions on Ask.fm	44	3.6%
Used location services to "check in" or share location	29	2.3%
Other in the past week	190	15.4%



**Figure 19 - Activities carried out by children in the week prior to the survey**

## Section E – Attitudes towards Risk

This section explores children’s and parents’ attitudes towards risks on the internet. Children and parents were asked to tick if they agreed with a series of statements about their perceptions of online risk. Table 84 indicates the percentage of valid replies for children and parents which were then analysed.

**Table 84 - Risk perceptions – Case summary**

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Children: Tick the ones that you agree with <sup>a</sup>	1078	81.4%	246	18.6%	1324	100.0%
Parents: Tick the ones that you agree with <sup>a</sup>	1265	95.5%	59	4.5%	1324	100.0%

a. Dichotomy group tabulated at value 1.

Table 85 gives the percentages of children who agreed with statements about the risks which may sometimes be associated with using the internet without taking any precautions.

**Table 85 - Risk perceptions - children**

	Responses	
	N	Percent
It is important to use privacy settings on Social Networking Sites	849	78.8%
The internet is a safe place for people my age	284	26.3%
It is safe to meet new people over the internet	169	15.7%
There are no risks when posting photos of oneself on a social network	132	12.2%
I would be willing to meet someone I made friends with over the internet	137	12.7%
It is fine to post things publicly on Social Networking Sites	123	11.4%
I am not worried about the personal information there is about me on the internet for others to see	150	13.9%
Others may post photos of me without my permission	80	7.4%
It is OK to call people names or write rude remarks on them online	19	1.8%

Table 86 gives the responses which parents gave regarding their agreement with statements about the risks which children may encounter when using the internet.

**Table 86 - Risk perceptions – parent**

	Responses	
	N	Percent
It is important to use privacy settings on Social Networking Sites	1019	80.6%
The internet is a safe place for children who are my child's age	101	8.0%
It is safe for my child to make new friends over the internet	42	3.3%
There are no risks if my child posts photos of herself on a social network	76	6.0%
It is risky for my child to meet with people they got to know over the internet	719	56.8%
It is fine for my child to post things publicly on Social Networking Sites	79	6.2%
I am not worried about the personal information there is about my child on the internet for others to see	294	23.2%
I feel that my child knows much more than me on how to use the internet	470	37.2%
I feel that my child spends too much time on the internet	249	19.7%
I trust my child and therefore I do not need to supervise her when using the internet	226	17.9%
I cannot afford internet at home	19	1.5%
I feel that children of my child's age should have a mobile phone	395	31.2%
Others may post photos of my child without her permission	48	3.8%
I know one or more of my child's passwords	708	56.0%

Figure 20 compares the responses given by children and parents. The biggest discrepancy lies on the statement about meeting strangers on the internet.

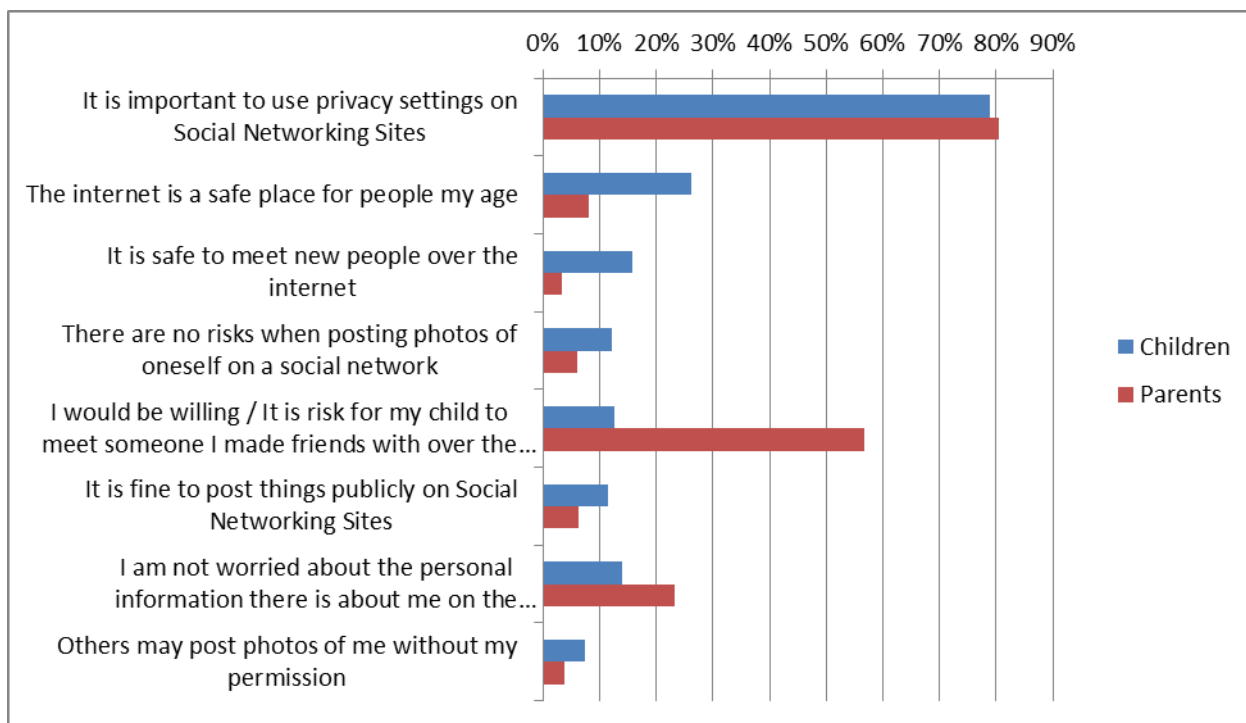


Figure 20 - Risk perceptions for children and parents compared

Tables 87-94 include the comparison for each statement in this question about perceptions towards online risk. Table 84 indicates that 246 children and 59 parents did not reply to this question, thus they had to be excluded from the analyses. The analyses below are based on 1040 respondents. The percentages and frequencies in Tables 87-94 will not be identical to the frequencies observed in Tables 85 and 86 because of these excluded cases.

### ***Privacy Settings – Child-parent Comparison***

There are 13.7% of children who consider privacy settings are important even though their parents do not. This means that the children are quite savvy when it comes to possible risks. In only 4.7% of cases neither the children nor the parents consider privacy settings important.

**Table 87 - It is important to use privacy settings on Social Networking Sites - child \* parent cross tabulation**

			It is important to use privacy settings on Social Networking Sites - parent		Total
			Yes	No	
It is important to use privacy settings on Social Networking Sites - child	Yes	Count	<b>683</b>	142	825
		% of Total	<b>65.7%</b>	13.7%	79.3%
	No	Count	166	<b>49</b>	215
		% of Total	16.0%	<b>4.7%</b>	20.7%
Total	Count	849	191	1040	
	% of Total	81.6%	18.4%	100.0%	

***The Internet as a Safe Place – Child-parent Comparison***

**69.4%** of parents and children agree that the internet is not a safe place for the child. This perception has to be addressed, since while the possibility for risk is always present on the internet, there are various other opportunities which can be beneficial to the child. However, if children feel unsafe when online, this might imply they might not be acknowledging the full potential of the internet. A small percent of parents (4.5%) consider the internet to be a safe place, when the child does not perceive it in the same way.

**Table 88 - The internet is a safe place child \* parent cross tabulation**

			The internet is a safe place for children who are my child’s age - parent		Total
			Yes	No	
The internet is a safe place for people my age - child	Yes	Count	<b>38</b>	233	271
		% of Total	<b>3.7%</b>	22.4%	26.1%
	No	Count	47	<b>722</b>	769
		% of Total	4.5%	<b>69.4%</b>	73.9%
Total	Count	85	955	1040	
	% of Total	8.2%	91.8%	100.0%	

**Meeting New Friends Online – Child-parent Comparison**

**81.6%** of children and parents agree that the internet is not a safe place to make new friends and meet new people. However, 14.6% of the children feel that the internet is a safe place for such encounters. This might not necessarily imply that the children will meet new people online, and if they do, it does not mean they are at risk, but the possibility of risk increases.

**Table 89 - It is safe to meet new people over the internet - child \* parent cross tabulation**

			It is safe for my child to make new friends over the internet - parent		Total
			Yes	No	
It is safe to meet new people over the internet - child	Yes	Count	<b>13</b>	152	165
		% of Total	<b>1.3%</b>	14.6%	15.9%
	No	Count	26	<b>849</b>	875
		% of Total	2.5%	<b>81.6%</b>	84.1%
Total	Count	39	1001	1040	
	% of Total	3.8%	96.3%	100.0%	

**Posting Photos Online – Child-parent Comparison**

There is agreement **82.7%** of parents and children that there may be risks when posting photos of the child on a social network. 11.1% of the children agree to this even if their parents do not.

**Table 90 - There are no risks when posting photos of oneself on a social network - child \* parent cross tabulation**

			There are no risks if my child posts photos of herself on a social network - parent		Total
			Yes	No	
There are no risks when posting photos of oneself on a social network - child	Yes	Count	<b>14</b>	115	129
		% of Total	<b>1.3%</b>	11.1%	12.4%
	No	Count	51	<b>860</b>	911
		% of Total	4.9%	<b>82.7%</b>	87.6%
Total	Count	65	975	1040	
	% of Total	6.3%	93.8%	100.0%	

**Meeting People Face-to-face – Child-parent Comparison**

In the case of a small percentage (6.6%) of parents and children, the possibility of risk is higher where it concerns children meeting people they met online face-to-face. This is because the parents do not consider their child meeting people they got to know on the internet as risky, and their child would be willing to do so.

**Table 91 - I would be willing to meet someone I made friends with over the internet - child \* parent cross tabulation**

			It is risky for my child to meet with people they got to know over the internet - parent		Total
			Yes	No	
I would be willing to meet someone I made friends with over the internet - child	Yes	Count	<b>60</b>	69	129
		% of Total	<b>5.8%</b>	6.6%	12.4%
	No	Count	526	<b>385</b>	911
		% of Total	50.6%	<b>37.0%</b>	87.6%
Total		Count	586	454	1040
		% of Total	56.3%	43.7%	100.0%

**Posting Things Publicly on Social Networking Sites – Child-parent Comparison**

The majority of parents and children (**82.6%**) do not believe that posting things publicly on Social Networking Sites is safe. 10.4% of children believe this even if their parents do not think so.

**Table 92 - It is fine to post things publicly on Social Networking Sites - child \* parent cross tabulation**

			It is fine for my child to post things publicly on Social Networking Sites		Total
			Yes	No	
It is fine to post things publicly on Social Networking Sites - child	Yes	Count	<b>13</b>	108	121
		% of Total	<b>1.3%</b>	10.4%	11.6%
	No	Count	60	<b>859</b>	919
		% of Total	5.8%	<b>82.6%</b>	88.4%
Total		Count	73	967	1040
		% of Total	7.0%	93.0%	100.0%





**Personal Information Available Online – Child-parent Comparison**

Table 93 indicates that the majority of children and parents are concerned about the information available online about the child, while Table 94 shows that 88.7% agree that one should not post photos of the child without permission.

**Table 93 - I am not worried about the personal information there is about me on the internet for others to see - child \* parent cross tabulation**

			I am not worried about the personal information there is about my child on the internet for others to see		Total
			Yes	No	
I am not worried about the personal information there is about me on the internet for others to see - child	Yes	Count	<b>46</b>	102	148
		% of Total	<b>4.4%</b>	9.8%	14.2%
	No	Count	204	<b>688</b>	892
		% of Total	19.6%	<b>66.2%</b>	85.8%
Total		Count	250	790	1040
		% of Total	24.0%	76.0%	100.0%

**Permission to Post Photos – Child-parent Comparison**

**Table 94 - Others may post photos of the child without permission - child \* parent cross tabulation**

			Others may post photos of my child without her permission		Total
			Yes	No	
Others may post photos of me without my permission - child	Yes	Count	<b>3</b>	75	78
		% of Total	<b>0.3%</b>	7.2%	7.5%
	No	Count	40	<b>922</b>	962
		% of Total	3.8%	<b>88.7%</b>	92.5%
Total		Count	43	997	1040
		% of Total	4.1%	95.9%	100.0%

## ***Children’s Perception of the Most Dangerous Thing Online***

Children were asked to tick what they consider as the most dangerous thing on the internet. Table 95 indicates the number of valid responses which will be then analysed below.

**Table 95 - Most dangerous thing on the internet – Case summary**

Children: According to you, which of the following is the most dangerous thing on the internet?

N	Valid	1261
	Did not reply	63

Table 96 shows that 34.4% of children consider hacking as being the most dangerous, followed by 19.6% who mentioned the most dangerous thing online according to them would be a virus.

**Table 96 - Which is the most dangerous thing on the internet?**

	Frequency	Percent
Virus	259	19.6%
Hacking	455	34.4%
Content which is in appropriate for my age	51	3.9%
Being Contacted by strangers online	77	5.8%
Pop-ups	82	6.2%
Unpleasant or inappropriate comments	66	5.0%
Unpleasant or inappropriate pictures	55	4.2%
Unpleasant or inappropriate videos	201	15.2%
Other	15	1.1%
Total	1261	95.2%
Did not reply	63	4.85%
Total	1324	100.0%

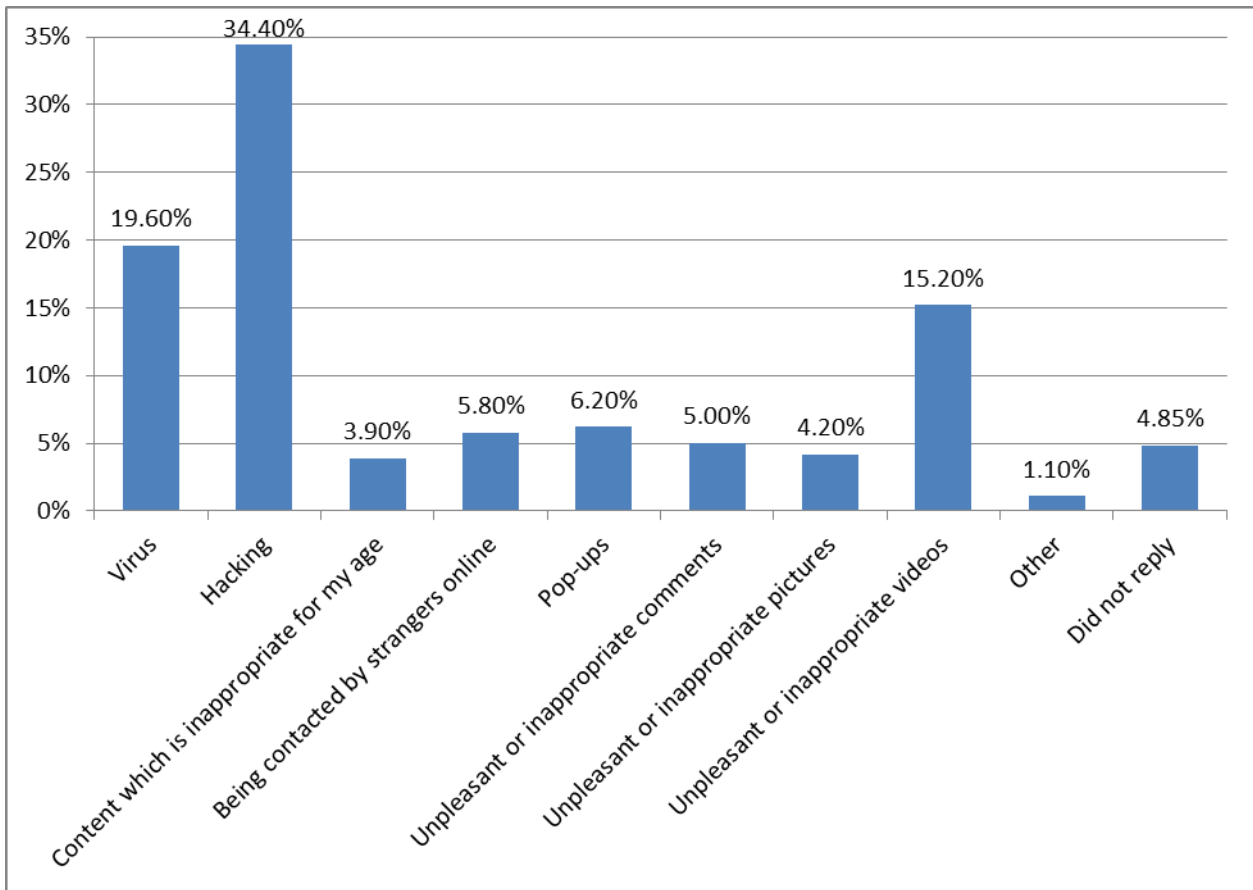


Figure 21 - Children's perception of the most dangerous thing on the internet

### Passwords

Children were asked whether anyone knew any of their passwords. 66.2% of children said their parents were aware of one or more of their passwords, while above 25% of the children mentioned that their sibling knew their passwords. Another 25% of children said that only they knew their passwords.

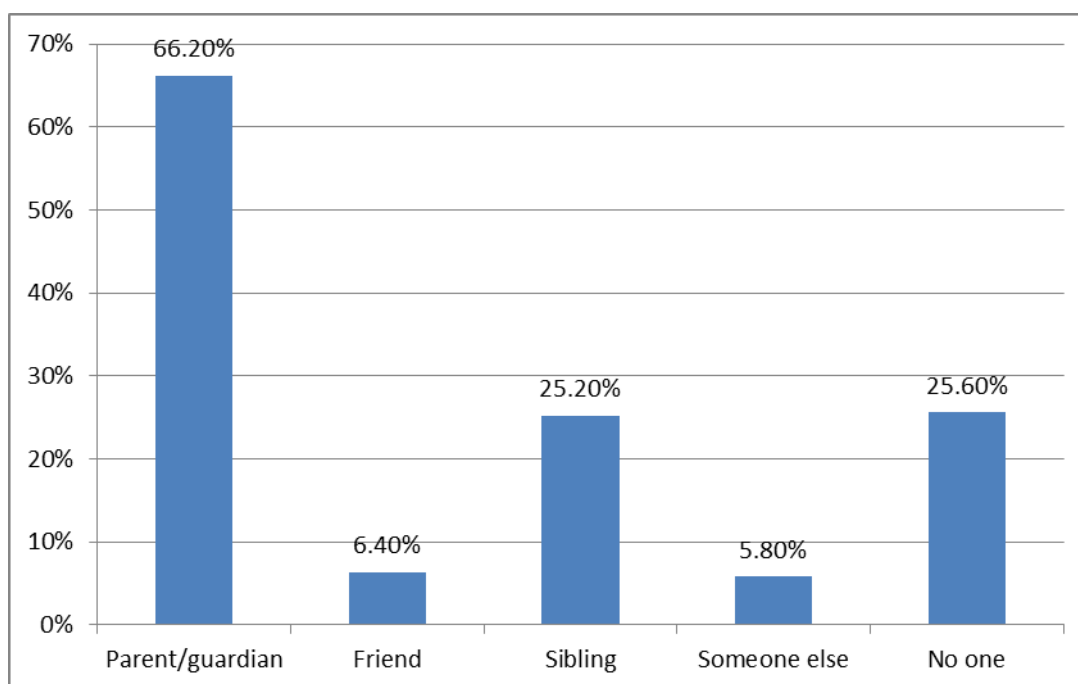
Table 97 - Passwords – Case summary

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Children Q. 17: Tick the ones who know any of your passwords <sup>a</sup>	1245	94.0%	79	6.0%	1324	100.0%

a. Dichotomy group tabulated at value 1.

**Table 98 - People who know the child's password**

	Responses	
	N	Percent
My parent/guardian knows one or more of my passwords	824	66.2%
My friend knows one or more of my passwords	80	6.4%
My brother/sister knows one or more of my passwords	314	25.2%
Someone else knows one or more of my passwords	72	5.8%
No one knows any of my passwords	319	25.6%



**Figure 22 - People who know the child's password**

Table 99 is a comparison of the children who said their parents know their passwords and of the parents who said they knew their children's passwords. There were 1194 valid cases to be analysed for this table. It excludes those respondents who did not tick anything for the questions concerned. Parents and children agree in **66.1%** of the cases. 12.1% of parents are under the impression that they know their child's password, but according to the children they do not. On the other hand, 21.8% of parents say they do not know their children's passwords, while the children said that their parents do.

**Table 99 - My parent/guardian knows one or more of my passwords \* I know one or more of my child's passwords cross tabulation**

			I know one or more of my child's passwords		Total
			Yes	No	
My parent/guardian knows one or more of my passwords	Yes	Count	<b>536</b>	260	796
		% of Total	<b>44.9%</b>	21.8%	66.7%
	No	Count	145	<b>253</b>	398
		% of Total	12.1%	<b>21.2%</b>	33.3%
Total	Count		681	513	1194
	% of Total		57.0%	43.0%	100.0%

## Section F – Experience of Risk

This section is aimed at understanding which experiences of risk the children had and their reactions to them.

### *Children’s Experience of Risk*

Initially the children were asked to tick whether they had any experiences of risk from a list provided in the questionnaire. Table 100 shows that 44.6% of children mentioned that they had a virus and 45.4% encountered pop-ups online. 22.1% of children indicated that they never experienced any of the mentioned experiences.

**Table 100 - Which of these happened to you on the internet?**

	Responses	
	N	Percent
Virus	590	44.6%
Hacking	189	14.3%
Content which is inappropriate for my age	159	12.0%
Being contacted by strangers	259	19.6%
Pop Ups	600	45.4%
Unpleasant or Inappropriate Comments	194	14.7%
Unpleasant or Inappropriate Pictures	243	18.4%
Unpleasant or Inappropriate Videos	229	17.3%
None	292	22.1%

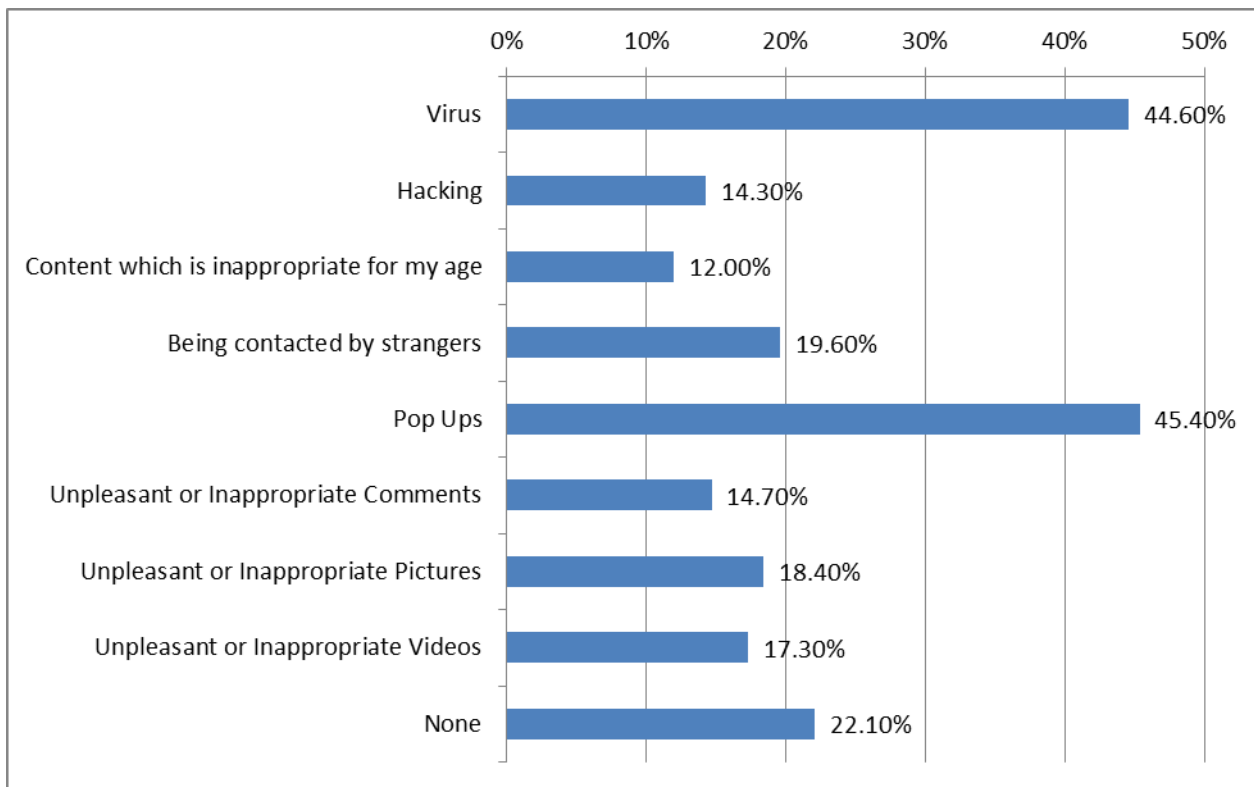


Figure 23 - Children's risk experiences

***Risky Experiences Considered the Most Dangerous Experience Online***

What follows is an analysis of how many of those who had a risky experience online classify it as the most dangerous thing on the internet. This analysis could be carried out in 76.6% of the cases.

Table 101 - Most dangerous experiences \* risk experience – Case summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Most dangerous risk according to children * risk experiences children had	1014	76.6%	310	23.4%	1324	100.0%

This analysis shows that **40.1%** of children who had a particular bad experience think that this is the most dangerous thing online. Overall children thought that hacking was the most dangerous thing that one could experience.



**Table 102 - Most dangerous experience \* risk experience cross tabulation**

		Which of these happened to you on the internet?								Total
		Virus	Hacking	Content which is inappropriate for my age	Being contacted by strangers	Pop Ups	Unpleasant or Inappropriate Comments	Unpleasant or Inappropriate Pictures	Unpleasant or Inappropriate Videos	
Which is the most dangerous thing on the internet?	Virus	Count 143	30	20	32	83	30	37	39	206
		% of Total 14.1%	3.0%	2.0%	3.2%	8.2%	3.0%	3.6%	3.8%	20.3%
	Hacking	Count 204	73	52	99	229	66	76	75	360
		% of Total 20.1%	7.2%	5.1%	9.8%	22.6%	6.5%	7.5%	7.4%	35.5%
	Content which is in appropriate for my age	Count 20	11	10	11	24	11	7	13	39
		% of Total 2.0%	1.1%	1.0%	1.1%	2.4%	1.1%	0.7%	1.3%	3.8%
	Being Contacted by strangers online	Count 29	8	6	20	36	6	14	8	64
		% of Total 2.9%	0.8%	0.6%	2.0%	3.6%	0.6%	1.4%	0.8%	6.3%
	Pop-ups	Count 28	9	5	10	66	6	11	10	71
		% of Total 2.8%	0.9%	0.5%	1.0%	6.5%	0.6%	1.1%	1.0%	7.0%
Unpleasant or inappropriate comments	Count 27	10	12	20	25	18	18	11	52	
	% of Total 2.7%	1.0%	1.2%	2.0%	2.5%	1.8%	1.8%	1.1%	5.1%	
Unpleasant or inappropriate pictures	Count 26	13	6	10	28	8	13	8	44	
	% of Total 2.6%	1.3%	0.6%	1.0%	2.8%	0.8%	1.3%	0.8%	4.3%	
Unpleasant or inappropriate videos	Count 96	31	43	51	97	43	62	59	168	
	% of Total 9.5%	3.1%	4.2%	5.0%	9.6%	4.2%	6.1%	5.8%	16.6%	
Other	Count 5	3	4	4	7	5	2	3	10	
	% of Total 0.5%	0.3%	0.4%	0.4%	0.7%	0.5%	0.2%	0.3%	1.0%	
Total	Count 578	188	158	257	595	193	240	226	1014	
	% of Total 57.0%	18.5%	15.6%	25.3%	58.7%	19.0%	23.7%	22.3%	100.0%	

Percentages and totals are based on respondents.

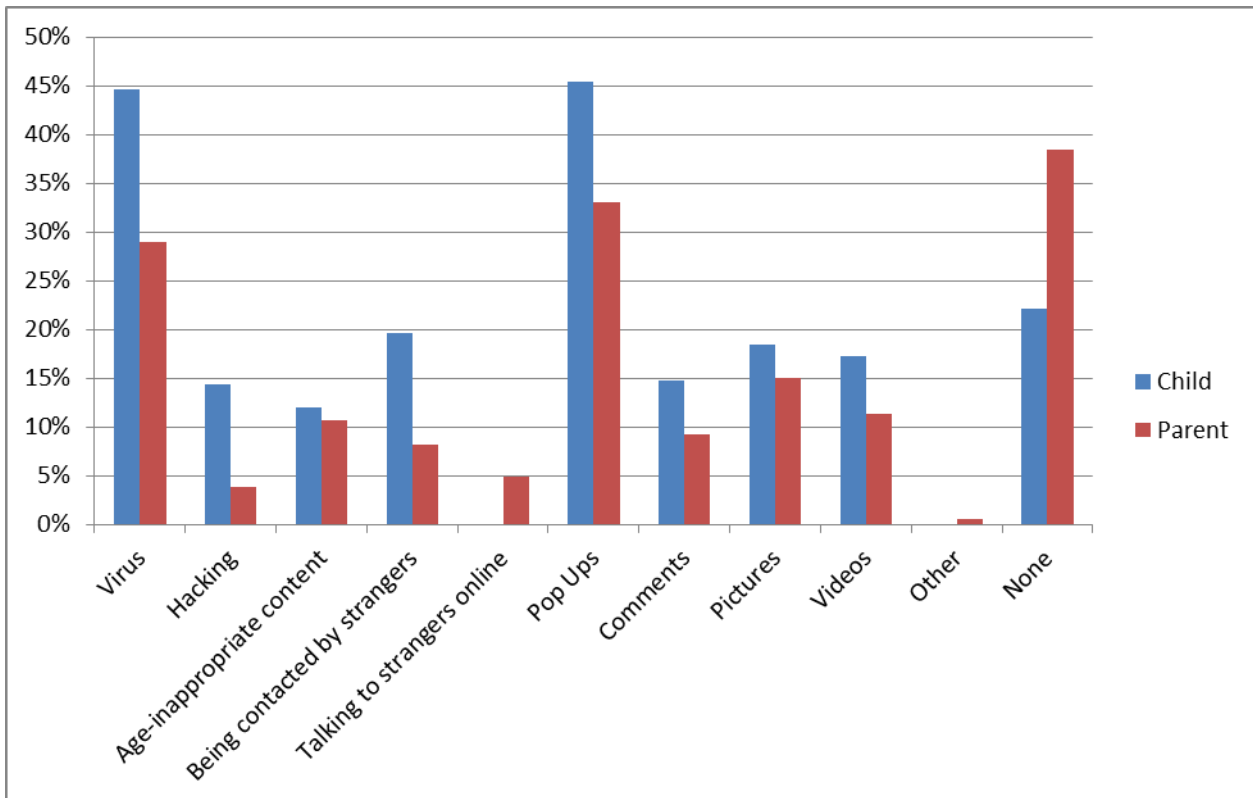
a. Dichotomy group tabulated at value 1.

### ***Children’s Experience of Risk According to their Parents***

Parents were also asked to say which risky experiences their child encountered online. Table 103 shows their replies, while Figure 24 compares the children’s and parents’ replies when asked to state which risky experiences the child had had.

**Table 103 - Which of the following happened to your child on the internet?**

	Responses	
	N	Percent
Viruses	383	29.0%
Hacking	50	3.8%
Content which is inappropriate for her age	141	10.7%
Being contacted by strangers online	109	8.2%
Talking to strangers online	65	4.9%
Pop-Ups	438	33.1%
Unpleasant or inappropriate comments	121	9.2%
Unpleasant or inappropriate Images	198	15.0%
Unpleasant or inappropriate videos	149	11.3%
Other	6	0.5%
None	509	38.5%



**Figure 24 - Risky experiences comparison**  
 ('Talking to strangers' and 'Other' were only included in the parents' questionnaires)

Some parents are unaware of what their children experience online. The differences are more evident where it concerns viruses, hacking, contact by strangers and pop-ups. A smaller

percentage of parents are aware that their children had such experiences. This is also evident in the percentage of parents who say that their child had experienced none of the mentioned risks.

***Risk Experienced by Children Compared with the Parents' Awareness of Risks Encountered by their Children***

A comparison of which bad experiences children had online and what the parents said the children experienced online was carried out in 51.4% of the cases.

**Table 104 - Risk experience child \* parent – Case summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Risk experience child * parent	680	51.4%	644	48.6%	1324	100.0%

In Table 105, Viruses and Pop-Ups are major risks as perceived by both children and parents. Irrespective of what the children experienced, parents mostly mention viruses and pop-ups as those which their child experienced.

**Table 105 - Risk Experience mentioned parent \* child cross tabulation**

		Risk Experience mentioned by the child								Total	
		Virus	Hacking	Content which is inappropriate for my age	Being contacted by strangers	Pop Ups	Unpleasant or Inappropriate Comments	Unpleasant or Inappropriate Pictures	Unpleasant or Inappropriate Videos		
Risk experience according to the parent	Viruses	Count	267	70	59	98	193	66	88	75	335
		% of Total	39.3%	10.3%	8.7%	14.4%	28.4%	9.7%	12.9%	11.0%	49.3%
	Hacking	Count	28	28	12	18	27	14	14	12	46
		% of Total	4.1%	4.1%	1.8%	2.6%	4.0%	2.1%	2.1%	1.8%	6.8%
	Content which is inappropriate for her age	Count	67	30	28	45	82	26	38	36	118
		% of Total	9.9%	4.4%	4.1%	6.6%	12.1%	3.8%	5.6%	5.3%	17.4%
	Being contacted by strangers online	Count	55	21	16	54	51	17	24	20	92
		% of Total	8.1%	3.1%	2.4%	7.9%	7.5%	2.5%	3.5%	2.9%	13.5%
	Talking to strangers online	Count	38	17	18	31	32	18	18	17	56
		% of Total	5.6%	2.5%	2.6%	4.6%	4.7%	2.6%	2.6%	2.5%	8.2%
	Pop-Ups	Count	228	73	66	97	269	73	95	80	375
		% of Total	33.5%	10.7%	9.7%	14.3%	39.6%	10.7%	14.0%	11.8%	55.1%
	Unpleasant or inappropriate comments	Count	65	24	15	37	67	26	25	21	108
		% of Total	9.6%	3.5%	2.2%	5.4%	9.9%	3.8%	3.7%	3.1%	15.9%
	Unpleasant or inappropriate Images	Count	100	34	41	61	107	44	60	51	170
		% of Total	14.7%	5.0%	6.0%	9.0%	15.7%	6.5%	8.8%	7.5%	25.0%
	Unpleasant or inappropriate videos	Count	74	28	23	45	77	28	35	32	128
		% of Total	10.9%	4.1%	3.4%	6.6%	11.3%	4.1%	5.1%	4.7%	18.8%
Other	Count	2	0	0	0	2	1	0	0	4	
	% of Total	0.3%	0.0%	0.0%	0.0%	0.3%	0.1%	0.0%	0.0%	0.6%	
Total	Count	429	138	112	187	416	133	172	158	680	
	% of Total	63.1%	20.3%	16.5%	27.5%	61.2%	19.6%	25.3%	23.2%	100.0%	

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

The tables in the next sections are an analysis of the children who answered YES for each of the risky experiences the respondents had (Table 96). For each risky experience children were asked (i) what they did about the risk and (ii) how they felt about it. The case summaries at the beginning of each section indicate the number of children who ticked 'YES' for each risk experience and those who replied to the subsequent question of what they did about it and how they felt about it. The highest percentages of respondents experienced viruses (44.6%) and pop ups (45.4%).

In trying to cope with the situations they experienced, children often mention that they spoke to someone about it. Those children who had these experiences of risk mention feeling upset or very upset in most instances, except for pop ups and contact with strangers. Although the number of children who experienced these risks was not very high, the fact that the majority then mention being upset or very upset is indicative that these risks are potentially harmful for the children.

Over half of the children who were contacted by strangers say that they did not feel upset about it which is probably why 31.8% said they did nothing about it. A similar situation is observed for pop ups where fewer children said they spoke to someone about it and more said that they tried to solve it on their own or did nothing about it. In fact the number of children who said they were not upset by pop ups was 61.2%.

The numbers and percentages of children who were upset or very upset by the risk experiences are shown in the tables related to how the children felt about each risk.

**Risk Experience – Virus**

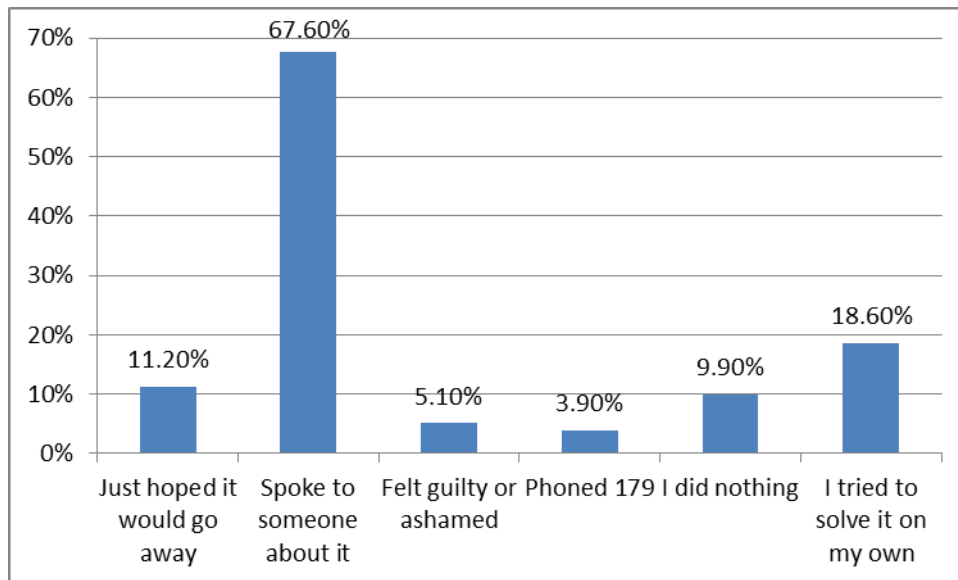
**Table 106 - Children who ticked YES for virus - Case summary**

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Virus <sup>a</sup> (44.6%)	565	95.8%	25	4.2%	590	100.0%

a. Dichotomy group tabulated at value 1.

**Table 107 – How children dealt with the virus**

	Responses	
	N	Percent
Virus - Just hoped it would go away	63	11.2%
Virus - Spoke to someone about it	382	67.6%
Virus - Felt guilty or ashamed	29	5.1%
Virus - Phoned 179	22	3.9%
Virus - I did nothing	56	9.9%
Virus - I tried to solve it on my own	105	18.6%



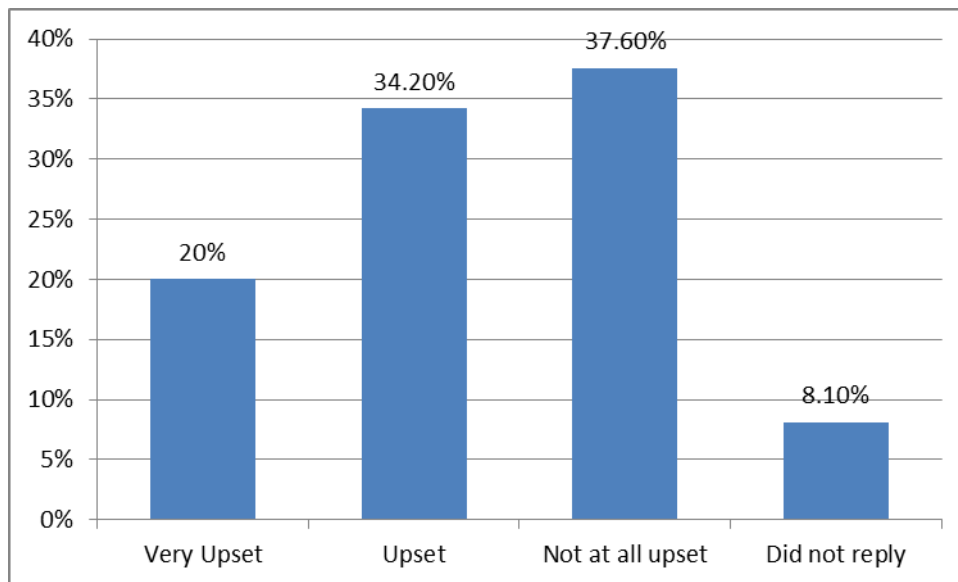
**Figure 25 – How children dealt with the virus**

**Table 108 - How children felt about the virus – Case summary**

N	Valid	542
	Did not reply	48

**Table 109 - How children felt about the virus**

	Frequency	Percent
Very Upset	118	20.0%
Upset	202	34.2%
Not at all upset	222	37.6%
Total	542	91.9%
Did not reply	48	8.1%
Total	590	100.0%



**Figure 26 - How children felt about the virus**

**Risk Experience – Hacking**

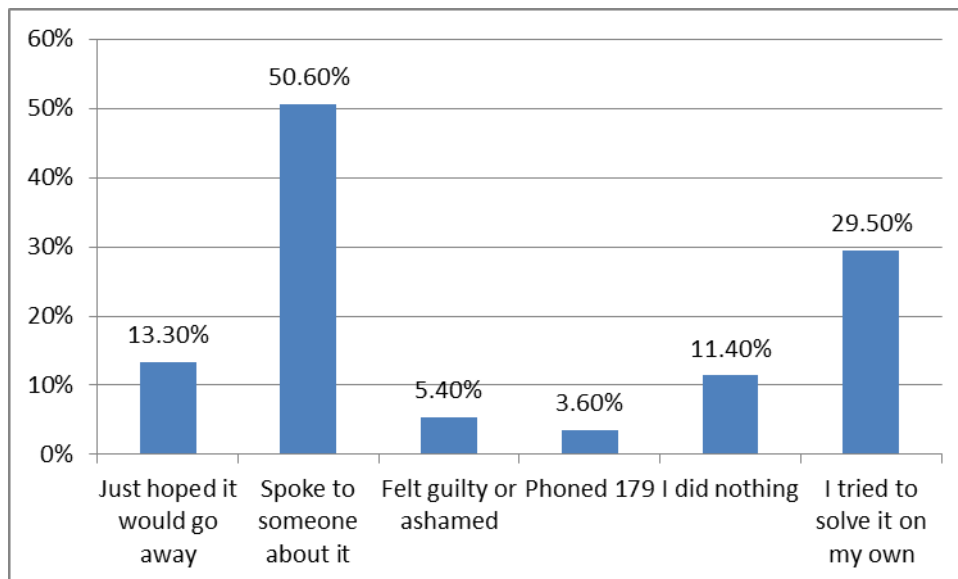
**Table 110 - Children who ticked YES for hacking – Case summary**

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Hacking <sup>a</sup> (14.3%)	166	87.8%	23	12.2%	189	100.0%

a. Dichotomy group tabulated at value 1.

**Table 111 – How children dealt with hacking**

	Responses	
	N	Percent
Hacking - Just hoped it would go away	22	13.3%
Hacking - Spoke to someone about it	84	50.6%
Hacking - Felt guilty or ashamed	9	5.4%
Hacking - Phoned 179	6	3.6%
Hacking - I did nothing	19	11.4%
Hacking - I tried to solve it on my own	49	29.5%



**Figure 27 – How children dealt with hacking**

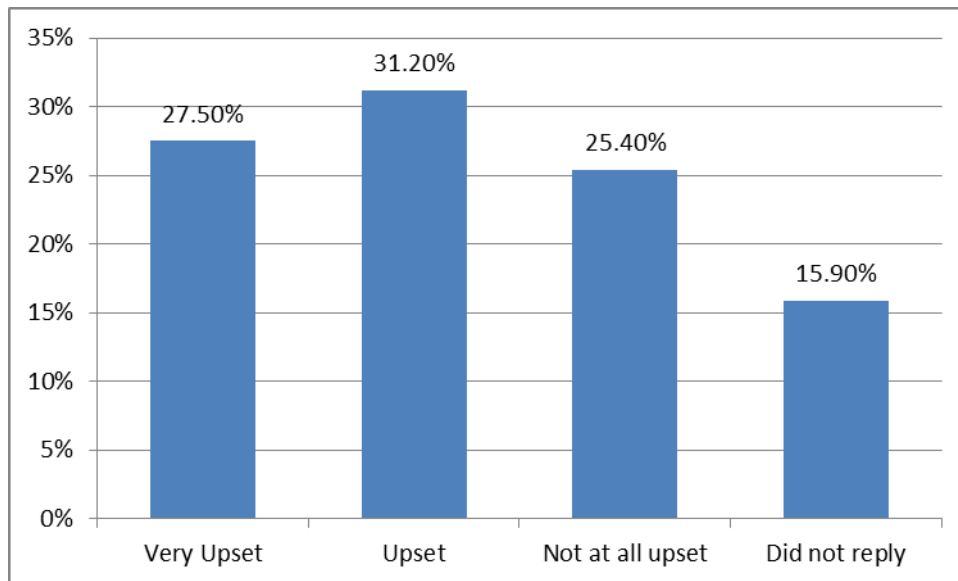


**Table 112 - How children felt about the hacking – Case summary**

N	Valid	159
	Did not reply	30

**Table 113 - How children felt about the hacking**

	Frequency	Percent
Very Upset	52	27.5%
Upset	59	31.2%
Not at all upset	48	25.4%
Total	159	84.1%
Did not reply	30	15.9%
Total	189	100.0%



**Figure 28 - How children felt about the hacking**

**Risk Experience – Inappropriate Content**

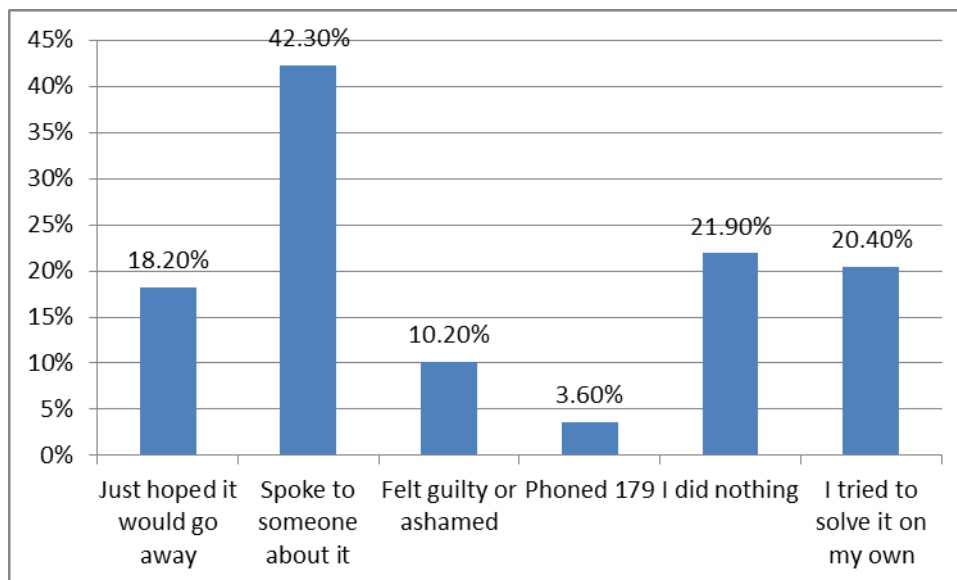
**Table 114 - Children who ticked YES for inappropriate content – Case summary**

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Inappropriate Content <sup>a</sup> (12%)	137	86.2%	22	13.8%	159	100.0%

a. Dichotomy group tabulated at value 1.

**Table 115 – How children dealt with inappropriate content**

	Responses	
	N	Percent
Inappropriate Content - Just hoped it would go away	25	18.2%
Inappropriate Content - Spoke to someone about it	58	42.3%
Inappropriate Content - Felt guilty or ashamed	14	10.2%
Inappropriate Content - Phoned 179	5	3.6%
Inappropriate Content - I did nothing	30	21.9%
Inappropriate Content - I tried to solve it on my own	28	20.4%



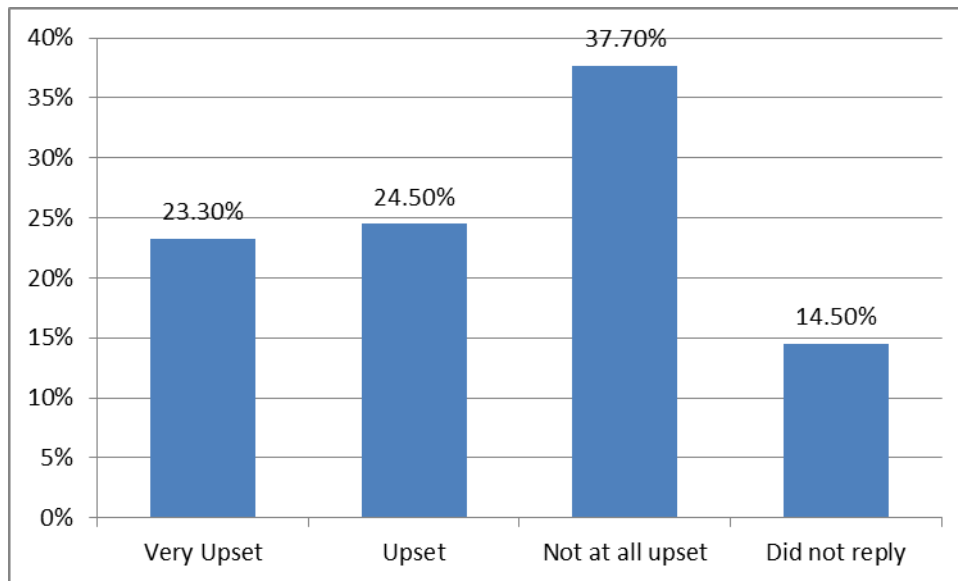
**Figure 29 – How children dealt with inappropriate content**

**Table 116 - How children felt about the inappropriate content – Case summary**

N	Valid	136
	Did not reply	23

**Table 117 - How children felt about the inappropriate content**

	Frequency	Percent
Very Upset	37	23.3%
Upset	39	24.5%
Not at all upset	60	37.7%
Total	136	85.5%
Did not reply	23	14.5%
Total	159	100.0%



**Figure 30 - How children felt about the inappropriate content**

## Risk Experience – Being Contacted by Strangers

Table 118 - Children who ticked YES for being contacted by strangers – Case Summary

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Contacted by stranger <sup>a</sup> (19.6%)	242	93.4%	17	6.6%	259	100.0%

a. Dichotomy group tabulated at value 1.

Table 119 - What children did about being contacted by strangers

	Responses	
	N	Percent
Stranger contact - Just hoped it would go away	26	10.7%
Stranger contact - Spoke to someone about it	104	43.0%
Stranger contact - Felt guilty or ashamed	13	5.4%
Stranger contact - Phoned 179	5	2.1%
Stranger contact - I did nothing	77	31.8%
Stranger contact - I tried to solve it on my own	48	19.8%

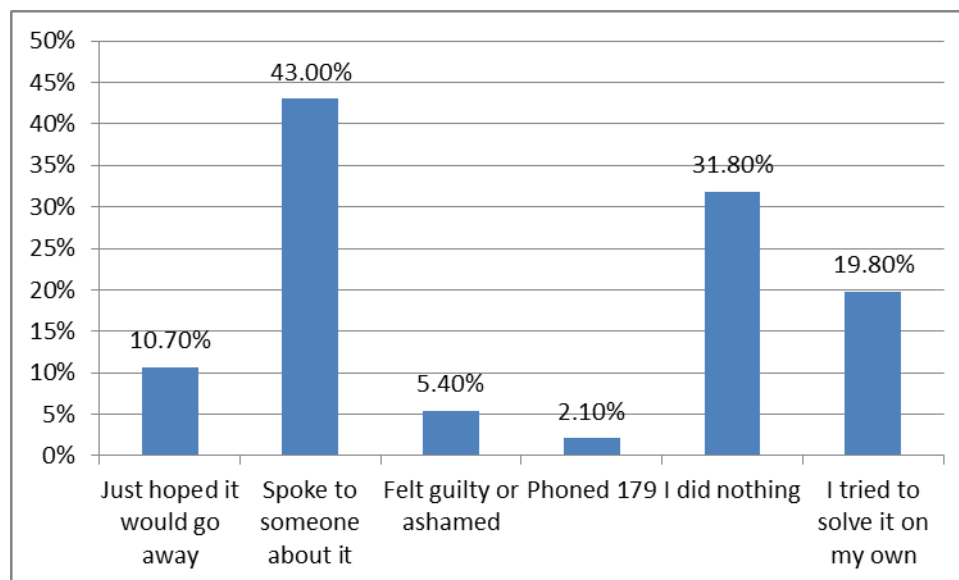


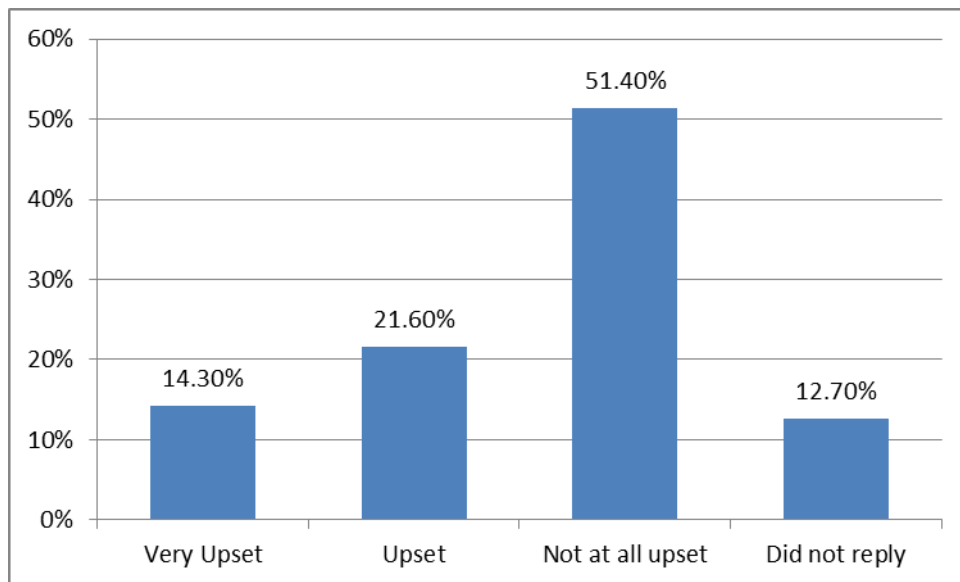
Figure 31 - What children did about being contacted by strangers

**Table 120 - How children felt about being contacted by strangers – Case summary**

N	Valid	226
	Did not reply	33

**Table 121 - How children felt about being contacted by strangers**

	Frequency	Percent
Very Upset	37	14.3%
Upset	56	21.6%
Not at all upset	133	51.4%
Total	226	87.3%
Did not reply	33	12.7%
Total	259	100.0%



**Figure 32 - How children felt about being contacted by strangers**

**Risk Experience – Pop Ups**

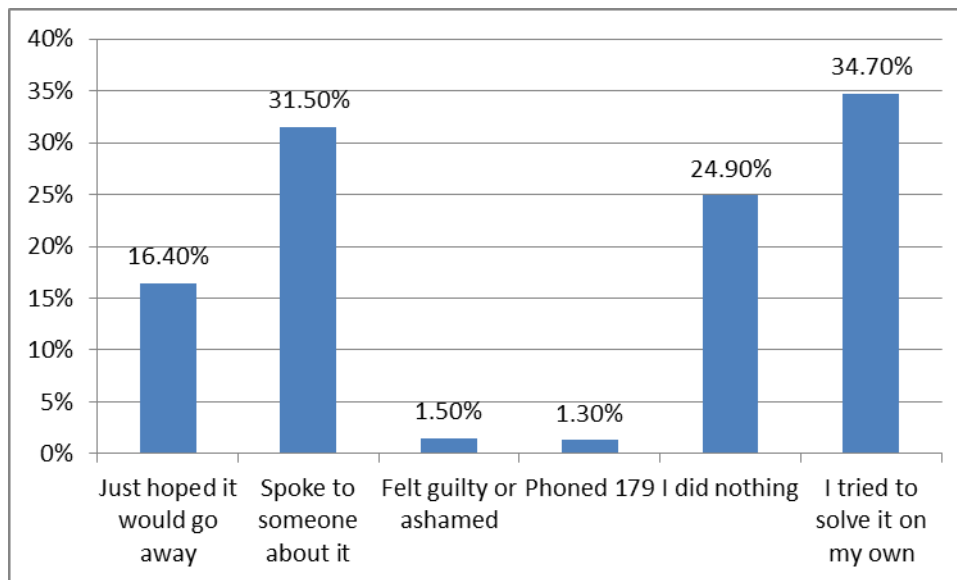
**Table 122 - What children did about the pop ups - Case summary**

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Pop ups <sup>a</sup> (45.4%)	550	91.7%	50	8.3%	600	100.0%

a. Dichotomy group tabulated at value 1.

**Table 123 – How children dealt with pop ups**

	Responses	
	N	Percent
Pop Ups - Just hoped it would go away	90	16.4%
Pop Ups - Spoke to someone about it	173	31.5%
Pop Ups - Felt guilty or ashamed	8	1.5%
Pop Ups - Phoned 179	7	1.3%
Pop Ups - I did nothing	137	24.9%
Pop Ups - I tried to solve it on my own	191	34.7%



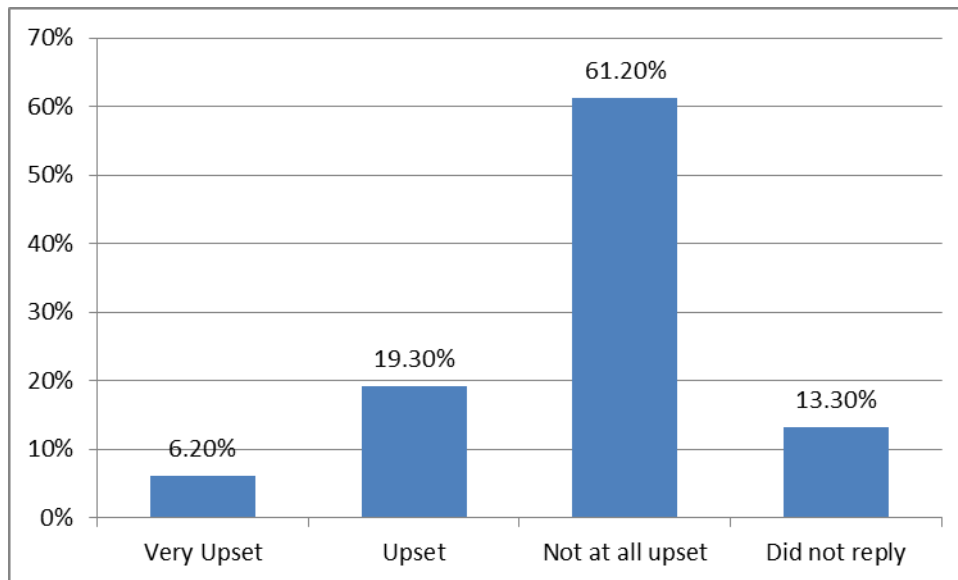
**Figure 33 – How children dealt with pop ups**

**Table 124 - How children felt about the pop ups – Case summary**

N	Valid	520
	Did not reply	80

**Table 125 - How children felt about the pop ups**

	Frequency	Percent
Very Upset	37	6.2%
Upset	116	19.3%
Not at all upset	367	61.2%
Total	520	86.7%
Did not reply	80	13.3%
Total	600	100.0%



**Figure 34 - How children felt about the pop ups**

**Risk Experience – Unpleasant or Inappropriate Comments**

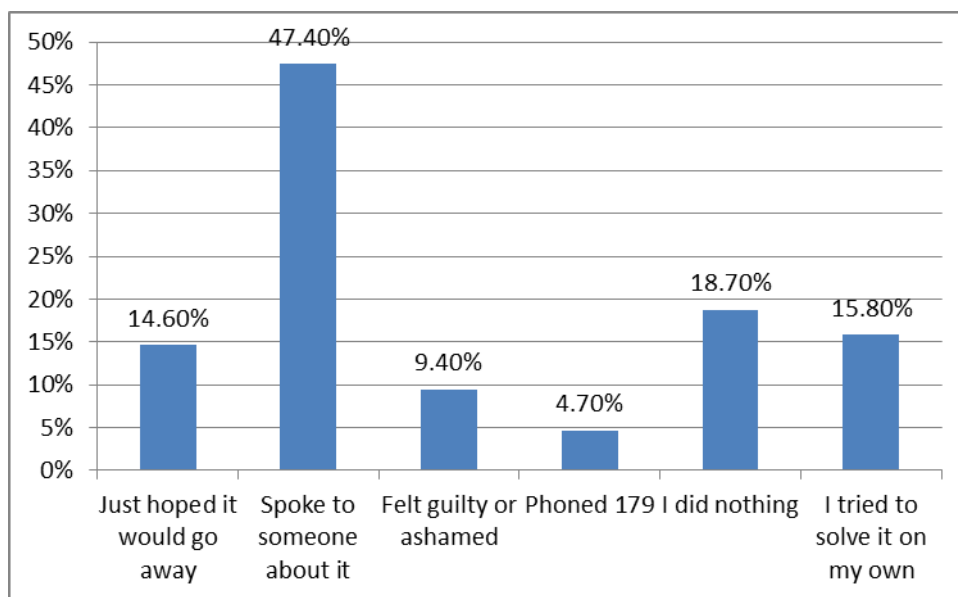
**Table 126 - Children who ticked YES for unpleasant or inappropriate comments - Case summary**

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Unpleasant or Inappropriate Comments <sup>a</sup> (14.7%)	171	88.1%	23	11.9%	194	100.0%

a. Dichotomy group tabulated at value 1.

**Table 127 – How children dealt with unpleasant or inappropriate comments**

	Responses	
	N	Percent
Unpleasant or Inappropriate Comments - Just hoped it would go away	25	14.6%
Unpleasant or Inappropriate Comments - Spoke to someone about it	81	47.4%
Unpleasant or Inappropriate Comments - Felt guilty or ashamed	16	9.4%
Unpleasant or Inappropriate Comments - Phoned 179	8	4.7%
Unpleasant or Inappropriate Comments - I did nothing	32	18.7%
Unpleasant or Inappropriate Comments - I tried to solve it on my own	27	15.8%



**Figure 35 - How children dealt with unpleasant or inappropriate comments**

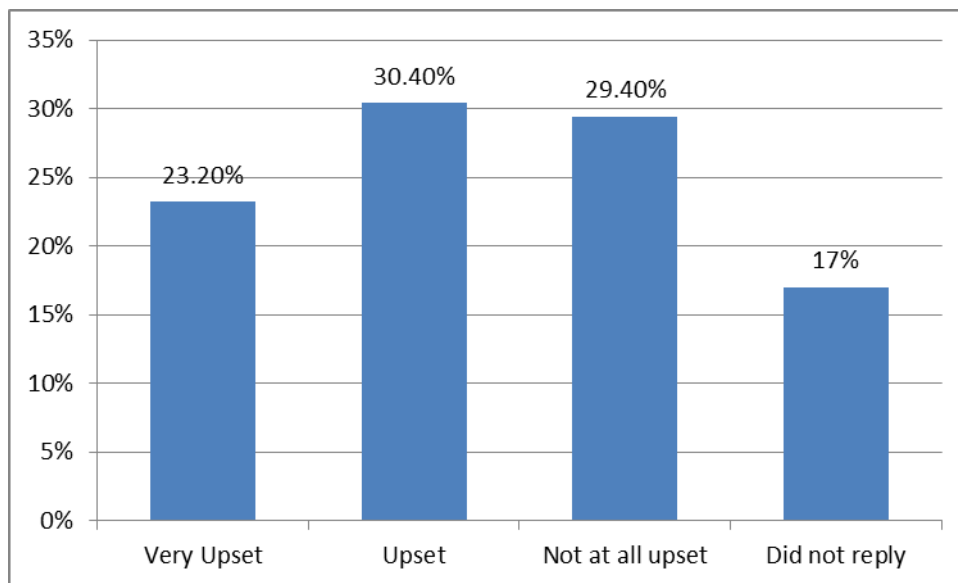


**Table 128 - How children felt about the unpleasant or inappropriate comments – Case summary**

N	Valid	161
	Did not reply	33

**Table 129 - How children felt about the unpleasant or inappropriate comments**

	Frequency	Percent
Very Upset	45	23.2%
Upset	59	30.4%
Not at all upset	57	29.4%
Total	161	83.0%
Did not reply	33	17.0%
Total	194	100.0%



**Figure 36 - How children felt about the unpleasant or inappropriate comments**

**Risk Experience – Unpleasant or Inappropriate Pictures**

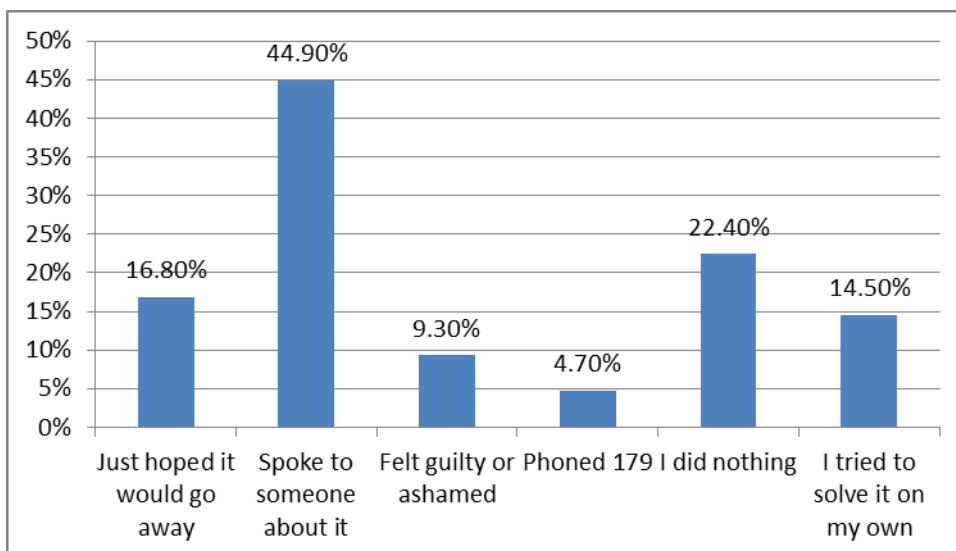
**Table 130 - Children who ticked YES for unpleasant or inappropriate pictures – Case summary**

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Unpleasant or Inappropriate Pictures <sup>a</sup> (18.4%)	214	88.1%	29	11.9%	243	100.0%

a. Dichotomy group tabulated at value 1.

**Table 131 - How children dealt with unpleasant or inappropriate pictures**

	Responses	
	N	Percent
Unpleasant or Inappropriate Pictures - Just hoped it would go away	36	16.8%
Unpleasant or Inappropriate Pictures - Spoke to someone about it	96	44.9%
Unpleasant or Inappropriate Pictures - Felt guilty or ashamed	20	9.3%
Unpleasant or Inappropriate Pictures - Phoned 179	10	4.7%
Unpleasant or Inappropriate Pictures - I did nothing	48	22.4%
Unpleasant or Inappropriate Pictures - I tried to solve it on my own	31	14.5%



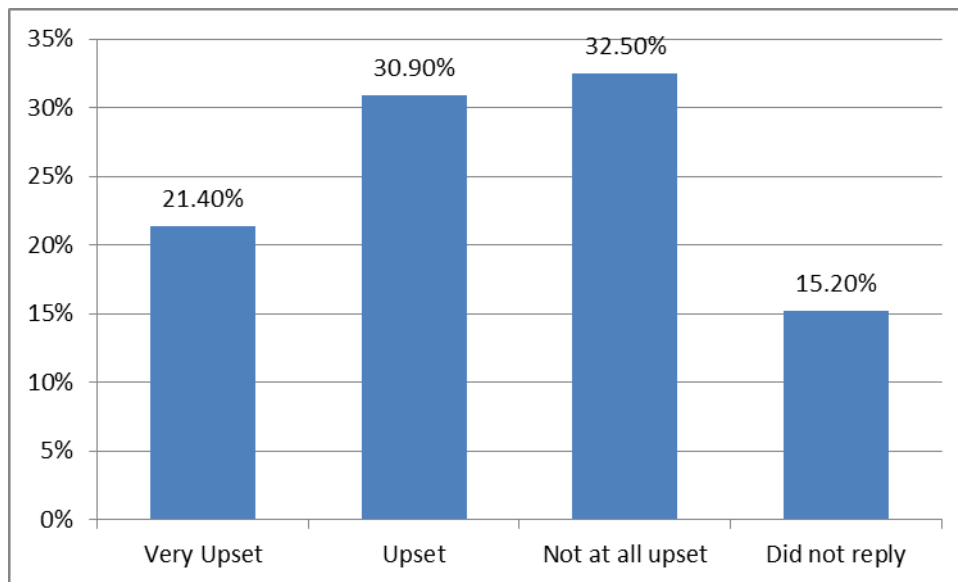
**Figure 37 - How children dealt with unpleasant or inappropriate pictures**

**Table 132 - How children felt about unpleasant or inappropriate pictures – Case summary**

N	Valid	206
	Did not reply	37

**Table 133 - How children felt about unpleasant or inappropriate pictures**

	Frequency	Percent
Very Upset	52	21.4%
Upset	75	30.9%
Not at all upset	79	32.5%
Total	206	84.8%
Did not reply	37	15.2%
Total	243	100.0%



**Figure 38 - How children felt about unpleasant or inappropriate pictures**

**Risk Experience – Unpleasant or Inappropriate Videos**

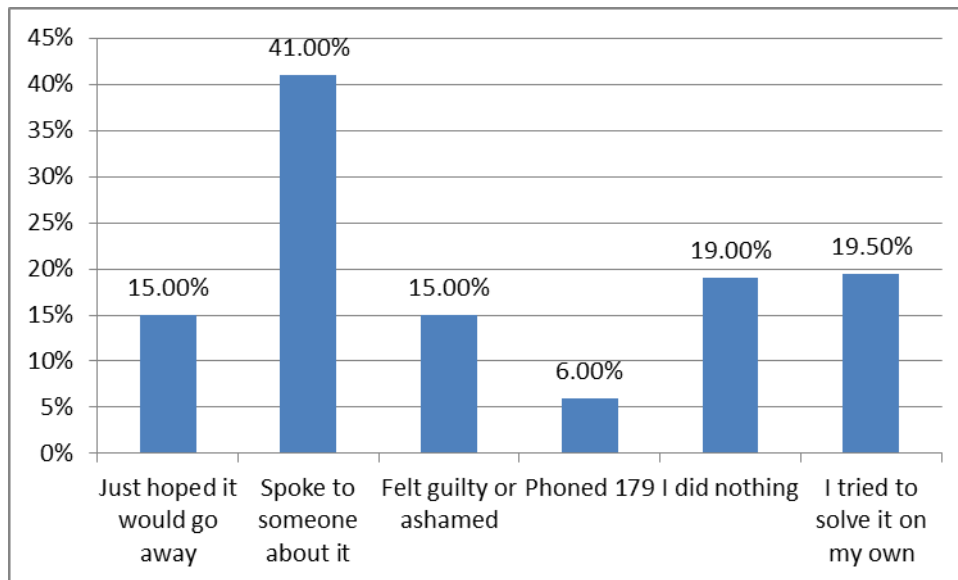
**Table 134 - Children who ticked YES for unpleasant or inappropriate videos - Case summary**

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Unpleasant or Inappropriate Videos <sup>a</sup> (17.3%)	200	87.3%	29	12.7%	229	100.0%

a. Dichotomy group tabulated at value 1.

**Table 135 - How children dealt with unpleasant or inappropriate videos**

	Responses	
	N	Percent
Unpleasant or Inappropriate Videos - Just hoped it would go away	30	15.0%
Unpleasant or Inappropriate Videos - Spoke to someone about it	82	41.0%
Unpleasant or Inappropriate Videos - Felt guilty or ashamed	30	15.0%
Unpleasant or Inappropriate Videos - Phoned 179	12	6.0%
Unpleasant or Inappropriate Videos - I did nothing	38	19.0%
Unpleasant or Inappropriate Videos - I tried to solve it on my own	39	19.5%



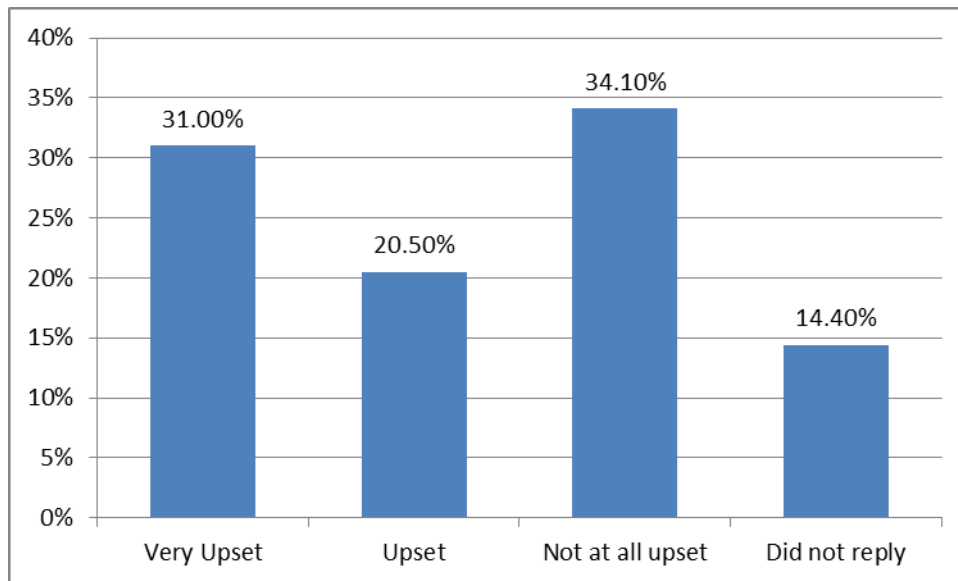
**Figure 39 - How children dealt with unpleasant or inappropriate videos**

**Table 136 - How children felt about unpleasant or inappropriate videos – Case summary**

N	Valid	196
	Did not reply	33

**Table 137 - How children felt about unpleasant or inappropriate videos**

	Frequency	Percent
Very Upset	71	31.0%
Upset	47	20.5%
Not at all upset	78	34.1%
Total	196	85.6%
Did not reply	33	14.4%
Total	229	100.0%



**Figure 40 - How children felt about unpleasant or inappropriate videos**

### ***Children's Risk Experiences Reported by Parents***

Parents were asked to tick whether their child had ever had any of the following experiences online:

- A. Gone to a meeting with someone face to face (in person) that he or she first met on the internet
- B. Seen images on the internet that are obviously sexual – for example, showing people naked or people having sex
- C. Been treated in a hurtful or nasty way on the internet by other children. (This includes being teased repeatedly in a way she did not like, or being deliberately excluded or left out.)
- D. Treated another child in a hurtful or nasty way on the internet. (This includes having teased someone repeatedly in a way she did not like, or threatened, or deliberately excluded or left them out)
- E. Seen or been sent sexual content (e.g. words, pictures or videos) on the internet. By this we mean images of people naked or having sex.
- F. Sent sexual content (e.g. words, pictures or videos) on the internet. By this we mean images of people (or herself) naked or having sex.
- G. Seen aggressive or violent content of people attacking or killing each other on the internet. This could include characters in cartoons or games as well as “real” people.
- H. Somebody used her personal information in a way she didn't like
- I. The computer got a virus
- J. She lost money by being cheated on the internet (this refers to real money)
- K. Somebody used her password to get her information, or to pretend to be her

When parents ticked YES to any of the above, they were then asked to specify how their child felt in that situation. These risk experiences reported by the parents and what the parents say their child felt are analysed below.

**Table 138 - Which of the following experience has your child had online – Case summary**

	A	B	C	D	E	F	G	H	I	J	K
N Valid	1269	1272	1267	1261	1269	1264	1269	1265	1274	1267	1267
Did not reply	55	52	57	63	55	60	55	59	50	57	57

Parents reported mostly that their child had seen violent or aggressive content (36.3%) and that their child had a virus (29.8%). In comparison, the other risk experiences have lower percentages, implying that according to the parents' responses, children have not had many risky experiences of this kind. Despite this, these experiences still need to be analysed to understand what the children's experiences were and how they felt about them. Parents were asked to comment about how the children felt because of such experiences. When analysing these responses, the numbers are small, yet there are some instances where the percentage of children who had this experience and felt upset or very upset needs to be taken into consideration.

**Table 139 - Parents who ticked YES for each of the risk situations**

Situation	Parent replied YES	
A	Gone to a meeting with someone face to face (in person) that he or she first met on the internet	3.30%
B	Seen images on the internet that are obviously sexual – for example, showing people naked or people having sex	4.80%
C	Been treated in a hurtful or nasty way on the internet by other children. (This includes being teased repeatedly in a way she did not like, or being deliberately excluded or left out.)	5.40%
D	Treated another child in a hurtful or nasty way on the internet. (This includes having teased someone repeatedly in a way she did not like, or threatened, or deliberately excluded or left them out)	1.10%
E	Seen or been sent sexual content (e.g. words, pictures or videos) on the internet. By this we mean images of people naked or having sex.	2.30%
F	Sent sexual content (e.g. words, pictures or videos) on the internet. By this we mean images of people (or herself) naked or having sex.	0.40%
G	Seen aggressive or violent content of people attacking or killing each other on the internet. This could include characters in cartoons or games as well as “real” people.	36.30%
H	Somebody used her personal information in a way she didn’t like	1.10%
I	The computer got a virus	29.80%
J	She lost money by being cheated on the internet (this refers to real money)	0.50%
K	Somebody used her password to get her information, or to pretend to be her	1.90%



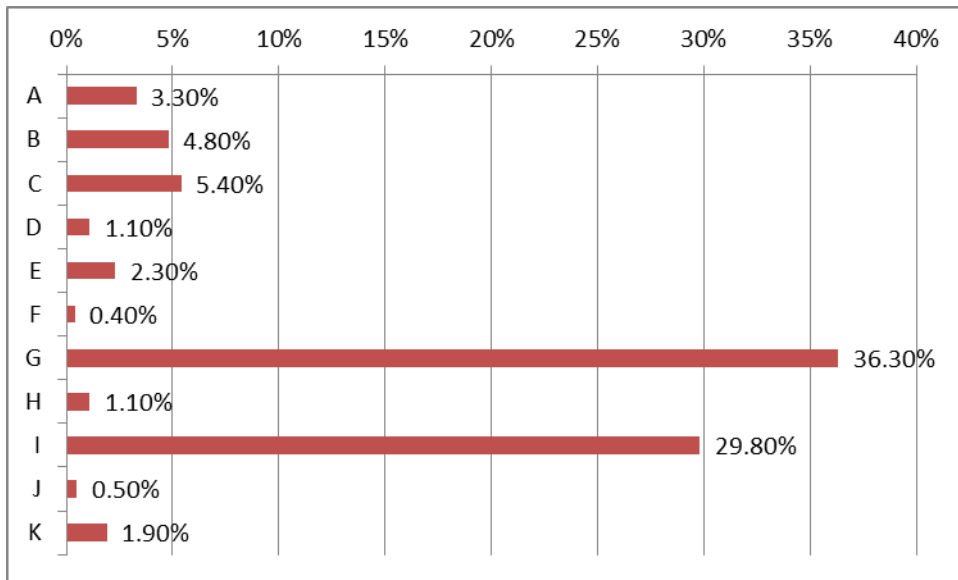


Figure 41 - Risk experiences reported by parents

**Risk Experiences Reported by Parents- Gone to a Meeting with Someone Face to Face**

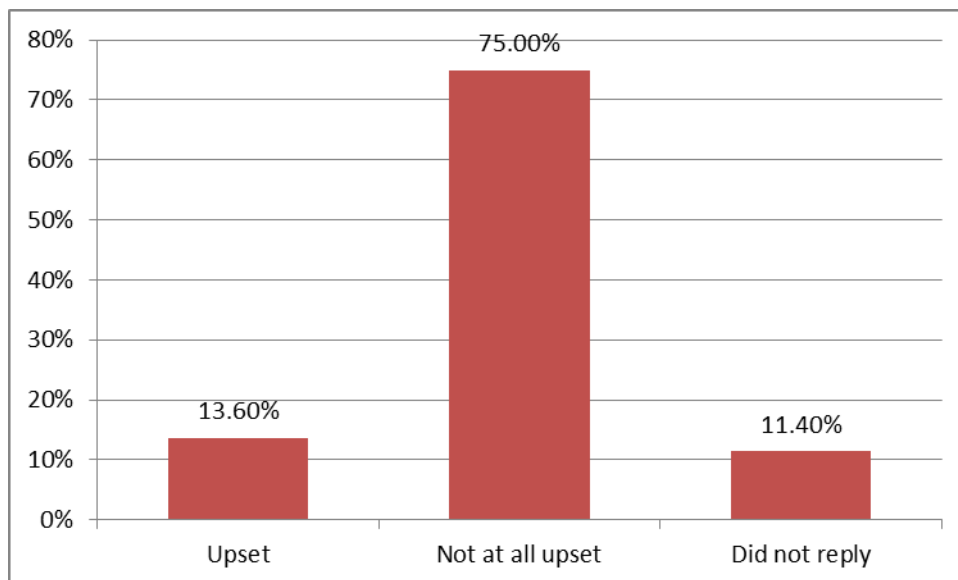
**Table 140 - Gone to a meeting with someone face to face**

	Frequency	Percent
Valid Yes	44	3.3%
No	1195	90.3%
Don't Know	30	2.3%
Total	1269	95.8%
Did not reply	55	4.2%
Total	1324	100.0%

From the 3.3% of parents who answered YES, 75% of parents said their children were not upset.

**Table 141 - How the child felt – Gone to a meeting with someone face to face**

	Frequency	Percent
Upset	6	13.6%
Not at all upset	33	75.0%
Total	39	88.6%
Did not reply	5	11.4%
Total	44	100.0%



**Figure 42 - How the child felt – Gone to a meeting with someone face to face**

**Risk Experiences Reported by Parents – Seen Sexual Images**

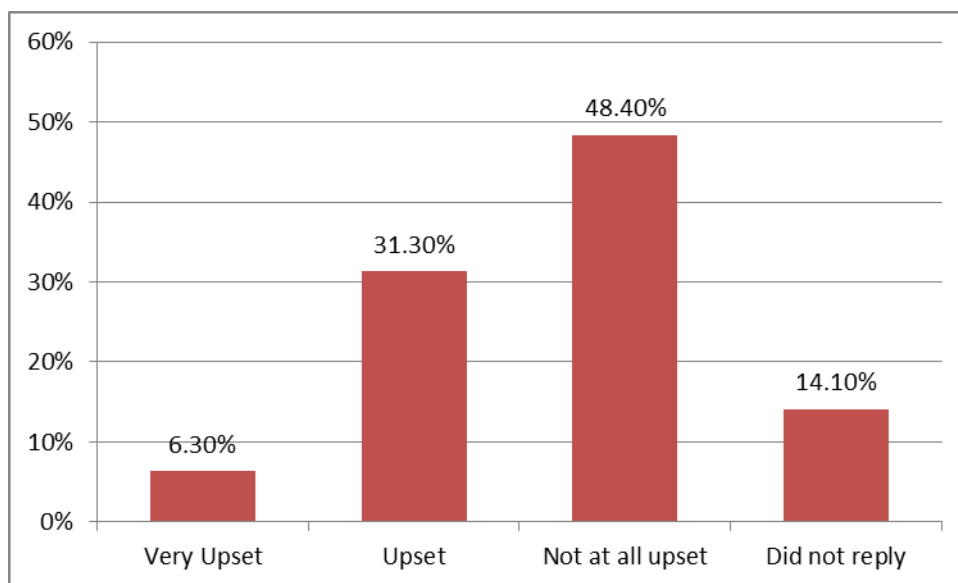
**Table 142 - Seen sexual images**

	Frequency	Percent
Valid Yes	64	4.8%
No	1063	80.3%
Don't Know	145	11.0%
Total	1272	96.1%
Did not reply	52	3.9%
Total	1324	100.0%

From the 4.8% of parents who answered YES, 37.6% said their children were upset or very upset by this.

**Table 143 - How the child felt - Seen sexual images**

	Frequency	Percent
Very Upset	4	6.3%
Upset	20	31.3%
Not at all upset	31	48.4%
Total	55	85.9%
Did not reply	9	14.1%
Total	64	100.0%



**Figure 43 - How the child felt - Seen sexual images**

**Risk Experiences Reported by Parents – Been Treated in a Hurtful or Nasty Way by Other Children**

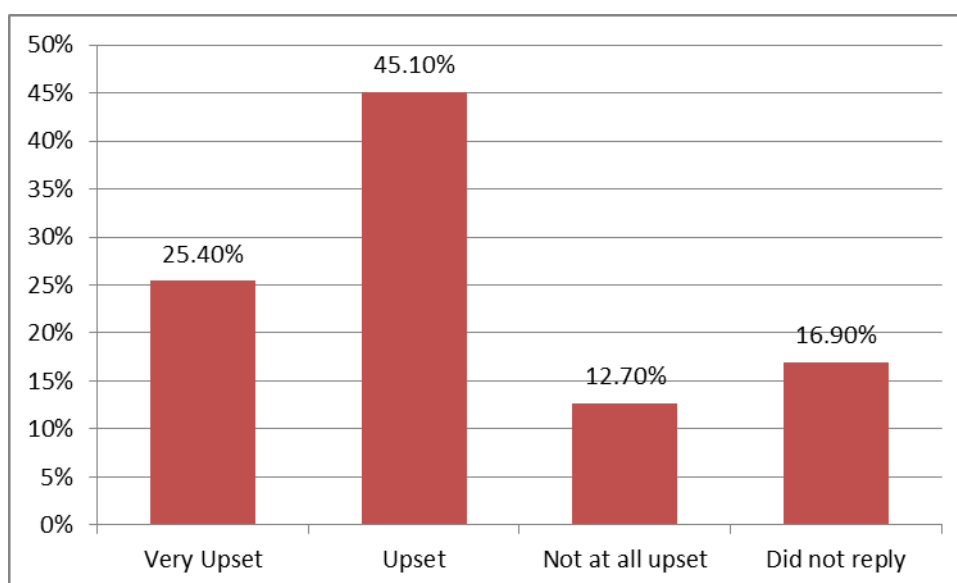
**Table 144 - Been treated in a hurtful or nasty way by other children**

	Frequency	Percent
Valid Yes	71	5.4%
No	1156	87.3%
Don't Know	40	3.0%
Total	1267	95.7%
Did not reply	57	4.3%
Total	1324	100.0%

For the 5.4% of parents who answered their child was treated in a hurtful or nasty way, the majority said their children were upset or very upset by this.

**Table 145 - How the child felt – Treated in a hurtful or nasty way by other children**

	Frequency	Percent
Very Upset	18	25.4%
Upset	32	45.1%
Not at all upset	9	12.7%
Total	59	83.1%
Did not reply	12	16.9%
Total	71	100.0%



**Figure 44 - How the child felt – Treated in a hurtful or nasty way by other children**

**Risk Experiences Reported by Parents – Treated another Child in a Hurtful or Nasty Way**

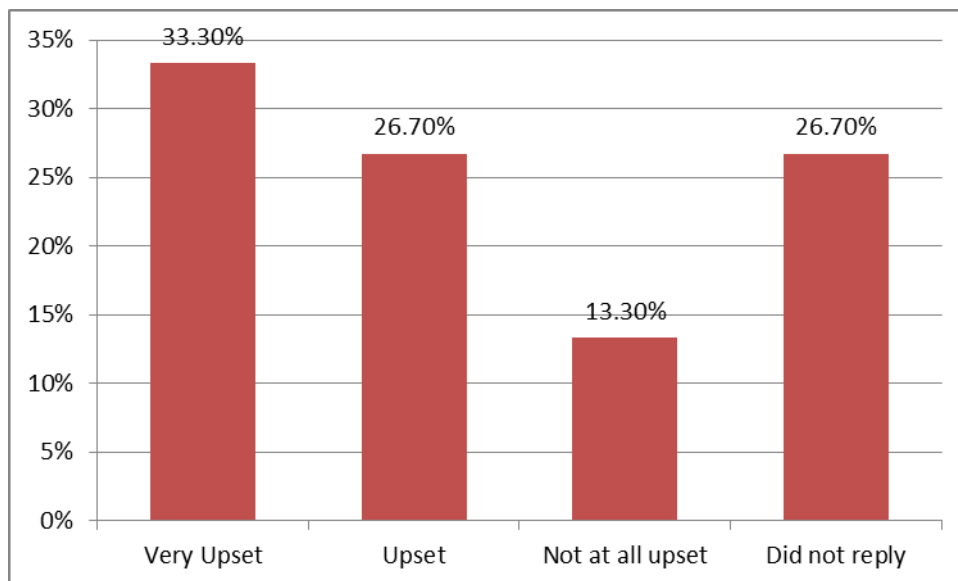
**Table 146 - Treated another child in a hurtful or nasty way**

	Frequency	Percent
Valid Yes	15	1.1%
No	1212	91.5%
Don't Know	34	2.6%
Total	1261	95.2%
Did not reply	63	4.8%
Total	1324	100.0%

From the 1.1% of parents who answered YES, the majority reported their children being upset by this.

**Table 147 - How the child felt – Treated another child in a hurtful or nasty way**

	Frequency	Percent
Very Upset	5	33.3%
Upset	4	26.7%
Not at all upset	2	13.3%
Total	11	73.3%
Did not reply	4	26.7%
Total	15	100.0%



**Figure 45 - How the child felt – Treated another child in a hurtful or nasty way**

**Risk Experiences Reported by Parents – Seen Sexual Content**

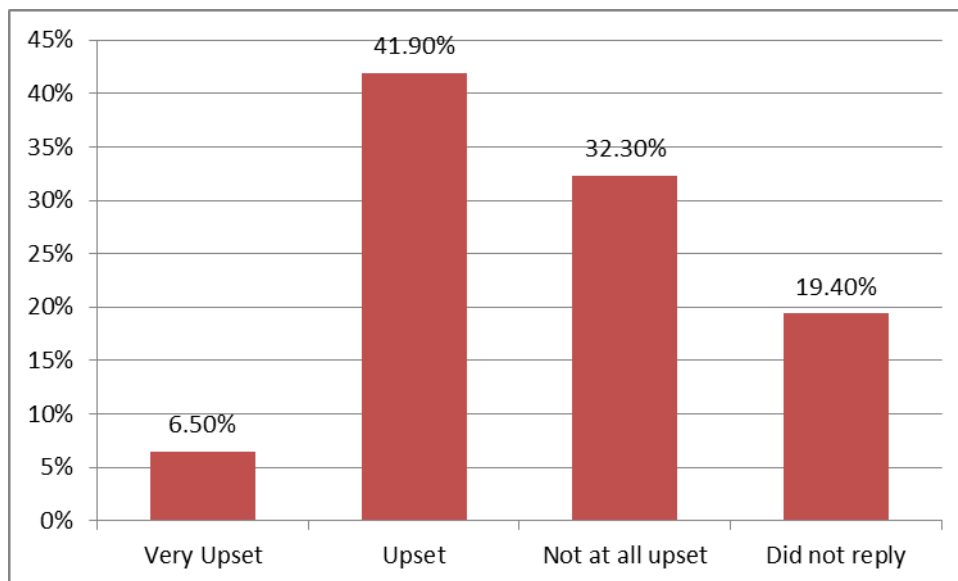
**Table 148 - Seen sexual content**

	Frequency	Percent
Valid Yes	31	2.3%
No	1154	87.2%
Don't Know	84	6.3%
Total	1269	95.8%
Did not reply	55	4.2%
Total	1324	100.0%

From the 2.3% of parents who answered that their children had seen sexual content, 41.9% said they were upset and 6.5% mentioned their children were very upset.

**Table 149 - How the child felt – Seen sexual content**

	Frequency	Percent
Very Upset	2	6.5%
Upset	13	41.9%
Not at all upset	10	32.3%
Total	25	80.6%
Did not reply	6	19.4%
Total	31	100.0%



**Figure 46 - How the child felt - Seen sexual content**

**Risk Experiences Reported by Parents – Sent Sexual Content**

**Table 150 - Sent sexual content**

	Frequency	Percent
Valid Yes	5	0.4%
No	1229	92.8%
Don't Know	30	2.3%
Total	1264	95.5%
Did not reply	60	4.5%
Total	1324	100.0%

Out of the 0.4% of parents who answered YES, only 1 replied indicating the child was upset by this.

**Table 151 - How the child felt – Sent sexual content**

	Frequency	Percent
Valid <b>Upset</b>	1	20.0%
Did not reply	4	80.0%
Total	5	100.0%

**Risk Experiences Reported by Parents – Seen Aggression or Violence**

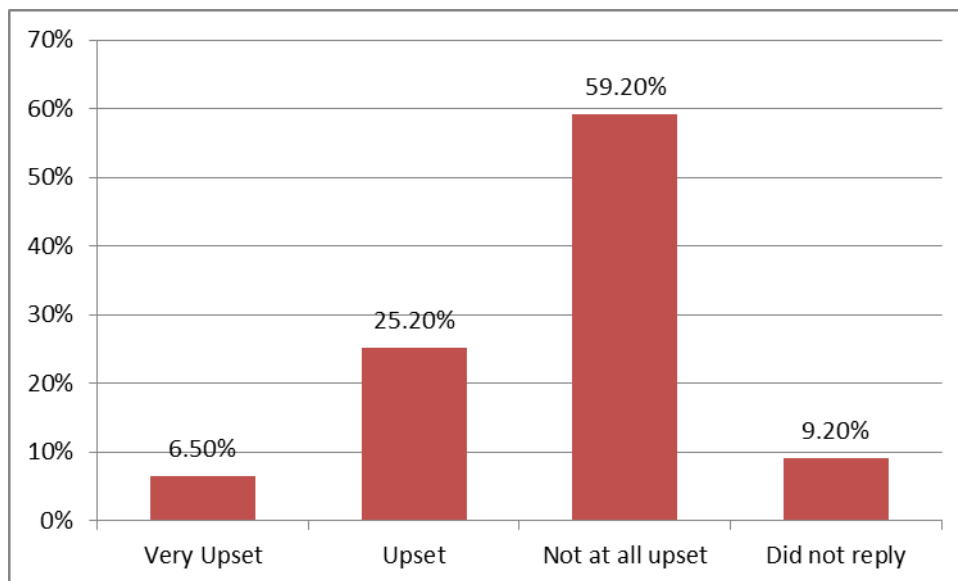
**Table 152 - Seen aggression or violence**

		Frequency	Percent
Valid	Yes	480	36.3%
	No	676	51.1%
	Don't Know	113	8.5%
	Total	1269	95.8%
	Did not reply	55	4.2%
Total		1324	100.0%

From the 36.3% of parents who answered that their children had seen aggression or violence, 59.2% of them reported that their child was not upset by this:

**Table 153 - How the child felt – Seen aggression or violence**

		Frequency	Percent
Very Upset		31	6.5%
Upset		121	25.2%
Not at all upset		284	59.2%
Total		436	90.8%
Did not reply		44	9.2%
Total		480	100.0%



**Figure 47 - How the child felt – Seen aggression or violence**



**Risk Experiences Reported by Parents – Someone Used their Personal Information**

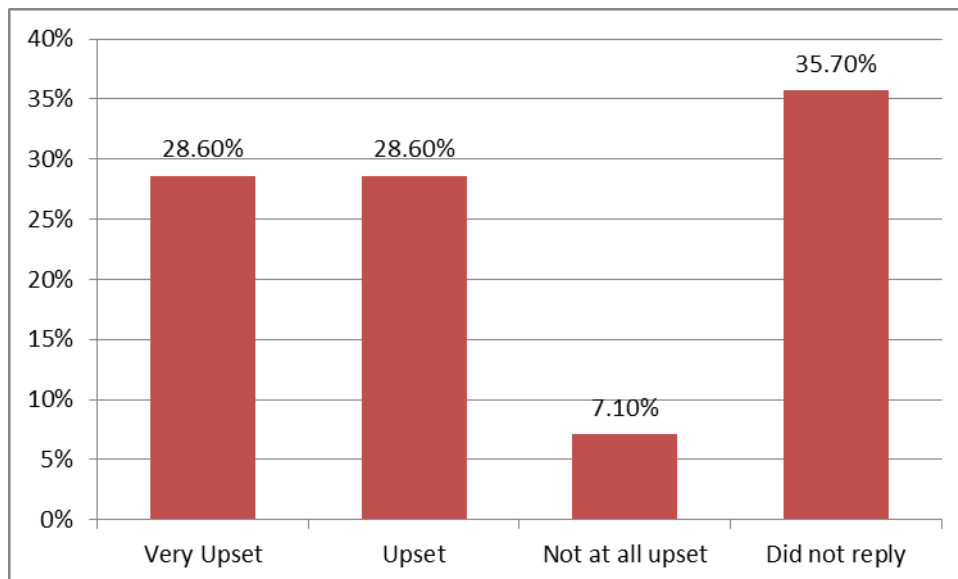
**Table 154 - Someone used their personal information**

	Frequency	Percent
Valid Yes	14	1.1%
No	1215	91.8%
Don't Know	36	2.7%
Total	1265	95.5%
Did not reply	59	4.5%
Total	1324	100.0%

From the 1.1% of parents who answered YES, over 57% said their child was upset or very upset when someone used their personal information.

**Table 155 - How the child felt – Someone used their personal information**

	Frequency	Percent
Very Upset	4	28.6%
Upset	4	28.6%
Not at all upset	1	7.1%
Total	9	64.3%
Did not reply	5	35.7%
Total	14	100.0%



**Figure 48 - How the child felt – someone used their personal information**

**Risk Experiences Reported by Parents – Virus**

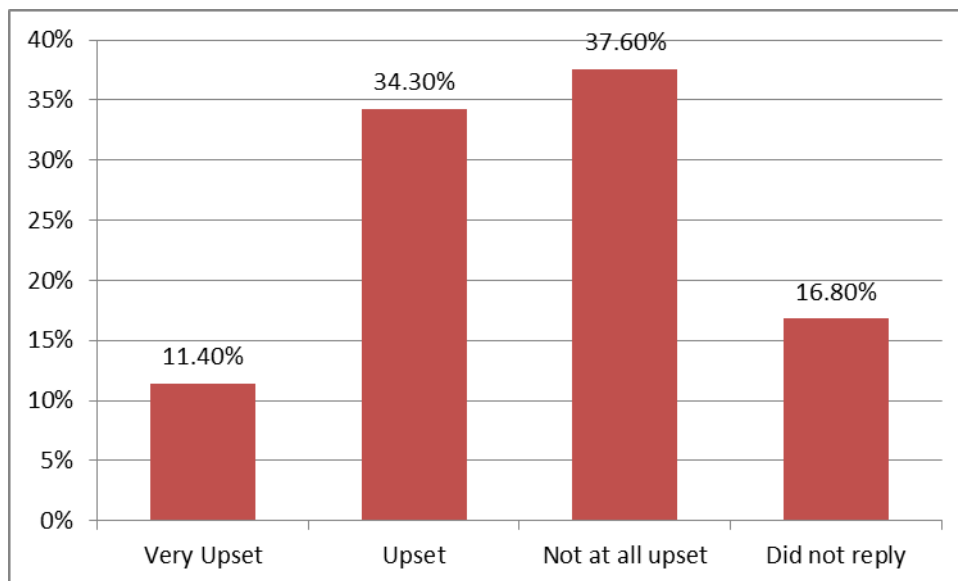
**Table 156 - Virus**

	Frequency	Percent
Valid Yes	394	29.8%
No	823	62.2%
Don't Know	57	4.3%
Total	1274	96.2%
Did not reply	50	3.8%
Total	1324	100.0%

Out the 29.8% of parents who said their child had a virus, 45.7% said their child was upset or very upset by this:

**Table 157 - How the child felt – Virus**

	Frequency	Percent
Very Upset	45	11.4%
Upset	135	34.3%
Not at all upset	148	37.6%
Total	328	83.2%
Did not reply	66	16.8%
Total	394	100.0%



**Figure 49 - How the child felt – Virus**

**Risk Experiences Reported by Parents – Lost Money by Being Cheated on the Internet**

**Table 158 - Lost money**

	Frequency	Percent
Valid Yes	6	0.5%
No	1250	94.4%
Don't Know	11	0.8%
Total	1267	95.7%
Did not reply	57	4.3%
Total	1324	100.0%

From the 0.5% of parents who answered YES, one replied that the child was upset by this.

**Table 159 - How the child felt – Lost money**

	Frequency	Percent
<b>Upset</b>	1	16.7
Not at all upset	1	16.7
Total	2	33.3
Did not reply	4	66.7
Total	6	100.0

**Risk Experiences Reported by Parents – Someone Used their Password**

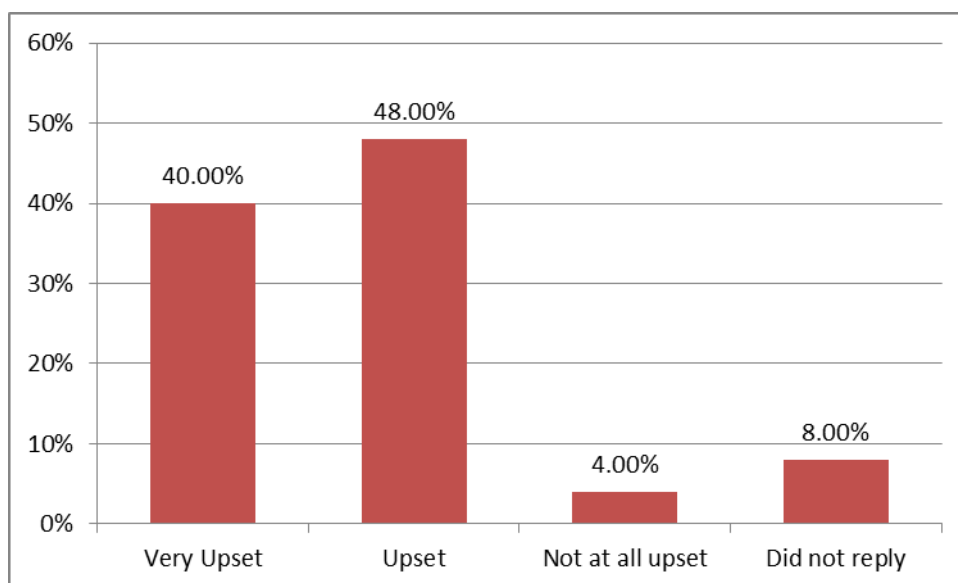
**Table 160 - Someone used their password**

	Frequency	Percent
Valid Yes	25	1.9%
No	1216	91.8%
Don't Know	26	2.0%
Total	1267	95.7%
Did not reply	57	4.3%
Total	1324	100.0%

From the 1.9% of parents who said that someone used their child’s password, the majority said their children were upset by this.

**Table 161 - How the child felt – Someone used their password**

	Frequency	Percent
Very Upset	10	40.0%
Upset	12	48.0%
Not at all upset	1	4.0%
Total	23	92.0%
Did not reply	2	8.0%
Total	25	100.0%



**Figure 50 - How the child felt – Someone used their password**

## Section G – Media Literacy & Online Safety

In this section of the questionnaire, children were asked 3 questions related to where they prefer to obtain their safety information from, the skills they possess in relation to online activities and any safety measures they had taken. Parents were asked 6 questions about this area.

### *Children’s Preferred Sources for Information on Safety*

Table 162 indicates the percentage of valid responses (96.2%) which will be analysed regarding children’s preferred sources for obtaining safety information.

**Table 162 - Preferred sources for safety information – Case summary**

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Children: Where would you prefer to get information about safety on the internet? <sup>a</sup>	1274	96.2%	50	3.8%	1324	100.0%

a. Dichotomy group tabulated at value 1.

The children’s preferred sources for information on safety are mainly their parents (77.9%) and their school (66.9%) as evident in Table 163. This is possibly due to how children perceive their parents and schools as being knowledgeable and in a position where they can help them.

**Table 163 - Children who prefer to get information about internet safety from**

	Responses	
	N	Percent
TV	376	29.5%
School	852	66.9%
Parents	992	77.9%
Friends	234	18.4%
Online	276	21.7%
Other sources	87	6.8%

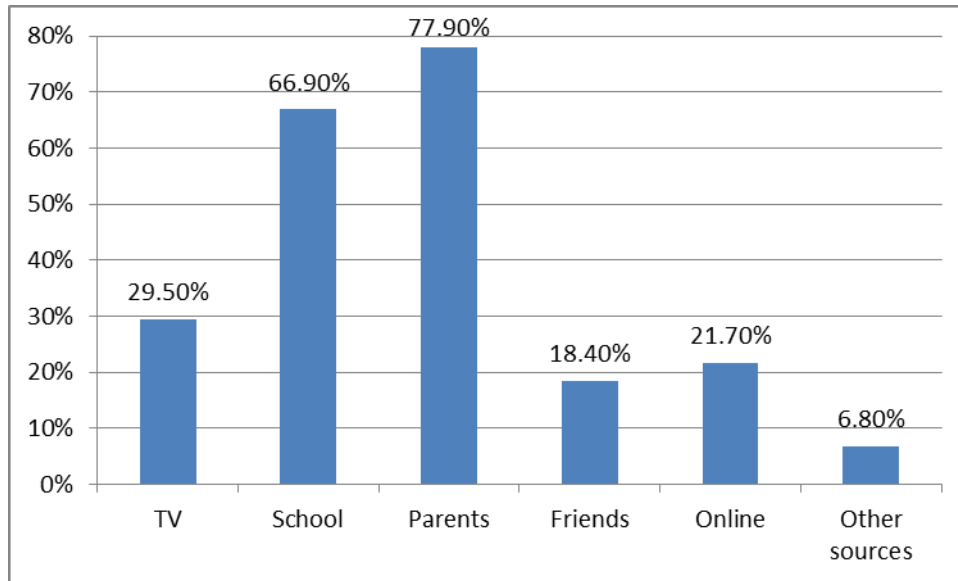


Figure 51 - Children's preferred sources for online safety information

### Sources of Safety Information for Parents

Parents were asked to identify from where they get advice on safety tools and the safe use of the internet. Table 164 specifies the number of valid responses analysed (94.8%).

Table 164 - Parents' sources for safety information – Case summary

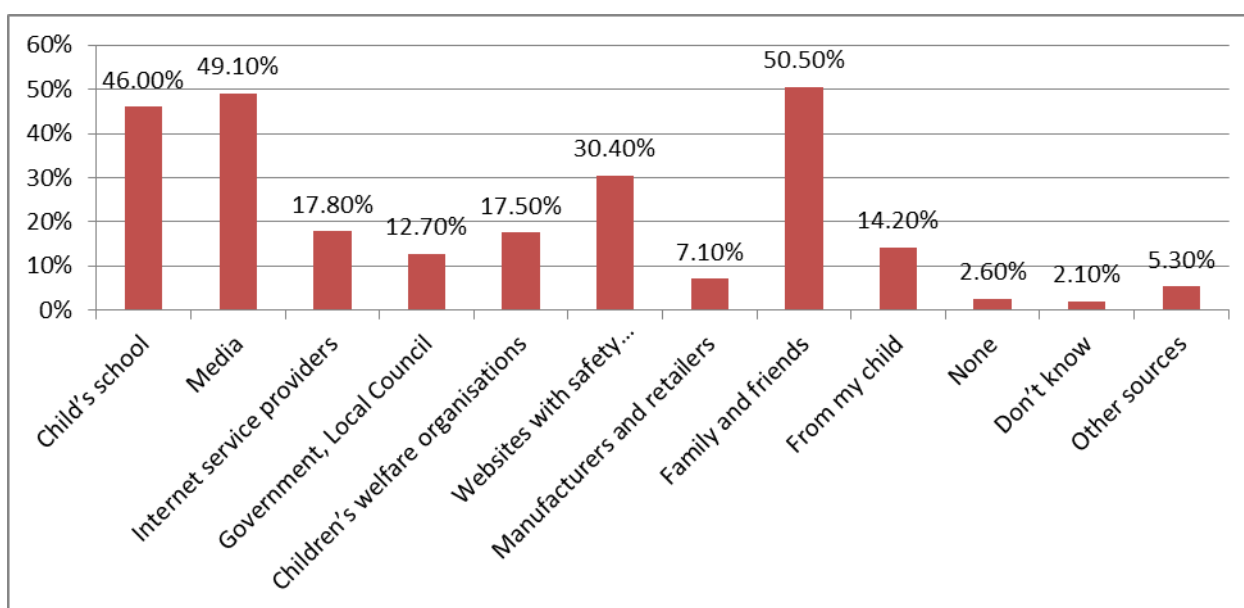
	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Parents: Where do you get information and advice on safety tools and safe use of the internet from? <sup>a</sup>	1255	94.8%	69	5.2%	1324	100.0%

a. Dichotomy group tabulated at value 1.

Table 165 shows that around half of the parents get safety information from family and friends (50.5%) and from the media (49.1%). Parents also get such information from their child's school (46%) and over one-fourth of the parents (30.4%) get this information from safety websites.

**Table 165 - Parents' sources of information on online safety**

	Responses	
	N	Percent
Your child's school	577	46.0%
Television, radio, newspapers or magazines	616	49.1%
Internet service providers	223	17.8%
Government, Local Council	160	12.7%
Children's welfare organisations/charities (e.g. Appogg or others)	220	17.5%
Websites with safety information	382	30.4%
Manufacturers and retailers selling the products	89	7.1%
Family and friends	634	50.5%
From my child	178	14.2%
None, I don't have information about this	33	2.6%
Don't know	26	2.1%
Other sources	66	5.3%



**Figure 52 - Parents' sources of information on online safety**

**Ability to Deal with what Bothers Children on the Internet**

Parents were asked to rate their children’s ability to deal with things that bother them on the internet and their ability to help their children when something bothers them online.

**Table 166 - Ability to deal with things that bother children on the internet – Case summary**

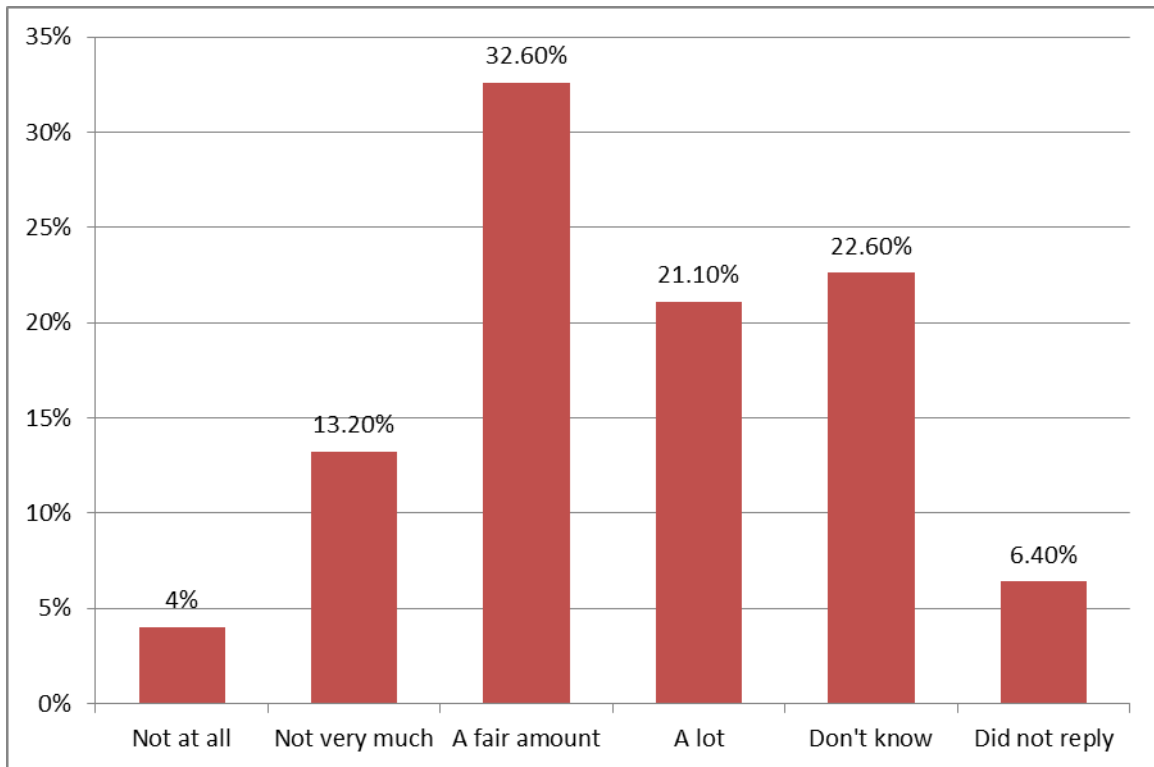
		To what extent, if at all, do you think that your child is able to deal with things that bother her on the internet?	To what extent, if at all, do you feel you are able to help your child to deal with anything that bothers her on the internet?
N	Valid	1239	1268
	Did not reply	85	56

32.6% of parents think that their children are reasonably able to deal with what bothers them on the internet, while 21.1% think their child is highly competent to do so. Around one-fifth of parents (22.6%) were not aware of their children’s abilities in this regard.

**Table 167 - My child is able to deal with things that bother her on the internet**

	Frequency	Percent
Not at all	53	4.0%
Not very much	175	13.2%
A fair amount	432	32.6%
A lot	280	21.1%
Don't know	299	22.6%
Total	1239	93.6%
Did not reply	85	6.4%
Total	1324	100.0%



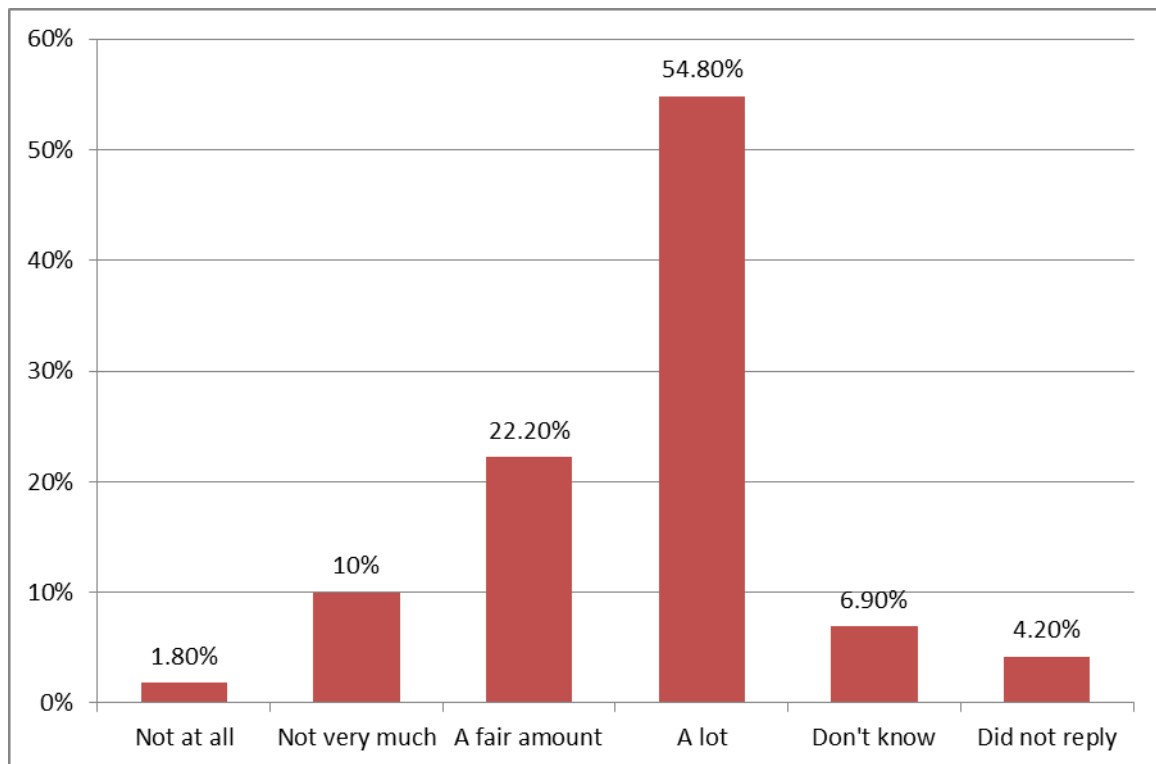


**Figure 53 - Children's ability to deal with things that bother them on the internet according to their parents**

When questioned about their own abilities, 22.2% of parents responded that they could somewhat help their children while 54.8% said they are able to help them considerably.

**Table 168 - I am able to help my child with what bothers her on the internet**

	Frequency	Percent
Not at all	24	1.8%
Not very much	133	10.0%
A fair amount	294	22.2%
A lot	725	54.8%
Don't know	92	6.9%
Total	1268	95.8%
Did not reply	56	4.2%
<b>Total</b>	<b>1324</b>	<b>100.0%</b>



**Figure 54 - Parents' ability to deal with things that bother their children on the internet**

### ***Children's Digital Literacy***

The children's questionnaire examined digital literacy in 2 ways. Children were given a list of skills and were asked to tick if they knew how to do them and another list of safety measures to tick if they had done any of them. 80.4% valid responses were analysed.

**Table 169 - Skills list – Case summary**

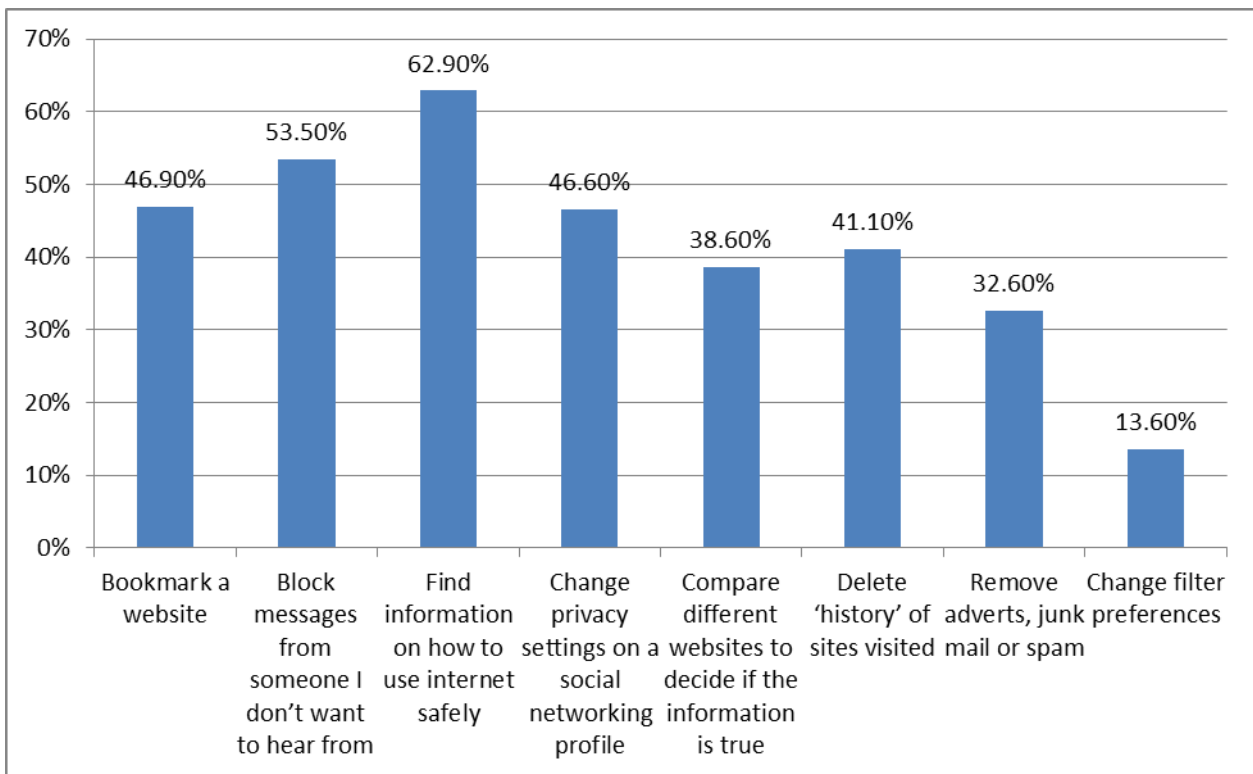
	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Children: Tick the ones you know how to do <sup>a</sup>	1064	80.4%	260	19.6%	1324	100.0%

a. Dichotomy group tabulated at value 1.

62.9% of children said they could find information about how to use the internet safely. Over half of the children said they could block messages and around 46% of children said they could bookmark a website and change their privacy settings.

**Table 170 - Children's Skills List**

	Responses	
	N	Percent
I know how to bookmark a website	499	46.9%
I know how to block messages from someone you don't want to hear from	569	53.5%
I know how to find information on how to use internet safety	669	62.9%
I know how to change privacy settings on a social networking profile	496	46.6%
I know how to compare different websites to decide if the information is true	411	38.6%
I know how to delete 'history' of sites visited	437	41.1%
I know how to remove adverts, junk mail or spam	347	32.6%
I know how to change filter preferences	145	13.6%



**Figure 55 - Children's skills**

Table 171 shows the percentage (77%) of children’s valid responses related to the safety measures they apply online.

Table 171 - Safety measures – Case summary

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Children: Tick those of the following which you have done <sup>a</sup>	1019	77.0%	305	23.0%	1324	100.0%

a. Dichotomy group tabulated at value 1.

When asked about the safety measures taken, 44.9% of children said that they had set privacy settings. 63.9% of children had protected their devices with a password and 53.3% use different passwords.

Table 172 - Safety measures taken by children

	Responses	
	N	Percent
I have set auto lock with password on mobile, computer or tablet	651	63.9%
I have set privacy settings so only friends see what you post	458	44.9%
I have asked someone to remove a post with personal information or photo	253	24.8%
I have removed personal information included in a post	233	22.9%
I have set privacy settings on social networks so that your name doesn’t come up on search	224	22.0%
I have used different passwords	543	53.3%
I have turned off/disabled cookies	327	32.1%

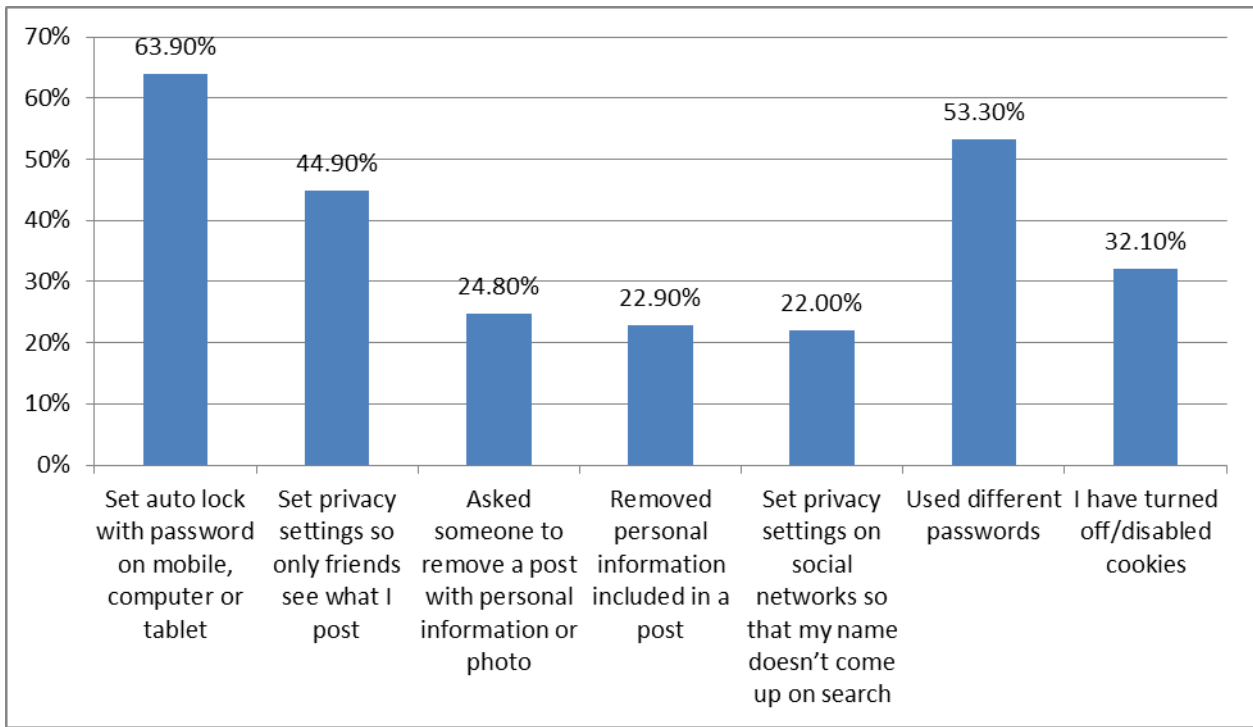


Figure 56 - Safety measures taken by children

### Parents and Online Safety

Parents were also asked to say which safety measures they applied to keep their children safe online. 96.8% of valid responses were analysed to understand which safety measures parents take to ensure their children's safety while online.

Table 173 - Parents' safety measures – Case summary

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Parents: What safety measures do you normally apply to keep your child safe when using the internet? <sup>a</sup>	1282	96.8%	42	3.2%	1324	100.0%

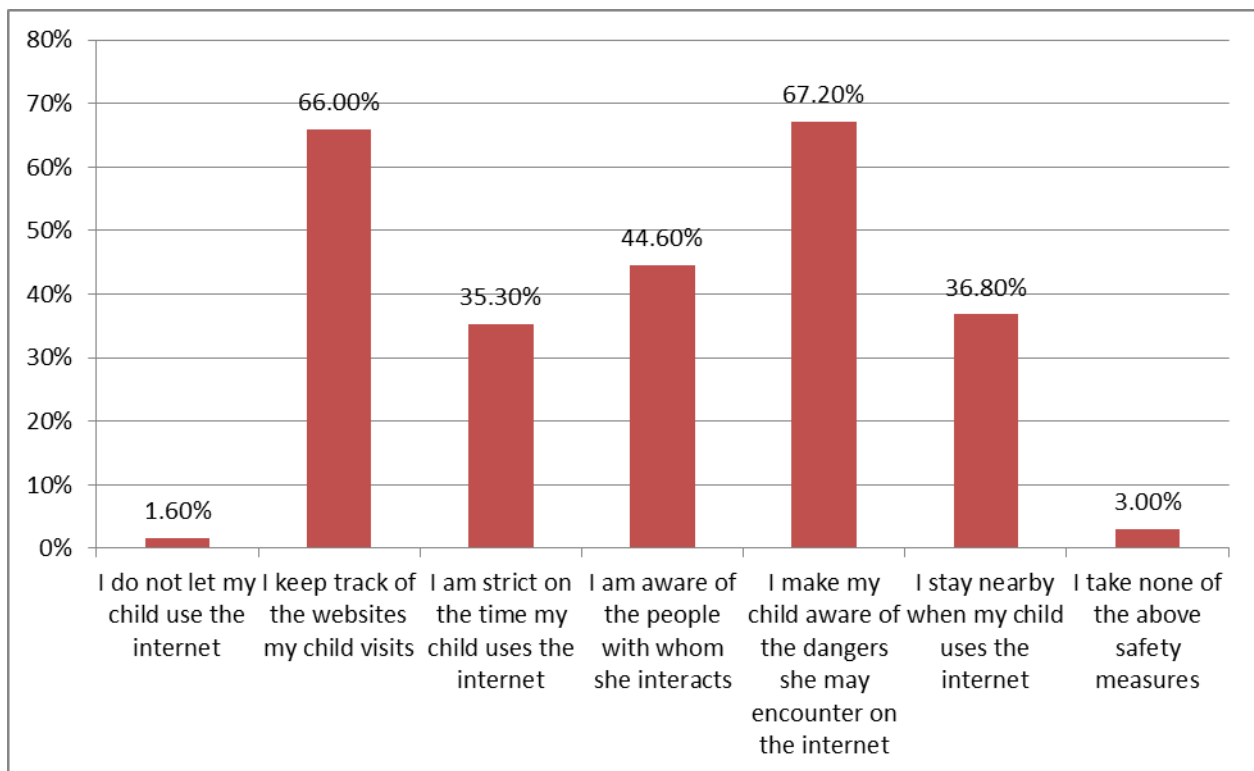
a. Dichotomy group tabulated at value 1.

As indicated in Table 174, very few parents (1.6%) apply a restrictive type of mediation by not allowing their children to use the internet. The most common thing that parents mentioned was that they spoke to their children about online dangers (67.2%). However, parents still kept track of

the websites their child visited (66%) indicating that although they say they talk to their children about online risks, they also monitor their online activity to ensure their child’s safety.

**Table 174 - Safety measures applied by parents**

	Responses	
	N	Percent
I do not let my child use the internet	20	1.6%
I keep track of the websites my child visits	846	66.0%
I am strict on the time my child uses the internet	453	35.3%
I am aware of the people with whom she interacts	572	44.6%
I make my child aware of the dangers she may encounter on the internet	861	67.2%
I stay nearby when my child uses the internet	472	36.8%
I take none of the above safety measures	38	3.0%



**Figure 57 - Safety measures applied by parents**

Parents were questioned about the activities related to safety they do with their children. 95.3% valid responses were analysed.

**Table 175 - Safety-related activities carried out by parents – Case summary**

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Parents: Which of the following do you do with your child? <sup>a</sup>	1262	95.3%	62	4.7%	1324	100.0%

a. Dichotomy group tabulated at value 1.

Over 50% of the parents say they talk to their children, help them with difficulties, explain why some websites are harmful and suggest ways to use the internet safely. 6.1% of parents do not take any of the following actions.

**Table 176 - Safety-related activities carried out by parents**

	Responses	
	N	Percent
I talk to her about what she does on the internet	735	58.2%
I help her with her difficulties when using the internet	682	54.0%
I explain to her why some websites are harmful	712	56.4%
I suggest to her ways to use the internet safely	631	50.0%
I suggest to her ways to behave towards other people on the internet	450	35.7%
I helped her in the past when something bothered her on the internet	154	12.2%
In general, I talk to her about what she would do if something bothered her on the internet	553	43.8%
I do none of the above	77	6.1%

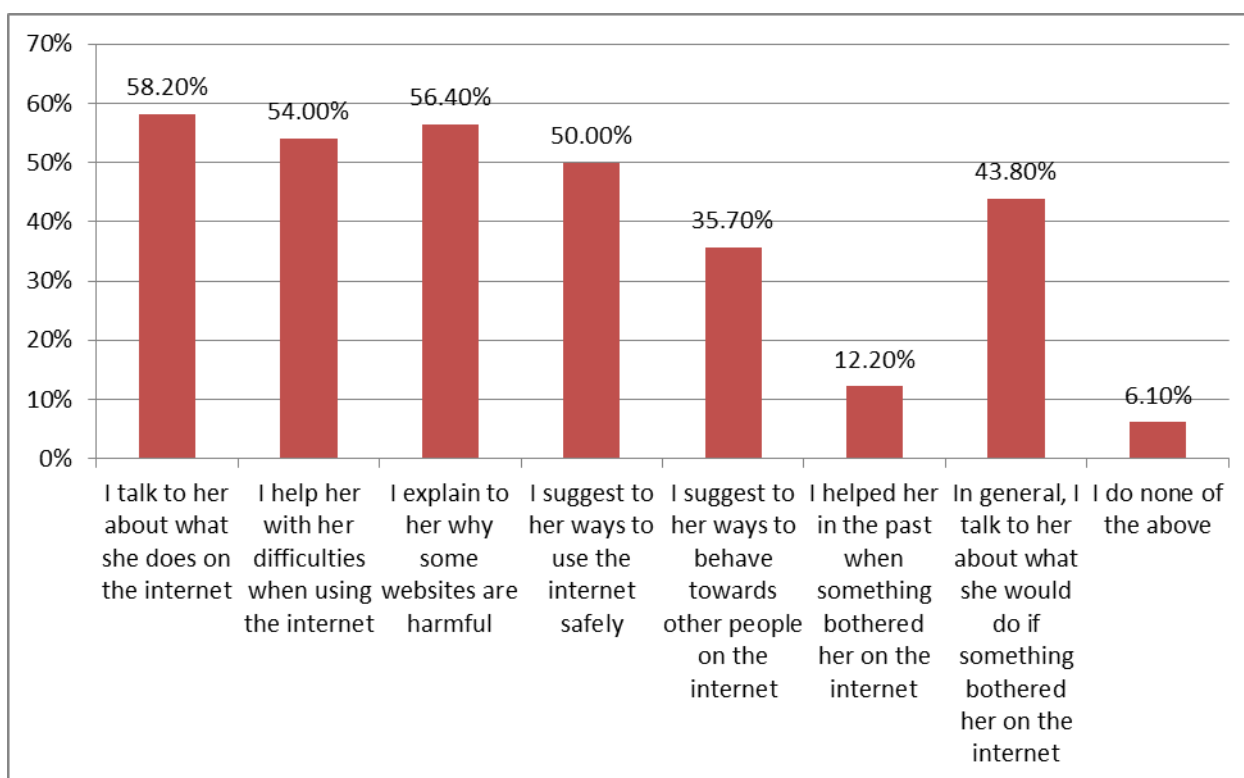


Figure 58 - Safety-related activities carried out by parents

There were 91.8 % of parents who replied to the question asking them which safety actions they had taken to protect their children online.

Table 177 - Safety actions carried out by parents – Case summary

	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Parents: Which of the following actions do you take? <sup>a</sup>	1215	91.8%	109	8.2%	1324	100.0%

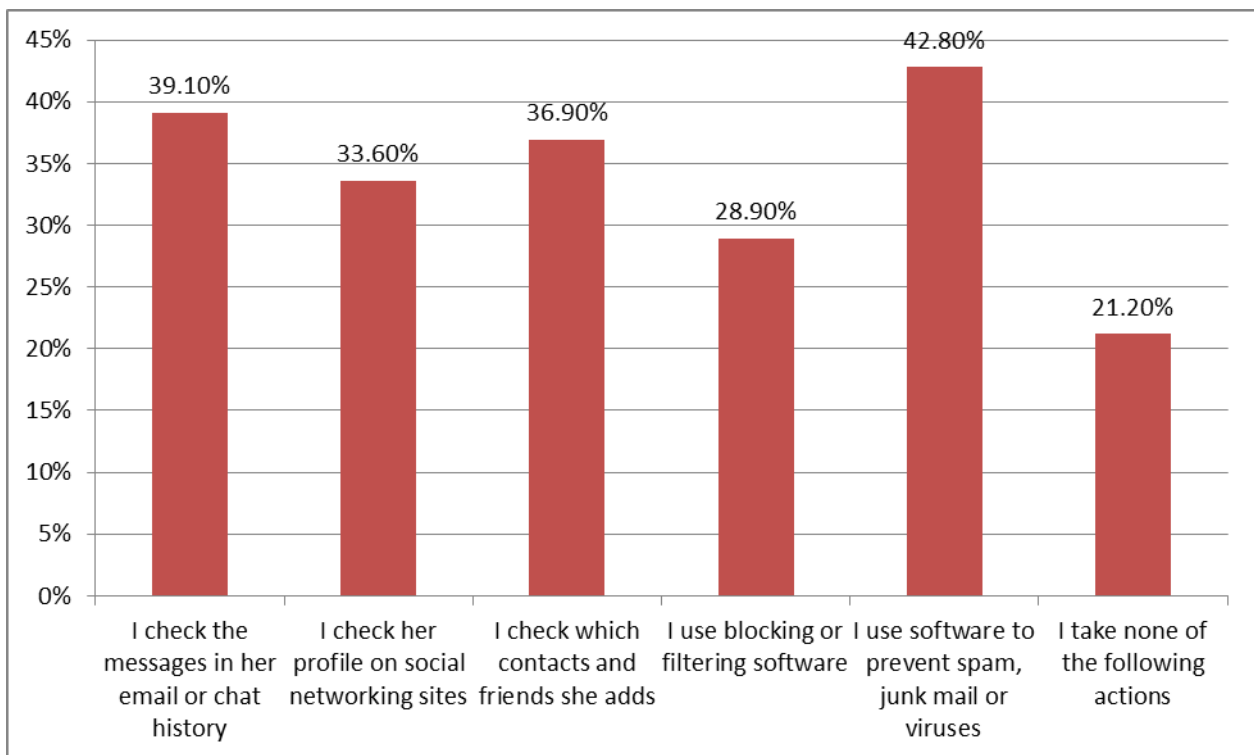
a. Dichotomy group tabulated at value 1.

When comparing these actions to the safety measure applied and the safety-related activities carried out by parents, results indicate that parents engage in checking behaviour less frequently. Parents might be less comfortable or knowledgeable about which actions can be taken to increase their children’s safety online. Moreover, 21.2% of parents say they do not take any of the following actions.



**Table 178 - Safety actions carried out by parents**

	Responses	
	N	Percent
I check the messages in her email or chat history	475	39.1%
I check her profile on social networking sites	408	33.6%
I check which contacts and friends she adds	448	36.9%
I use blocking or filtering software	351	28.9%
I use software to prevent spam, junk mail or viruses	520	42.8%
I take none of the following actions	258	21.2%



**Figure 59 - Safety actions carried out by parents**

## Section H – Besmartonline! Brand Recognition

One of the scopes of this research was to analyse how much awareness children and their parents have of 'Besmartonline!', where this awareness comes from and what they associate it with. The valid responses for children and parents who had seen the logo are shown in Table 179.



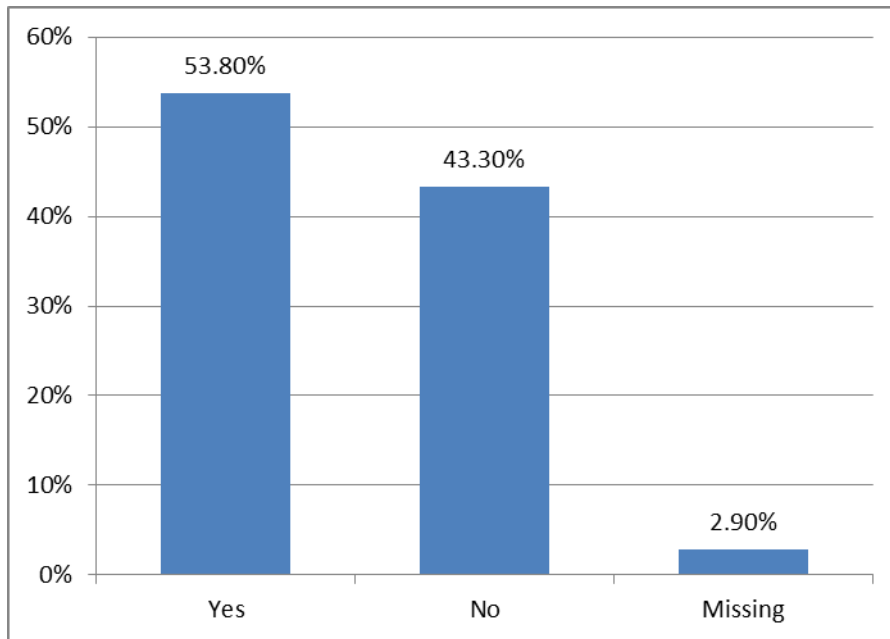
**Table 179 - Have you ever seen this logo – Case summary**

		Children - Have you ever seen this logo?	Parents - Have you ever seen this logo?
N	Valid	1285	1271
	Did not reply	39	53

As Table 180 indicates, 53.8% of the children in the questionnaire had seen the Besmartonline! logo.

**Table 180 - I have seen the Besmartonline! logo - child**

	Frequency	Percent
Yes	712	53.8%
No	573	43.3%
Total	1285	97.1%
Did not reply	39	2.9%
Total	1324	100.0%



**Figure 60 - Percentage of children who had seen the Besmartonline! logo**

The 53.8% of children who said they had seen the logo were then asked to state where they had seen this logo. 95.4% of them replied and their responses were analysed.

**Table 181 - Where the child had seen the logo – Case summary**

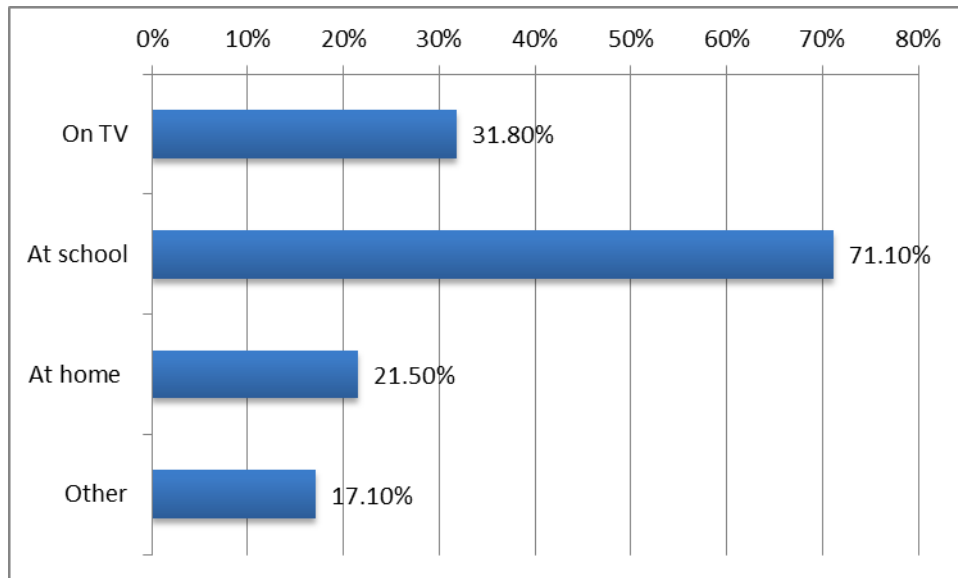
	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Seen Logo <sup>a</sup>	679	95.4%	33	4.6%	712	100.0%

a. Dichotomy group tabulated at value 1.

As Table 182 shows, the majority of children (71.1%) had seen the logo at school.

**Table 182 - Where the child had seen the logo**

	Responses	
	N	Percent
On TV	216	31.8%
At school	483	71.1%
At home	146	21.5%
Other	116	17.1%



**Figure 61 - Where the children had seen the logo**

A further analysis of these responses outlines the school year and gender of children who had seen the Besmartonline! logo. This analysis could be carried out in 96.7% of cases for the school year (Table 183) and in 97.1% of the cases for gender (Table 185).

**Table 183 - I have seen the Besmartonline! logo - child \* School Year – Case summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
I have seen the Besmartonline! logo - child * School Year	1280	96.7%	44	3.3%	1324	100.0%

**Table 184 - I have seen the Besmartonline! logo - child \* School Year cross tabulation**

			School Year						Total	
			Year 4	Year 5	Year 6	Form1	Form 2	Form 3		Form 4
I have seen the Besmartonline! logo - child	Yes	Count	28	83	126	276	65	46	86	710
		% of Total	2.2%	6.5%	9.8%	21.6%	5.1%	3.6%	6.7%	55.5%
	No	Count	114	140	128	66	34	42	46	570
		% of Total	8.9%	10.9%	10.0%	5.2%	2.7%	3.3%	3.6%	44.5%
Total	Count	142	223	254	342	99	88	132	1280	
	% of Total	11.1%	17.4%	19.8%	26.7%	7.7%	6.9%	10.3%	100.0%	

**Table 185 - I have seen the Besmartonline! logo - child \* Child's gender – Case summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
I have seen the Besmartonline! logo - child * Child's Gender	1285	97.1%	39	2.9%	1324	100.0%

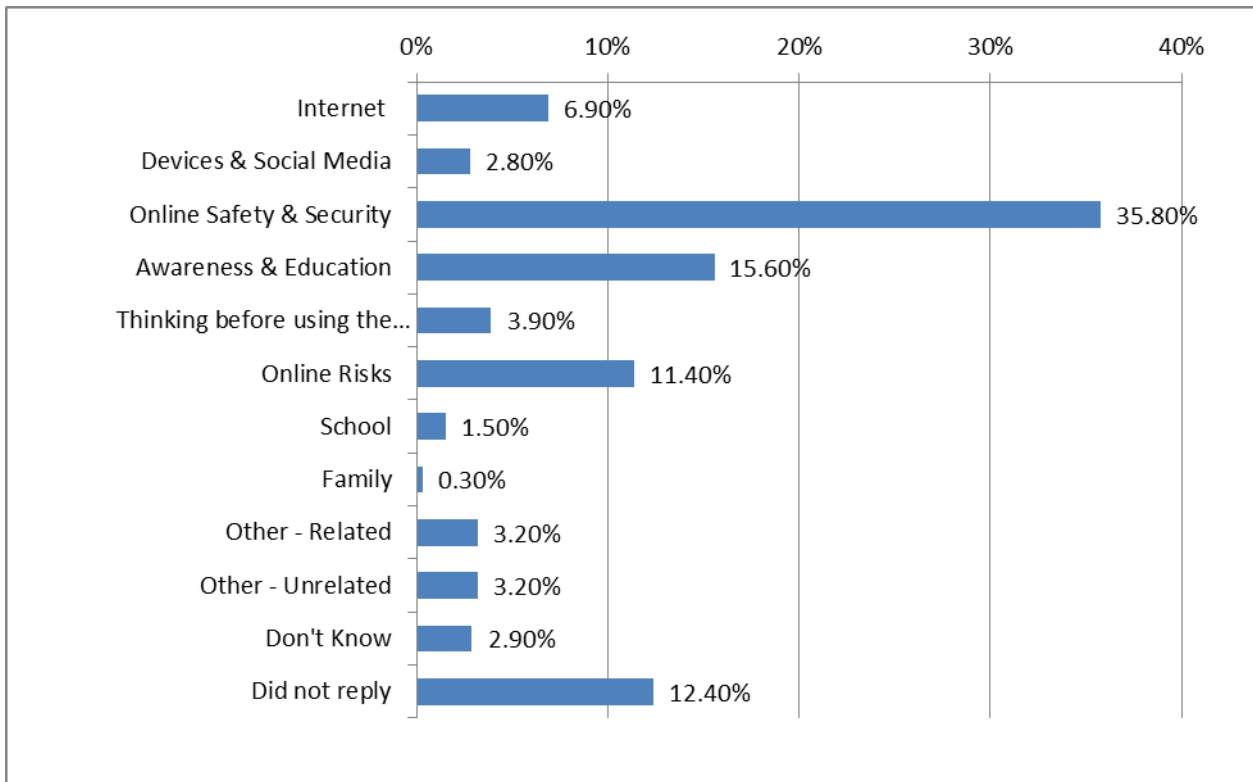
**Table 186 - I have seen the Besmartonline! logo - child \* Child's gender cross tabulation**

			Child's Gender		Total
			Male	Female	
I have seen the Besmartonline! logo - child	Yes	Count	303	409	712
		% of Total	23.6%	31.8%	55.4%
	No	Count	291	282	573
		% of Total	22.6%	21.9%	44.6%
Total		Count	594	691	1285
		% of Total	46.2%	53.8%	100.0%

Apart from being asked where they had seen the logo, children were also asked to say with what they associate this logo. These open-ended questions were categorised and the figures and percentages are displayed in Table 187.

**Table 187 - With what do you associate this logo? (Children)**

	Frequency	Percent
Internet & Internet Use	49	6.9%
Devices and Social Media	20	2.8%
Online Safety & Security	255	35.8%
Awareness & Education about how to behave online	111	15.6%
Thinking before using the internet to use it properly & wisely	28	3.9%
Online Risks	81	11.4%
School	11	1.5%
Family	2	0.3%
Other - Related	23	3.2%
Other - Unrelated	23	3.2%
Don't Know	21	2.9%
Total	624	87.6%
Did not reply	88	12.4%
Total	712	100.0%



**Figure 62 - What children associate the Besmartonline! logo with**

Parents were asked the same questions as the children and 39.9% of parents specified that they had seen the Besmartonline! logo.

**Table 188 - I have seen the Besmartonline! logo – parent**

	Frequency	Percent
Yes	528	39.9%
No	743	56.1%
Total	1271	96.0%
Did not reply	53	4.0%
Total	1324	100.0%

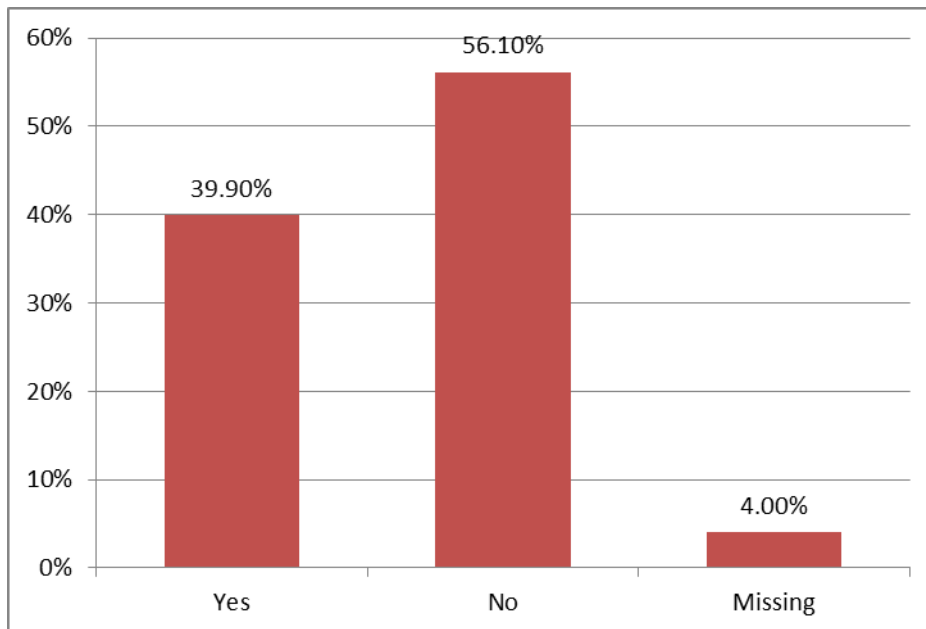


Figure 63 – Percentage of parents who had seen the Besmartonline! logo

Parents were asked to indicate where they had seen this logo and 93.8% of cases were valid for analysis.

**Table 189 - Where the parent had seen the logo – Case summary**

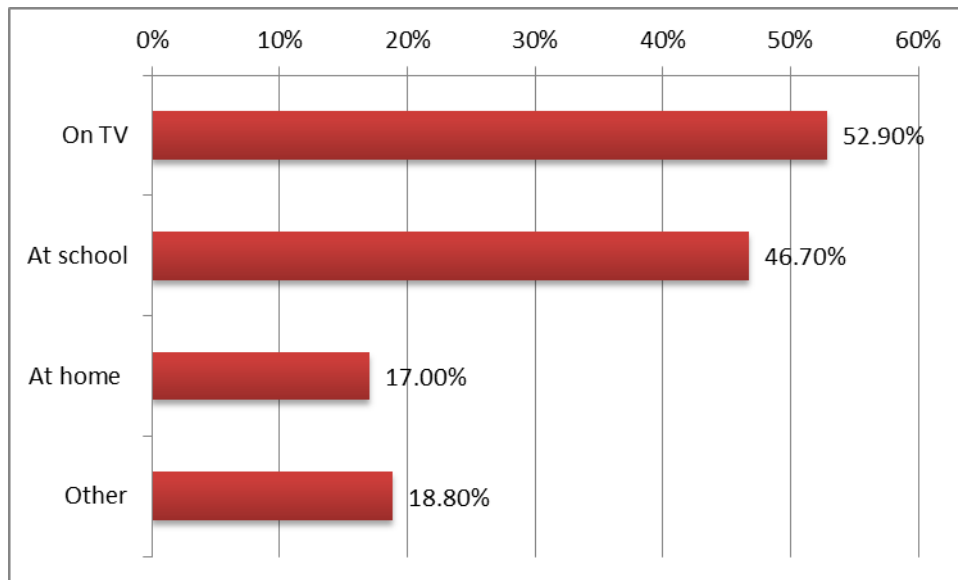
	Cases					
	Valid		Did not reply		Total	
	N	Percent	N	Percent	N	Percent
Seen logo <sup>a</sup>	495	93.8%	33	6.3%	528	100.0%

a. Dichotomy group tabulated at value 1.

Out of the 39.9 % of parents who had seen the logo, 52.9% of them had seen the logo on TV and 46.7% had seen it at the child’s school.

**Table 190 - Where the parent had seen the logo**

	Responses	
	N	Percent
On TV	262	52.9%
At school	231	46.7%
At home	84	17.0%
Other	93	18.8%



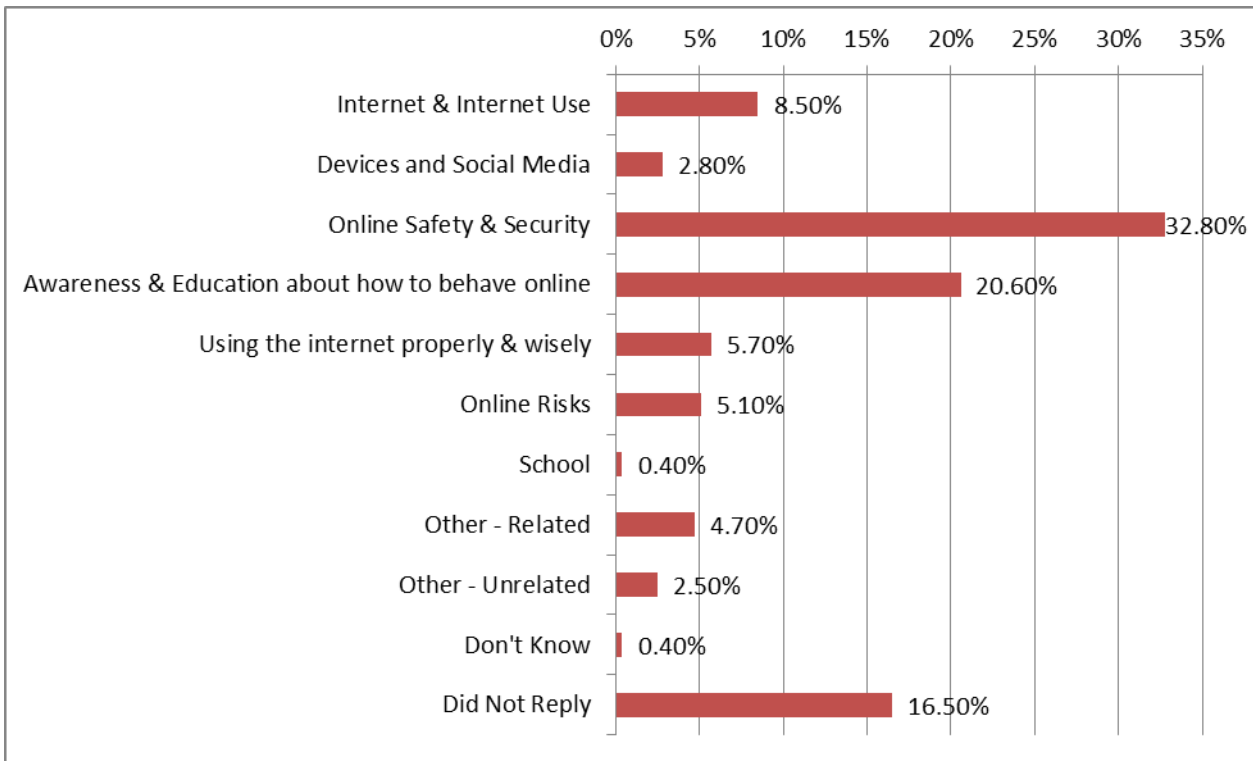
**Figure 63 - Where the parents had seen the Besmartonline! logo**

Parents were also asked with what they associate this logo. The same categories used for children’s responses were used to categorise the parents’ responses. The figures and percentages are displayed in Table 191.



**Table 191 - With what do you associate this logo? (Parents)**

	Frequency	Percent
Internet & Internet Use	45	8.5%
Devices and Social Media	15	2.8%
Online Safety & Security	173	32.8%
Awareness & Education about how to behave online	109	20.6%
Using the internet properly & wisely	30	5.7%
Online Risks	27	5.1%
School	2	0.4%
Other - Related	25	4.7%
Other - Unrelated	13	2.5%
Don't Know	2	0.4%
Total	441	83.5%
Did Not Reply	87	16.5%
Total	528	100.0%



**Figure 64 - What the parents associate the Besmartonline! logo with**

# **OBSERVATIONS AND CONCLUSIONS**

### **3. OBSERVATIONS AND CONCLUSIONS**

This study clearly confirms that the internet in general, and social networks in particular, are very present in the lives of Maltese children between the ages of 8 and 15. Almost all children (97.5%) access the internet from home. This is a far cry from the 37% of children who ten years ago said that they had access to the internet at home (Eurobarometer, 2004). The percentage remains in the same region as the 96.6% of children surveyed by MCA in 2010. The small change registered during the last five years indicates that a saturation level has been reached.

The number of children not having access to the internet from home is very small. Similarly low, is the figure of 1.5% of parents who say that they cannot afford to have internet at home. For the children and the families concerned this is very significant since the lack of access to the internet carries with it many disadvantages.

#### **Observation 1**

Action is needed to identify this small group and action should be taken to ensure that these children do not suffer from digital exclusion. This should be another aspect of the campaign of the Malta Communications Authority against the digital divide.

Action by MCA for the bridging of the digital divide, however small it could be, where children are concerned becomes more urgent since there is also the possibility that children who cannot access the internet from home possibly do not have access to the internet from schools. Only 22% of the children interviewed said that they have such access. This contrasts with children's use of the internet in other places, such as, friend's house (24.1%), relative's house (41.2%) and shops (26.2%). Internet use in these places is not only higher than use in schools but also higher than what parents believe it to be. Moreover, such access is probably done under no supervision.

While the use of the internet in schools is relatively low, the use of the internet for school work is quite high (69.9%) while the use of the internet for playing games (80.3%) and other forms of entertainment, for example, watching video online (71.2%) is higher.

## **Observation 2**

Action should be taken by the relevant authorities so that the internet could be more accessible from schools. The educational potential of the internet is so great that schools would be losing out if this potential is not fully exploited. Both children's use of the internet for school work and for playing games and other forms of entertainment can provide a bridge between schools and the internet. Schools can, for example, push for the use of educational games and videos.

Moreover internet use in schools under the supervision of trained teachers should in itself be a good training opportunity for internet use by children. Such help is important since it is becoming very clear that Maltese children use the internet quite independently of adults. Autonomous use of the internet by children can be problematic unless users are well trained and can use the internet judiciously.

A second very important conclusion of this study is that parents' perceptions of their children's internet use is, in several cases, very different from what internet use actually is. Parents' perceptions also differ from the reality as expressed by the children when it comes, for example, to where internet is accessed from, the hardware used and the type of risks encountered. It is clear that the internet world experienced by children generally differs quite a bit from the internet world that their parents think that their children live in.

## **Observation 3**

It is recommended that parents should be more aware of where their children access the internet from, not to restrict access, but to enable a better mediation of their children's online experiences and of risky experiences. Communication is key to this; once the parents are more open to discuss the activities their children do online, children might be more likely to discuss any difficulties or unpleasant experiences they encounter online.

The study shows very clearly that Maltese children are becoming more mobile. The use by children of laptops (by 63.3% of children), mobiles (58.9%) and tablets (64.2%) is a clear indication of this mobility which makes parents' supervision more difficult. Moreover, the study shows that parents think that their children use these technologies to access the internet less than they in fact use them. For example while 58.9% of children say that they use the mobile and 24.2% say that they use a game console to access the internet only 42% of parents think that their children use the mobile and 11.1% think that their children use a game console.

Many children have accounts with Facebook, Skype and Google. These are the three most popular sites with children. There are children under 13 who have accounts with such platforms that require one to be 13 years or over before having an account with them. A very significant 38.6% of the children in the sample say that they have an invented date of birth. Probably the reason behind this is for them to be able to have access to such sites where those under 13 years are not allowed to have a profile.

#### **Observation 4**

Policy makers should take note of two important developments: the increased use of social networking and the children's increased access to internet in mobile devices. Appropriate strategies should be adopted to deal with these developments. Policy makers should also be aware of the rapid technological innovations and changes in patterns of use. Rapid developments seem to be making research outdated after a short period of time.

As already noted, children's actual use of the internet is different from their parents perception of such use. Parents (87.8%) think that their children use the internet for school work much more than their children (69.9%) actually do. On the other hand children engage in a number of activities online more than their parents believe they do. Such activities include chatting, social networking, emailing, video calling, downloading films or music, watching videos on line, blogging and online shopping. In some cases, for example, chatting, video calling and online shopping, the difference between parents' perception and children use can be as high as 17%. On the other hand, parents (84.4%) think that their children play online more than children say they do (80.3%). Parents and children also differ in their assessment of risk. While 26.3% of children think that the internet is safe for them, only 8% of parents share the same opinion. While 11.4% of children think that it is fine to post things publicly on the Social Networking sites only 6.2% of parents agree. While 15.7% of children think that it is safe to meet new people on the internet only 3.3% of parents consider such an activity as safe.

The divide between children's reality and parents' perception was bridged in some instances. For example, both parents (80.6%) and children (79.8%) strongly agree that it is important to use privacy settings on Social Networking Sites. Moreover, the children's preferred sources for safety information are mainly their parents (77.9%) and their school (66.9%). This is possibly due to how much children perceive their parents and schools to be knowledgeable and in a position to help them.

It is important to note that one should not equate risk with harm. Risk is an essential part of growing up and it does not necessarily lead to harm. When children resort to their parents or to their school in cases of risk it is the adults' responsibility to help children manage well the risk situations. The tandem parents/school is very important for two reasons. Firstly, children, as noted, refer to them for help and, secondly, even parents (46%) consider schools as a source of information about online safety.

### **Observation 5**

For parents to be able to mediate their child's online experiences, it is important that they are aware which devices enable internet access and which devices their child is actually using to access the internet. Parents are to ensure that safety measures are applied on all these devices, including mobile devices such as phones and tablets. Since the use of such devices is more personal, applying safety measures such as safe browsing, filtering or monitoring might not always be easy and perhaps it is also sometimes seen as unnecessary by the parents. The teaching of such skills to parents should be encouraged by the Malta Communications Authority.

Instead of organising courses for children and different courses for parents MCA could envisage organising training sessions for children and parents together. Such conjoined sessions can help children and parents to have the correct information about what might be risky behaviour online. Children will then have a better possibility to manage their online behaviour and parents can better mediate their children's experiences online. Moreover such training sessions can help in the establishment of more open communication between parents and children. A policy of unilateral restricting of internet use by children can lead to situations where children engage in activities which their parents are unaware of. This might be more dangerous as the children would not be able to speak to their parents if they need to share something about an experience they had online while engaging in an activity that is not allowed by the parents.

The children's questionnaire examined digital literacy in 2 ways. They were given a list of digital skills and were asked to tick if they knew how to do them and another list of safety measures to tick if they had done any of them. Almost 63% of children said they could find information about how to use the internet safely. Over half of the children said they could block messages and around 46% of children said they could bookmark a website and change their privacy settings. When asked about the safety measures taken, 44.9% of children said that they had set privacy settings while 63.9% of children had protected their devices with a password and 53.3% use different passwords. These answers indicate that the level of digital literacy is quite good.

## **Observation 6**

While it is important that children are well versed in digital literacy, it is also essential that this should be accompanied by programmes of media education. Digital literacy is generally concerned with skills needed for safe use of the Internet such as those mentioned above. On the other hand media education programmes instil in children critical ability which will equip them to analyse media messages, muster media languages and develop attitudes that can empower them to enjoy their media experiences and reap the greatest possible benefits.

Schools are the places best equipped to impart media education in the case of children while informal setting have to be explored to help adults be similarly empowered.

Finally the research analysed how much awareness children and their parents have of Besmartonline!, where this awareness comes from and whether what they associate to it is in actual fact related to what it stands for.

The number of children who had seen the Besmartonline! logo is 53.8% and most of them (71.1%) have seen it in their schools. Close to one third of children (31.8%) had seen it on TV. When one eliminates those who did not reply one finds the vast majority of respondents have a correct idea of what it stands for.

On the other hand only a minority (39.9%) of the parents have seen the logo, most of them (52.9%) on TV. Their awareness of what it stands for is quite high.

## **Observation 7**

The school campaigns organised by MCA to introduce students to the Besmartonline! Brand provide a very positive base from which to push forward for more awareness about internet risks and benefits. MCA should study the tables of this research to compare them with their targets so that a better appraisal of the campaign should be made. While it is imperative that schools continue to be the focus of the campaign one should not stop using television programmes which are also a good source of brand recognition particularly with parents.

# APPENDICES



## APPENDIX A – THE QUESTIONNAIRES

### Questionnaire on Internet Use – Children

We would be very happy if you help us in this study about children and the internet by filling out this questionnaire. If you have any questions you can contact me on this email: [lorleen.farrugia@um.edu.mt](mailto:lorleen.farrugia@um.edu.mt)

Thank you!

Lorleen Farrugia

#### Section A

---

**1. Gender**

- Male  
 Female

**2. Age**

- |                             |                             |
|-----------------------------|-----------------------------|
| <input type="checkbox"/> 8  | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 9  | <input type="checkbox"/> 13 |
| <input type="checkbox"/> 10 | <input type="checkbox"/> 14 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 15 |

**3. School:** \_\_\_\_\_

**4. Year:**

- |                                 |                                 |
|---------------------------------|---------------------------------|
| <input type="checkbox"/> Year 4 | <input type="checkbox"/> Form 1 |
| <input type="checkbox"/> Year 5 | <input type="checkbox"/> Form 2 |
| <input type="checkbox"/> Year 6 | <input type="checkbox"/> Form 3 |
|                                 | <input type="checkbox"/> Form 4 |

## Section B

---

- 5. Where do you access the internet from? (You may tick (✓) more than 1)**
- From home
  - From my bedroom
  - From school
  - From a friend's house
  - From a relative's house
  - From public places (Youth Centre, Local Council, Public Garden)
  - From shops (e.g. Internet Café, Restaurant)
  - From another place. Please specify \_\_\_\_\_
- 6. Which of the following do you own? (You may tick (✓) more than 1)**
- Computer
  - Laptop
  - Mobile phone
  - Tablet
  - Game Console (e.g. Xbox, PlayStation, Wii)
  - Other. Please specify \_\_\_\_\_
- 7. Which of these do you use to access the internet? (You may tick (✓) more than 1)**
- Computer
  - Laptop
  - Mobile phone
  - Tablet
  - Game Console (e.g. Xbox, PlayStation, Wii)
  - Other. Please specify \_\_\_\_\_

## Section C

---

**8. How often do you use the internet? (Tick (✓) only one)**

- Everyday
- 4-6 days a week
- 2-3 days a week
- Once a week
- Less than once a week

**9. How much time do you spend using the internet every day on a week day (Monday to Friday)? (Tick (✓) only one)**

- Less than 30 minutes
- Less than 1 hour
- Less than 2 hours
- Less than 3 hours
- Less than 4 hours
- Less than 5 hours
- Over 5 hours
- I am always online

**10. How much time do you spend using the internet every day during the weekend (Saturdays and Sundays)? (Tick (✓) only one)**

- Less than 30 minutes
- Less than 1 hour
- Less than 2 hours
- Less than 3 hours
- Less than 4 hours
- Less than 5 hours
- Over 5 hours
- I am always online

**11. Which of these activities do you do on the internet?**

**(You may tick (✓)) more than 1)**

- School Work
- Browsing
- Playing games
- Social Networking (e.g. Facebook)
- Chatting
- Email
- Video calling (e.g. Skype)
- Downloading music or films
- Streaming music or films
- Watching Videos online (e.g. YouTube)
- Blogging
- Online shopping
- Other. Please specify: \_\_\_\_\_

**12. Tick any of these that you have an account with. (You may tick (✓) more than 1)**

- Facebook
- Twitter
- Tumblr
- Skype
- Google/Gmail
- iTunes
- Club Penguin
- Miniclip
- Playstation Network
- MSN/XBOX Live
- Club Nintendo
- Pinterest
- Ask.fm
- Ebay
- Snapchat
- Instagram
- MSN
- LinkedIn

Other. Please specify: \_\_\_\_\_

**13. Which of the following information about you is available on the internet? (You may tick (✓) more than 1)**

- True Name
- Fake Name
- Photo/s of you
- Real Date of Birth
- Invented Date of Birth
- The name of your school
- Email Address
- Home Address
- Location
- Home Number
- Mobile Number
- Other. Please specify: \_\_\_\_\_

**14. How many of these activities have you done in the past week? (You may tick (✓) more than 1)**

- Used Facebook to play games
- Used Facebook to send or receive messages, chat, or to upload photos or posts
- Played games on a mobile or tablet
- Sent an e-mail
- Posted photo or posted/received comments on Instagram
- Used Twitter
- Sent/received photos on Snapchat
- Kept a photo that was sent to me on Snapchat
- Used Tumblr
- Posted a video on YouTube
- Posted/received/answered questions on Ask.fm
- Used location services to “check in” or share location
- Other. Please specify: \_\_\_\_\_

## Section D

---

**15. Tick (✓) the ones that you agree with. (You may tick more than 1)**

- It is important to use privacy settings on Social Networking Sites
- The internet is a safe place for people my age
- It is safe to meet new people over the internet
- There are no risks when posting photos of oneself on a social network
- I would be willing to meet someone I made friends with over the internet
- It is fine to post things publicly on Social Networking Sites
- I am not worried about the personal information there is about me on the internet for others to see
- Others may post photos of me without my permission
- It is OK to call people names or write rude remarks on them online

**16. According to you, which of the following is the most dangerous thing on the internet? (Tick (✓) only one)**

- Viruses
- Hacking
- Content which is inappropriate for my age
- Being contacted by strangers online
- Pop-Ups
- Unpleasant or inappropriate comments
- Unpleasant or inappropriate pictures
- Unpleasant or inappropriate videos
- Other. Please specify: \_\_\_\_\_

**17. Tick (✓) the ones who know any of your passwords**

- Parent/Guardian
- Friend
- Brother/Sister
- Other. Please specify: \_\_\_\_\_
- No one knows my passwords

## Section E – Please turn the page

---

18. Which of these happened to you on the internet? (You may tick (✓) more than one)		19. For the items you ticked in question 18 please tick (✓) what you did after:					20. For the ones that you ticked in question 18, can you tick (✓) how you felt about them?		
		Just hoped it would go away	Spoke to someone about it	Felt Guilty or Ashamed	Phoned 179	I did nothing	I tried to solve it on my own	Very Upset	Upset
Viruses	(✓)								
Hacking									
Content which is inappropriate for my age									
Being contacted by strangers online									
Pop-Ups									
Unpleasant or inappropriate comments									
Unpleasant or inappropriate pictures									
Unpleasant or inappropriate videos									

## Section F

---

- 21. Where would you prefer to get information about safety on the internet? (You may tick (✓) more than 1)**
- TV
  - School
  - Parents
  - Friends
  - Online
  - Other. Please specify: \_\_\_\_\_
- 22. Tick (✓) the ones you know how to do. (You may tick more than 1):**
- Bookmark a website
  - Block messages from someone you don't want to hear from
  - Find information on how to use internet safety
  - Change privacy settings on a social networking profile
  - Compare different websites to decide if the information is true
  - Delete 'history' of sites visited
  - Remove adverts, junk mail or spam
  - Change filter preferences
- 23. Tick (✓) those of the following which you have done. (You may tick more than 1)**
- Set auto lock with password on mobile, computer or tablet
  - Set privacy settings so only friends see what you post
  - Asked someone to remove a post with personal information or photo
  - Removed personal information included in a post
  - Set privacy settings on social networks so that your name doesn't come up on search
  - Used different passwords
  - Turned off/disabled cookies



## Section I

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24. Have you ever seen this logo?



Yes

No

25. If yes, where did you see this logo? (You may tick (✓) more than 1)

On TV

At school

At home

Other. Please specify: \_\_\_\_\_

26. What do you associate this logo with?

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For further information you may contact Ms Lorleen Farrugia via

[lorleen.farrugia@um.edu.mt](mailto:lorleen.farrugia@um.edu.mt)

2340 2235

For help and support services kindly contact **Helpline 179**

## Kwestjonarju fuq l-użu tal-internet – Tfal

Napprezzaw ħafna jekk tgħinna f'dan l-istudju li qed nagħmlu dwar it-tfal u l-internet billi twieġeb dawn il-mistoqsijiet. Jekk għandek xi mistoqsijiet tista' tikkuntattjani fuq dan l-imejl: [lorleen.farrugia@um.edu.mt](mailto:lorleen.farrugia@um.edu.mt)

Grazzi Ħafna!

Lorleen Farrugia

### Parti A

---

**1. Ġenru**

Tifel

Tifla

**2. Età**

8

12

9

13

10

14

11

15

**3. Skola:** \_\_\_\_\_

**4. Sena:**

Year 4

Form 1

Year 5

Form 2

Year 6

Form 3

Form 4

## Parti B

---

**5. Minn fejn taċċessa l-internet? (Tista' timmarka (✓) iktar minn 1)**

- Mid-dar
- Mill-kamra tiegħek
- Mill-iskola
- Mid-dar tal-ħabib/a tiegħek
- Mid-dar ta' xi ħadd mill-familja
- Minn postijiet pubbliċi (Youth Centre, Kunsill Lokali, Ġnien Pubbliku)
- Mill-ħwienet (eż. Internet Kafé, Restorant)
- Minn postijiet oħra. Indika fejn: \_\_\_\_\_

**6. Liema minn dawn għandek? (Tista' timmarka (✓) iktar minn 1)**

- Kompjuter
- Laptop
- Mowbajl
- Tablet
- Game Console (eż. Xbox, PlayStation, Wii)
- Xi haġa oħra. Speċifika x'inhi \_\_\_\_\_

**7. Liema minn dawn tuża biex taċċessa l-internet? (Tista' timmarka (✓) iktar minn 1)**

- Kompjuter
- Laptop
- Mowbajl
- Tablet
- Game Console (eż. Xbox, PlayStation, Wii)
- Oħrajn. Ikteb liema \_\_\_\_\_

## Parti Ċ

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**8. Kemm spiss tuża l-internet? (Immarka (✓) waħda biss)**

- Kuljum
- 4-6 ijiem fil-ġimgħa
- 2-3 ijiem fil-ġimgħa
- Darba fil-ġimgħa
- Inqas minn darba fil-ġimgħa

**9. Kemm tqatta' ħin kuljum fuq l-internet matul il-ġimgħa (mit-Tnejn sal-Ġimgħa)? (Immarka (✓) waħda biss)**

- Inqas minn nofs siegħa
- Inqas minn siegħa
- Inqas minn sagħtejn
- Inqas minn tliet sigħat
- Inqas minn erba' sigħat
- Inqas minn ħames sigħat
- Iktar minn ħames sigħat
- Inkun onlajn il-ħin kollu

**10. Kemm tqatta' ħin fuq l-internet kuljum matul il-weekend (is-Sibt u l-Ħadd)? (Immarka (✓) waħda biss)**

- Inqas minn nofs siegħa
- Inqas minn siegħa
- Inqas minn sagħtejn
- Inqas minn tliet sigħat
- Inqas minn erba' sigħat
- Inqas minn ħames sigħat
- Inkun onlajn il-ħin kollu

**11. Liema minn dawn tagħmel meta tkun fuq l-internet? (Tista' tagħzel**

**(✓) iktar minn 1)**

- Xogħol tal-iskola
- Browsing
- Nilgħab
- Social Networking (eż. Facebook)
- Chatting
- Imejl
- Video Calling (eż. Skype)
- Innizzel (downloading) il-mużika jew il-films
- Streaming ta' mużika jew films
- Nara vidjows onlajn (eż. YouTube)
- Blogging
- Nixtri l-affarijiet onlajn
- Affarijiet oħra. Ikteb x'tagħmel: \_\_\_\_\_

**12. Jien għandi *account* fuq: (Tista' tagħzel (✓) iktar minn 1)**

- Facebook
- Twitter
- Tumblr
- Skype
- Google/Gmail
- iTunes
- Club Penguin
- Miniclip
- Playstation Network
- MSN/XBOX Live
- Club Nintendo
- Pinterest
- Ask.fm
- Ebay
- Snapchat
- Instagram
- MSN
- LinkedIn
- Xi ħaġa oħra. Ikteb x'inhi: \_\_\_\_\_

**13. Liema minn din l-informazzjoni dwarek tinsab fuq l-internet? (Tista' tagħzel (✓) iktar minn 1)**

- Ismek veru
- Isem falz
- Ritratt/i tiegħek
- Data tat-twelid tiegħek veru
- Data tat-twelid tiegħek ivvintata
- L-isem tal-iskola
- L-indirizz tal-imejl
- L-indirizz tad-dar
- Fejn qiegħed
- In-numru tat-telefon tad-dar
- In-numru tat-telefon tal-mowbajl
- Xi haġa oħra. Ikteb x'inhi: \_\_\_\_\_

**14. Liema minn dawn għamilt fil-gimgha li għaddiet? (Tista' tagħzel (✓) iktar minn 1)**

- Użajt Facebook biex nilgħab
- Użajt Facebook biex nibgħat jew nirċievi messagġi jew chat jew biex nitfa' ritratti jew posts
- Lgħabt logħob fuq il-mowbajl jew tablet
- Bgħatt imejl
- Tfajt ritratt jew ktibt kummenti jew irċevejt kummenti fuq Instagram
- Użajt Twitter
- Bgħatt jew irċevejt ritratti fuq Snapchat
- Żammejt ritratt li ntbagħtli fuq Snapchat
- Użajt Tumblr
- Tfajt vidjow fuq YouTube
- Tfajt, irċevejt jew wegibt mistoqsijiet fuq Ask.fm
- Użajt location services biex nagħmel check-in jew nuri fejn qiegħed
- Xi haġa oħra. Ikteb x'inhi: \_\_\_\_\_

## Parti D

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**15. Immarka dawk li taqbel magħhom. (Tista' tagħzel (✓) iktar minn 1)**

- Importanti li tagħmel użu minn privacy settings fuq Social Networking Sites
- L-internet huwa post sigur għal nies ta' l-età tiegħi
- Tajjeb li wieħed jiltaqa' ma' nies godda fuq l-internet
- M'hemm'x riskju li wieħed ipogġi ritratti tiegħu fuq l-internet fuq social network
- Lest/a niltaqa' ma' xi hadd li għamilt hbieb miegħu fuq l-internet
- Kollox sew li wieħed jippostja affarijiet public fuq Social Networking Sites
- L-ammont ta' informazzjoni personali li hemm fuq l-internet dwari ma jaffettwanix
- Naqbel li haddieħor jista' jpoġġi ritratti tiegħi mingħajr ma jkun qalli
- Tajjeb li tgħajjar jew tikteb kummenti koroh fuq haddieħor onlajn

**16. Immarka dik il-ħaġa li skont int hija l-agħar ħaġa li tista' tigrilek fuq l-internet. (Immarka (✓) 1 biss)**

Viruses

Hacking

Kontenut li mhux addatt għall-età tiegħi

Jikkuntattjawni onlajn nies li ma nafhomx

Pop-Ups

Kummenti li mhux daqshekk sbieħ jew mhux addattati

Stampi li mhux daqshekk sbieħ jew mhux addattati

Vidjows li mhux daqshekk sbieħ jew mhux addattati

Xi ħaġa oħra. Ikteb x'inhi: \_\_\_\_\_

**17. Immarka min jaf xi waħda mill-*passwords* tiegħek. (Tista' tagħzel (✓) iktar minn 1)**

Ġenitur

Ħabib/a

Xi ħadd minn ħutek

Xi ħadd ieħor. Ikteb min: \_\_\_\_\_

Ħadd ma jaf il-*passwords* tiegħi

**Parti E**

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**Jekk jogħġbok dawwar il-paġna**



18. Liema minn dawn grawlek fuq l-internet? (Tista' tagħzel (✓) iktar minn 1)	19. Għal dawk li immarkajt f'numru 18, immarka (✓) dak li għamilt wara:						20. Għal dawk li immarkajt f'numri 18, immarka (✓) kif hassejtek dwarhom.		
	Ittamajt li jgħaddi kollox waħdu	Tkellimt ma' xi ħadd fuqha	Hassejtni ħati jew nisthi	Ċempilt 179	M'għamilt xejn	Ippruvajt insolviha waħdi	Affettwatni b'mod ħazin ħafna	Affettwatni	M'affettwatnix
<i>Viruses</i>									
<i>Hacking</i>									
Kontenut li mhux addatt għall-età tiegħi									
Ikkuntattjawni onlajn nies li ma nafhomx									
<i>Pop-Ups</i>									
Kummenti li mhux daqshekk sbieħ jew mhux addattati									
Stampi li mhux daqshekk sbieħ jew mhux addattati									
Vidjows li mhux daqshekk sbieħ jew mhux addattati									

**21. Minn fejn tippreferi ġgib l-informazzjoni dwar is-sigurtà (*safety*) fuq l-internet? (Tista' timmarka (✓) iktar minn 1)**

- TV
  - Skola
  - Ġenituri
  - Hbieb
  - Onlajn
  - Minn xi mkien ieħor. Ikteb minn fejn:
- 

**22. Immarka (✓) dawk li taf tagħmel:**

- Bookmark ta' websajt
- Inwaqqaf (blocking) messagġi mingħand dawk li ma rridx nitkellem magħhom
- Insib informazzjoni dwar kif nuża l-internet b'mod sigur (safe)
- Inbiddel il-privacy settings fuq social networking profile.
- Niċċekkja jekk l-informazzjoni tkunx tajba minn websajts differenti
- Inneħħi il-'history' ta' siti li nkun żort
- Inwaqqaf riklami, junk mail jew spam
- Inbiddel il-filter preferences

**23. Liema minn dawn għamilt? (Tista' timmarka (✓) iktar minn 1)**

- Auto lock bil-password fuq il-mowbajl, kompjuter jew tablet
- Irranġajt il-privacy settings biex il-'friends' biss jaraw dak li tfajt onlajn
- Għidt lil xi ħadd biex ineħħi xi post b'informazzjoni personali jew ritratt tiegħi
- Neħħajt xi informazzjoni personali li kien hemm f'xi post
- Irranġajt il-privacy settings fuq social networks biex ismi ma jitlax fis-search
- Użajt passwords differenti għal accounts differenti
- Ma naċċettax cookies

24. Ġieli rajt dan il-*logo*?



- Iva
- Le

25. Jekk Iva, fejn rajt dan il-*logo*? (Tista' tagħzel (✓) iktar minn 1)

- Fuq it-TV
- L-Iskola
- Id-Dar
- Xi mkien ieħor. Ikteb minn fejn: \_\_\_\_\_

26. Ma' xiex tassoċja dan il-*logo*?

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Għal aktar informazzjoni kkuntattja lil Ms Lorleen Farrugia fuq:

[lorleen.farrugia@um.edu.mt](mailto:lorleen.farrugia@um.edu.mt)

2340 2235

Jekk għandek bżonn xi għajnuna dwar dan tista' tikkuntattja **Helpline 179**

### Questionnaire about Internet use by Children – Parents

Thank you for taking part in this study Internet use by Children. Please answer this questionnaire with reference to the child who brought it from school. Whatever is written in female applies also for male. If you need further information kindly contact us on this email: [lorleen.farrugia@um.edu.mt](mailto:lorleen.farrugia@um.edu.mt)

Thank you

Lorleen Farrugia

1. **From where does your child access the internet? (You may tick (✓) more than 1)**
  - From home
  - From her bedroom
  - From school
  - From a friend's house
  - From a relative's house
  - From public places (Youth Centre, Local Council, Public Garden)
  - From shops (e.g. Internet Café, Restaurant)
  - From another place. Please specify \_\_\_\_\_
  
2. **Which of the following electronic devices does your child have? (You may tick (✓) more than 1)**
  - Computer
  - Laptop
  - Mobile phone
  - Tablet
  - Game Console
  - Other. Please specify \_\_\_\_\_
  
3. **Which of these does your child use to access the internet? (You may tick (✓) more than 1)**
  - Computer
  - Laptop
  - Mobile phone
  - Tablet
  - Game Console
  - Other. Please specify \_\_\_\_\_
  
4. **How often does your child use the internet? (Tick (✓) only one)**
  - Everyday
  - 4-6 days a week
  - 2-3 days a week
  - Once a week
  - Less than once a week
  - Don't know

**5. How much time does your child spend using the internet every day on a week day (Monday to Friday)? (Tick (✓) only 1)**

- Less than 30 minutes
- Less than 1 hour
- Less than 2 hours
- Less than 3 hours
- Less than 4 hours
- Less than 5 hours
- Over 5 hours
- My child is always online
- Don't know

**6. How much time does your child spend using the internet every day during the weekend (Saturdays and Sundays)? (Tick (✓) only 1)**

- Less than 30 minutes
- Less than 1 hour
- Less than 2 hours
- Less than 3 hours
- Less than 4 hours
- Less than 5 hours
- Over 5 hours
- My child is always online
- Don't know

**7. Which of these activities is your child allowed to do on the internet? (You may tick (✓) more than 1)**

- School Work
- Browsing
- Playing games
- Social Networking (e.g. Facebook)
- Chatting
- Email
- Video calling (e.g. Skype)
- Downloading music or films
- Streaming music or films
- Watching Videos online (e.g. YouTube)
- Blogging
- Online shopping
- Upload photos, videos or music to share with others
- Give out personal information to others on the internet
- Other. Please specify: \_\_\_\_\_

**8. Which of the following information about your child is available on the internet (like for e.g. on Facebook)? (You may tick (✓) more than 1)**

- True Name
- Fake Name
- Her Photos
- Real Date of Birth
- Invented Date of Birth
- The name of her school
- Email Address
- Home Address
- Location
- Home Number
- Mobile Number
- Other. Please specify: \_\_\_\_\_

**9. Tick (✓) the ones that you agree with**

- It is important to use privacy settings on Social Networking Sites
- The internet is a safe place for children who are my child's age
- It is safe for my child to make new friends over the internet
- There are no risks if my child posts photos of herself on a social network
- It is risky for my child to meet with people they got to know over the internet
- It is fine for my child to post things publicly on Social Networking Sites
- I am not worried about the personal information there is about my child on the internet for others to see
- I feel that my child knows much more than me on how to use the internet
- I feel that my child spends too much time on the internet
- I trust my child and therefore I do not need to supervise her when using the internet
- I cannot afford internet at home
- I feel that children of my child's age should have a mobile phone
- Others may post photos of my child without her permission
- I know one or more of my child's passwords

10. Please indicate (✓) whether your child has experienced any of the following:

		YES	NO	DON'T KNOW
A	Gone to a meeting with someone face to face (in person) that he or she first met on the internet			
B	Seen images on the internet that are obviously sexual – for example, showing people naked or people having sex			
C	Been treated in a hurtful or nasty way on the internet by other children. (This includes being teased repeatedly in a way she did not like, or being deliberately excluded or left out.)			
D	Treated another child in a hurtful or nasty way on the internet. (This includes having teased someone repeatedly in a way she did not like, or threatened, or deliberately excluded or left them out)			
E	Seen or been sent sexual content (e.g. words, pictures or videos) on the internet. By this we mean images of people naked or having sex.			
F	Sent sexual content (e.g. words, pictures or videos) on the internet. By this we mean images of people (or herself) naked or having sex.			
G	Seen aggressive or violent content of people attacking or killing each other on the internet. This could include characters in cartoons or games as well as “real” people.			
H	Somebody used her personal information in a way she didn't like			
I	The computer got a virus			
J	She lost money by being cheated on the internet (this refers to real money)			
K	Somebody used her password to get her information, or to pretend to be her			

11. For the ones that you ticked YES in question 10, can you tick (✓) how your child felt about them?

		Very Upset	Upset	Not at all Upset
A	Gone to a meeting with someone face to face (in person) that he or she first met on the internet			
B	Seen images on the internet that are obviously sexual – for example, showing people naked or people having sex			
C	Been treated in a hurtful or nasty way on the internet by other children. (This includes being teased repeatedly in a way she did not like, or being deliberately excluded or left out.)			
D	Treated another child in a hurtful or nasty way on the internet. (This includes having teased someone repeatedly in a way she did not like, or threatened, or deliberately excluded or left them out)			
E	Seen or been sent sexual content (e.g. words, pictures or videos) on the internet. By this we mean images of people naked or having sex.			
F	Sent sexual content (e.g. words, pictures or videos) on the internet. By this we mean images of people (or herself) naked or having sex.			
G	Seen aggressive or violent content of people attacking or killing each other on the internet. This could include characters in cartoons or games as well as “real” people.			
H	Somebody used her personal information in a way she didn’t like			
I	The computer got a virus			
J	She lost money by being cheated on the internet (this refers to real money)			
K	Somebody used her password to get her information, or to pretend to be her			



**12. Which of the following happened to your child on the internet? (You may tick (✓) more than 1)**

- Viruses
- Hacking
- Content which is inappropriate for her age
- Being contacted by strangers online
- Talking to strangers online
- Pop-Ups
- Unpleasant or inappropriate comments
- Unpleasant or inappropriate Images
- Unpleasant or inappropriate videos
- Other. Please specify: \_\_\_\_\_

**13. Which was the most unpleasant thing that ever happened to your child on the internet?**

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**14. To what extent, if at all, do you think that your child is able to deal with things that bother her on the internet:**

- Not at all
- Not very much
- A fair amount
- A lot
- Don't know

**15. To what extent, if at all, do you feel you are able to help your child to deal with anything that bothers her on the internet?**

- Not at all
- Not very much
- A fair amount
- A lot
- Don't know

**16. Where do you get information and advice on safety tools and safe use of the internet from? (You may tick (✓) more than 1)**

- Your child's school
- Television, radio, newspapers or magazines
- Internet service providers
- Government, Local Council
- Children's welfare organisations/charities (e.g.Appogg or others)
- Websites with safety information
- Manufacturers and retailers selling the products
- Family and friends
- From my child
- None, I don't have information about this
- Don't know
- Other sources. Please specify: \_\_\_\_\_

**17. What safety measures do you normally apply to keep your child safe when using the internet? (Tick (✓) all that apply.)**

- I do not let my child use the internet
- I keep track of the websites my child visits
- I am strict on the time my child uses the internet
- I am aware of the people with whom she interacts
- I make my child aware of the dangers she may encounter on the internet
- I stay nearby when my child uses the internet
- None of the above

**18. Which of the following do you do with your child? (Tick (✓) all that apply.)**

- I talk to her about what she does on the internet
- I help her with her difficulties when using the internet
- I explain to her why some websites are harmful
- I suggest to her ways to use the internet safely
- I suggest to her ways to behave towards other people on the internet
- I helped her in the past when something bothered her on the internet
- In general, I talk to her about what she would do if something bothered her on the internet
- None of the above

**19. Which of the following actions do you take? (Tick (✓) all that apply).**

- I check the messages in her email or chat history
- I check her profile on social networking sites
- I check which contacts and friends she adds
- I use blocking or filtering software
- I use software to prevent spam, junk mail or viruses
- None of the above

20. Have you ever seen this logo?



- Yes
- No

21. If yes, where did you see this logo? (You may tick (✓) more than 1)

- On TV
- At school
- At home
- Other. Please specify: \_\_\_\_\_

22. What do you associate this logo with?

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23. Kindly indicate the level of schooling you attained

- Primary (before Form 1)
- Secondary (O'levels, Trade School, Technical Institute)
- Post-Secondary (Sixth Form)
- Tertiary (University, Post-Graduate)

24. Kindly indicate your gender

- Male
- Female

25. Kindly indicate your age

- 20-30 years
- 31-40 years
- 41-50 years
- 51-60 years
- 60+ years

## Kwestjonarju dwar l-Użu ta' l-Internet mit-Tfal – Ġenituri

Grazzi talli qed tiegħu sehem f'dan l-istudju dwar l-Użu ta' l-Internet mit-Tfal. Jekk jogħġbok wieġeb dan il-kwestjonarju f'referenza għal min mit-tfal tiegħek ġabu mill-iskola. Dak kollu li hu mitktub fil-femminil japplika wkoll għall-maskil. Jekk tixtieq aktar informazzjoni tista' tibagħtilna imejl fuq: [lorleen.farrugia@um.edu.mt](mailto:lorleen.farrugia@um.edu.mt)

Grazzi Hafna

Lorleen Farrugia

1. **Immarka minn fejn bintek taċċessa l-internet (Tista' tagħzel (✓) iktar minn 1)**
  - Mid-dar
  - Mill-kamra tagħha
  - Mill-iskola
  - Mid-dar tal-ħbieb tagħha
  - Mid-dar ta' xi ħadd mill-familja
  - Minn post pubbliku (Youth Centre, Kunsill Lokali, Ġnien Pubbliku)
  - Ħwienet (eż. Internet Kafé, Restorant)
  - Postijiet Oħra. Indika fejn: \_\_\_\_\_
  
2. **Liema minn dawn l-affarijiet elettronici għandha bintek? (Tista' tagħzel (✓) iktar minn 1)**
  - Kompjuter
  - Laptop
  - Mowbajl
  - Tablet
  - Game Console
  - Xi ħaġa oħra. Speċifika x'inhi \_\_\_\_\_
  
3. **Liema minn dawn tuża bintek biex taċċessa l-internet? (Tista' tagħzel (✓) iktar minn 1)**
  - Kompjuter
  - Laptop
  - Mowbajl
  - Tablet
  - Game Console
  - Xi ħaġa oħra. Speċifika x'inhi \_\_\_\_\_
  
4. **Immarka kemm spiss bintek tuża l-internet? (Immarka (✓) waħda biss)**
  - Kuljum
  - 4-6 ijiem fil-ġimgħa
  - 2-3 ijiem fil-ġimgħa
  - Darba fil-ġimgħa
  - Inqas minn darba fil-ġimgħa
  - Ma nafx

**5. Kemm tqatta' hin fuq l-internet bintek kuljum matul il-ġimgħa (mit-Tnejn sal-Ġimgħa)?**

**(Immarka (✓) waħda biss)**

- Inqas minn nofs siegħa
- Inqas minn siegħa
- Inqas minn sagħtejn
- Inqas minn tliet sigħat
- Inqas minn erba' sigħat
- Inqas minn ħames sigħat
- Iktar minn ħames sigħat
- Binti tkun onlajn il-ħin kollu
- Ma nafx

**6. Kemm tqatta' hin fuq l-internet bintek kuljum matul il-weekend (is-Sibt u l-Ħadd)?**

**(Immarka (✓) waħda biss)**

- Inqas minn nofs siegħa
- Inqas minn siegħa
- Inqas minn sagħtejn
- Inqas minn tliet sigħat
- Inqas minn erba' sigħat
- Inqas minn ħames sigħat
- Iktar minn ħames sigħat
- Binti tkun onlajn il-ħin kollu
- Ma nafx

**7. Liema minn dawn l-attivitajiet tħalli lil bintek tagħmel fuq l-internet? (Tista' timmarka**

**(✓) iktar minn 1)**

- Xogħol ta' l-iskola
- Browsing
- Logħob
- Social Networking (eż. Facebook)
- Chatting
- Imejl
- Telefonati bil-vidjow (eż. Skype)
- Tniżżel (downloading) il-mużika jew il-films
- Streaming ta' mużika jew films
- Tara vidjows onlajn (eż. YouTube)
- Blogging
- Tixtri l-affarijiet onlajn
- Uploading ta' ritratti, vidjows u mużika biex jiġu maqsuma ma' ħaddieħor
- Tagħti informazzjoni personali lil ħaddieħor
- Affarijiet oħra. Ikteb x'tagħmel: \_\_\_\_\_

**8. Liema minn din l-informazzjoni dwar bintek hemm fuq l-internet (eż. fuq Facebook)?  
(Tista' timmarka (✓) aktar minn 1)**

- Isem veru
- Isem falz
- Ritratti tagħha
- Data tat-twelid veru
- Data tat-twelid ivvintata
- L-isem tal-iskola
- L-indirizz tal-imejl
- L-indirizz tad-dar
- Fejn qiegħda
- In-numru tat-telefon tad-dar
- In-numru tat-telefon tal-mowbajl
- Xi ħaġa oħra. Ikteb x'inhi: \_\_\_\_\_

**9. Immarka (✓) dawk li taqbel magħhom**

- Importanti li tuża privacy settings fuq Social Networking Sites
- L-internet huwa post sigur għal tfal li huma tal-età tat-tifla tiegħi
- M'hemmx periklu jekk binti tagħmel ħbieb ġodda fuq l-internet
- M'hemm l-ebda riskju li binti tpoġġi ritratti tagħha onlajn fuq social network
- Huwa riskjuż li binti tiltaqa' ma' nies ġodda li tkun saret taf fuq l-internet
- Ma fiha xejn li binti tippostja affarijiet public fuq Social Networking Sites
- L-ammont ta' informazzjoni personali li hemm fuq l-internet dwar binti ma jinkwetanix.
- Naħseb li binti taf iktar minni dwar kif nuża l-internet
- Inħoss li binti tqatta' wisq ħin fuq l-internet
- Jiena nafda lil binti u allura m'hemmx bżonn li nkun qed nara x'qed tagħmel waqt li tkun qed tuża l-internet
- Jiena ma naffordjax l-internet id-dar
- Naħseb li tfal tal-età ta' binti għandu jkollhom mowbajl
- Haddieħor jista' jpoġġi ritratti ta' binti mingħajr ma jkun qalilha
- Jiena naf waħda jew uħud mill-passwords ta' binti

10. Jekk jogħġbok indika (✓) jekk bintek qattx esperjenzat xi haġa minn dawn fuq l-internet:

		IVA	LE	MA NAFX
A	Iltaqgħet ma' xi hadd li iltaqgħet miegħu l-ewwel darba fuq l-internet wiċċ imb wiċċ.			
B	Rat stampi fuq l-internet li huma ta' natura sesswali – pereżempju, nies għarwenin jew jagħmlu s-sess.			
C	Ġiet imwegġġha jew trattata ħazin minn xi tfal oħra. (Dan jinkludi anke inkejja repetuta b'mod li jdejjaqha, jew li tiġi eskluża.)			
D	Ittrattat lil tfal oħra fuq l-internet b'mod ħazin jew li jwegġa'. (Dan jinkludi inkejja repetuta b'mod li jdejjaqha, jew li teskludi lil haddieħor.)			
E	Rat jew irċeviet materjal ta' natura sesswali (eż. kliem, stampi jew videos) fuq l-internet. Dan ifisser materjal ta' nies għarwenin jew jagħmlu s-sess.			
F	Bagħtet materjal ta' natura sesswali (eż. kliem, stampi jew videos) fuq l-internet. Dan ifisser materjal ta' nies (jew tagħha) għarwenin jew jagħmlu s-sess.			
G	Rat fuq l-internet kontenut aggressiv jew vjolenti ta' nies jattakkaw jew joqtlu lil xulxin. Dan jista' jinkludi karattri f'logħob, <i>cartoons</i> , kif ukoll nies veri.			
H	Xi hadd uża l-informazzjoni personali tagħha b'mod li dejjaqha.			
I	Il-kompjuter kellu <i>virus</i> .			
J	Tilfet xi flus (veri mhux flus f'logħba) għaliex xi hadd daħak biha fuq l-internet.			
K	Xi hadd uża l- <i>password</i> tagħha biex jikseb l-informazzjoni tagħha jew biex jagħmel tabirruħu li hu hi.			

**11. Għal dawk li mmarkajt IVA f'mistoqsija 10, tista' timmarka (✓) kif bintek ħassitha dwarhom?**

		Affettwata b'mod ħażin ħafna	Affettwata	M'affettwatiex
A	Iltaqgħet ma' xi ħadd li iltaqgħet miegħu l-ewwel darba fuq l-internet wiċċ imb wiċċ.			
B	Rat stampi fuq l-internet li huma ta' natura sesswali – pereżempju, nies għarwenin jew jagħmlu s-sess.			
C	Ġiet imwegġgħa jew trattata ħażin minn xi tfal oħra. (Dan jinkludi anke inkejja repetuta b'mod li jdejjaqha, jew li tiġi eskluża.)			
D	Ittrattat lil tfal oħra fuq l-internet b'mod ħażin jew li jwegġa'. (Dan jinkludi inkejja repetuta b'mod li jdejjaqha, jew li teskludi lil ħaddieħor.)			
E	Rat jew irċeviet materjal ta' natura sesswali (eż. kliem, stampi jew videos) fuq l-internet. Dan ifisser materjal ta' nies għarwenin jew jagħmlu s-sess.			
F	Bagħtet materjal ta' natura sesswali (eż. kliem, stampi jew videos) fuq l-internet. Dan ifisser materjal ta' nies (jew tagħha) għarwenin jew jagħmlu s-sess.			
G	Rat fuq l-internet kontenut aggressiv jew vjolenti ta' nies jattakkaw jew joqtlu lil xulxin. Dan jista' jinkludi karattri f'logħob, <i>cartoons</i> , kif ukoll nies veri.			
H	Xi ħadd uża l-informazzjoni personali tagħha b'mod li dejjaqha.			
I	Il-kompjuter kellu <i>virus</i> .			
J	Tilfet xi flus (veri mhux flus f'logħba) għaliex xi ħadd dañak biha fuq l-internet.			
K	Xi ħadd uża l- <i>password</i> tagħha biex jikseb l-informazzjoni tagħha jew biex jagħmel tabirruħu li hu hi.			



**12. Liema minn dawn ġraw lil bintek fuq l-internet (Tista' timmarka(✓)iktar minn 1)**

- Viruses
- Hacking
- Kontenut li mhux addatt għall-età tagħha
- Ikkuntattjawha onlajn nies li ma tafhomx
- Tkellmet onlajn ma' nies li ma tafx
- Pop-Ups
- Iltaqgħet ma' kummenti li mhux daqshekk sbieħ jew mhux addattati
- Iltaqgħet ma' stampi li mhux daqshekk sbieħ jew mhux addattati
- Iltaqgħet ma' vidjows li mhux daqshekk sbieħ jew mhux addattati
- Xi ħaġa oħra. Ikteb x'inhi: \_\_\_\_\_

**13. Liema kienet l-iktar ħaġa mhux pjaċevoli li ġrat lil bintek fuq l-internet?**

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**14. Jekk ikun hemm xi ħaġa li ddejjaq lil bintek fuq l-internet, taħseb li bintek kapaċi tagħmel xi ħaġa dwarha ?**

- Lanqas xejn
- Mhux ħafna
- Pjuttost
- Ħafna
- Ma nafx

**15. Kemm taħseb li inti kapaċi tgħin lil bintek jekk ikun hemm xi ħaġa li ddejjaqha fuq l-internet?**

- Lanqas xejn
- Mhux ħafna
- Pjuttost
- Ħafna
- Ma nafx

**16. Minn fejn iggib l-informazzjoni u tiegħu parir dwar l-użu tajjeb tal-internet u l-għodda ta' sigurtà fuq l-internet? (Tista' tagħzel (✓) iktar minn 1)**

- L-iskola ta' bintek
- Televiżjoni, radju, gazzeti jew magazines
- Internet service providers
- Gvern, Kunsill Lokali
- Organizzazzjonijiet għall-ħarsien tat-tfal (eż. Appoġġ jew oħrajn)
- Websajts li għandhom informazzjoni dwar is-sigurtà
- Min ibiġh il-prodotti/servizzi
- Familja u ħbieb
- Mingħand binti
- Minn imkien, m'għandix informazzjoni dwar dan
- Ma nafx
- Minn sorsi oħra. Jekk jogħġbok indika minn fejn: \_\_\_\_\_

**17. X'mezzi tuża normalment biex iżzomm lit-tifla sigura meta tkun qed tuża l-internet.**

**(Immarka (✓) dawk kollha li japplikaw)**

- Jiena ma nħallix lil binti tuża l-internet
- Jiena nara liema websajts binti taċċessa
- Jien inkun strett fuq il-ħin li binti tqatta' fuq l-internet
- Jiena nkun naf ma' min titkellem binti
- Jiena navża lil binti dwar perikli li tista' tiltaqa' magħhom fuq l-internet
- Jiena noqgħod ħdejn binti waqt li tuża l-internet
- L-ebda minn dawn

**18. Liema minn dawn tagħmel ma' bintek? (Immarka (✓) dawk kollha li japplikaw).**

- Jiena nkellem lil binti fuq dak li tagħmel fuq l-internet
- Jiena ngħinha meta ssib diffikultà tuża l-internet
- Jiena nispejalha għalfejn ċertu siti huma ta' dannu
- Jiena nissuġġerilha kif tuża l-internet b'mod sigur
- Jiena nissuġġerilha kif wieħed igib ruħu ma' ħaddieħor fuq l-internet
- Fil-passat għentha meta kien hemm xi ħaġa li dejqitha fuq l-internet
- Jiena nkellem lil binti b'mod ġenerali dwar x'tagħmel jekk xi ħaġa ddejaqha fuq l-internet
- L-ebda minn dawn

**19. Liema minn dawn tagħmel? (Immarka (✓) dawk kollha li japplikaw).**

- Jiena niċċekkja l-messaġġi li tircievi bl-imejl jew fuq chat
- Jiena niċċekkja l-profile tagħha fuq social networking sites
- Jiena niċċekkja l-kuntatti u l-ħbieb li żżid
- Jiena nuża software għall-blocking u filtering
- Jiena nuża software li jippreveni spam, junk mail u viruses
- L-ebda minn dawn

20. Ġieli rajt dan il-*logo*?



- Iva
- Le

21. Jekk iva, fejn rajt dan il-*logo*? (Tista' tagħzel (✓) iktar minn 1)

- Fuq it-TV
- L-Iskola
- Id-Dar
- Xi mkien ieħor. Ikteb minn fejn: \_\_\_\_\_

22. Ma' xiex tassoċja dan il-*logo*?

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23. Sa fejn komplejt skola

- Primarja (Qabel Form 1)
- Sekondarja (O'levels, Trade School, Technical Institute)
- Post-Sekondarja (Sixth Form)
- Terzjarju (Università, Post-Graduate)

24. Is-sess tiegħek

- Raġel
- Mara

25. L-età tiegħek

- 20-30 sena
- 31-40 sena
- 41-50 sena
- 51-60 sena
- 60+ sena

## APPENDIX B – LIST OF SCHOOLS IN THE SAMPLE

### State Schools:

1. St Clare College - St Julian's Primary School
2. St George Preca College - Boy's Secondary School Hamrun
3. St Margaret College - Cospicua Primary School
4. St Thomas More College - Fgura Primary School A
5. St Margaret College - Girls Secondary School Cospicua
6. St George Preca – Blata l-Bajda Secondary
7. St Thomas More College - Marsascula Primary School
8. St Thomas More College - Zejtun Primary School B
9. St Benedict College - Boy's Secondary School Kirkop
10. Maria Regina College - Naxxar Primary School
11. St Theresa College - Boys' Secondary School B'Kara
12. St Theresa College - Boys' Secondary School St Venera
13. St Ignatius College - Zebbug Primary School
14. St Nicholas College - Girls' Secondary School Rabat
15. Gozo College - Qala Primary School
16. Gozo College - Girls' Secondary School Victoria

### Church Schools:

17. Saint Elias College Sta Venera
18. Archbishop Seminary Rabat – Primary
19. Archbishop Seminary Rabat – Secondary
20. St Theresa Gozo Kercem Primary
21. Bishop Cons Pace Gozo Secondary

### Independent Schools:

22. St Catherine's School
23. Newark School