Determinants of Flemish teens’ internet skill levels

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Background

The EU Kids Online revised model of children’s outcomes of Internet use (Livingstone, Mascheroni, & Staksrud, 2018).

Research questions

- **RQ1**: Demographic determinants of teen’s internet skill levels?
- **RQ2**: Associations between internet access and use and teens’ internet skill levels?
  - H1: Access positively associated with skill levels.
  - H2: Use positively associated with skill levels.
- **RQ3**: Associations between types of parental mediation and teens’ internet skill levels?
- **RQ4**: Risk, resilience and enhancing factors of teens’ physical and mental well-being?
  - RQ4.1 Association between skills and well-being?
  - RQ4.2 Exposure to online risks as mediator or moderator between skills and well-being?

Methods

- Participants (n = 1436)
  - Age: M = 16.11
  - 49% girls, 47% boys
- Data collection
  - EU Kids Online school survey
  - 14 schools between March and November 2018
- Multivariate regression analysis (SPSS)

Results

- **RQ1**: Age is positively associated with basic skills (β = .096, p < .01), and negatively with expert skills (β = -.096, p < .01).
  - Gender is negatively associated with basic (β = -.129, p < .001), expert (β = -.193, p < .001) and reflective skills (β = -.097, p < .01).
  - H1 is partially supported. Access is positively associated with basic (β = .138, p < .001) and reflective skills (β = .120, p < .01).
- **RQ2**: H2 is partially supported. Use is positively associated with basic (β = .122, p < .001), advanced (β = .072, p < .05), and expert skills (β = .188, p < .001).
  - No significant associations between parental mediation and teens’ skill levels.
- **RQ3**: No significant predictors for physical well-being.
  - Age (β = -.097, p < .05), gender (β = -.152, p < .001), and internet use (β = -.170, p < .001) are negatively associated with mental well-being.
  - Interactive parental mediation (β = .168, p < .01) is positively associated with mental well-being.
- **RQ4**: No significant associations between digital skills and physical or mental well-being.
  - Digital skills are not directly associated with physical or mental well-being.
  - Association between basic (β = .084, p < .05), expert (β = .086, p < .05), and reflective skills (β = .079, p < .05) and mental well-being becomes significant when exposure to risks is added.