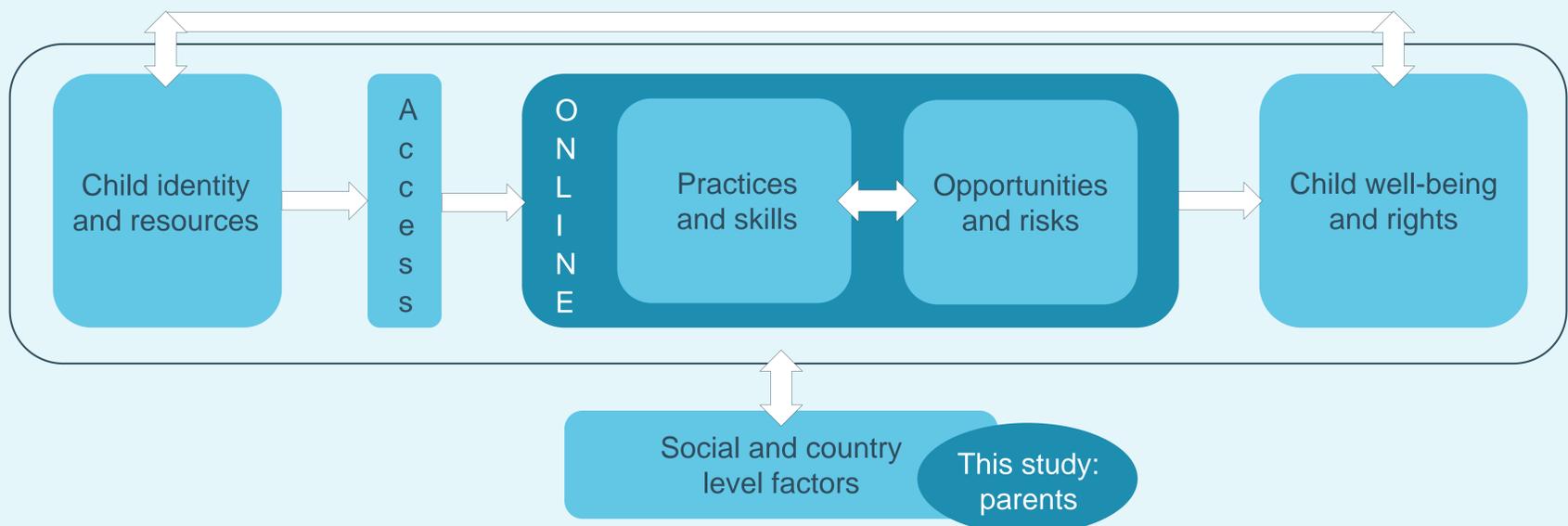


# Determinants of Flemish teens' internet skill levels

## 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?

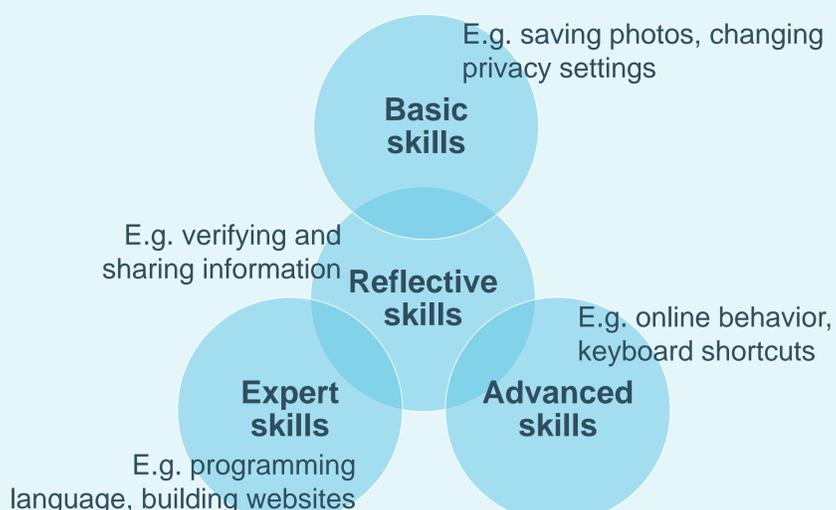
## Methods

- 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 ( $\beta = .096$ ,  $p < .01$ ), and negatively with expert skills ( $\beta = -.096$ ,  $p < .01$ ).  
**Gender** is negatively associated with basic ( $\beta = -.129$ ,  $p < .001$ ), expert ( $\beta = -.193$ ,  $p < .001$ ) and reflective skills ( $\beta = -.097$ ,  $p < .01$ ).
- RQ2** **H1 is partially supported.** Access is positively associated with basic ( $\beta = .138$ ,  $p < .001$ ) and reflective skills ( $\beta = .120$ ,  $p < .01$ ).  
**H2 is partially supported.** Use is positively associated with basic ( $\beta = .122$ ,  $p < .001$ ), advanced ( $\beta = .072$ ,  $p < .05$ ), and expert skills ( $\beta = .188$ ,  $p < .001$ ).
- RQ3** No significant associations between parental mediation and teens' skill levels.
- RQ4** No significant predictors for physical well-being. **Age** ( $\beta = -.097$ ,  $p < .05$ ), **gender** ( $\beta = -.152$ ,  $p < .001$ ), and **internet use** ( $\beta = -.170$ ,  $p < .001$ ) are negatively associated with mental well-being.  
**Interactive parental mediation** ( $\beta = .168$ ,  $p < .01$ ) is positively associated with mental well-being.
- RQ4.1** Digital skills are not directly associated with physical or mental well-being.
- RQ4.2** Association between **basic** ( $\beta = .084$ ,  $p < .05$ ), **expert** ( $\beta = .086$ ,  $p < .05$ ), and **reflective skills** ( $\beta = .079$ ,  $p < .05$ ) and mental well-being becomes significant when **exposure to risks** is added.

## Internet skills



Teens view their internet skills in terms of their **difficulty**. Reflective skills are relevant on each level.

## More information?

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