

The Use of New Media by Children

A Research Report for the Internet Advisory Board

October 2004

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1.0 INTRODUCTION

Amárach Consulting (www.amarach.com) was commissioned by the Internet Advisory Board (www.iab.ie) to undertake research on the use of new media technologies by children and the awareness of both parents and their ten to fourteen year old children of some of the downside issues that may be associated with their use.

This is the second time Amárach has researched and reported for the Internet Advisory Board. In 2001 we conducted research which focused exclusively on the downside issues associated with children's use of the Internet.

In reporting these 2004 findings, we have, where appropriate, compared the findings to the research undertaken in 2001.

2.0 THE RESEARCH METHODOLOGY

The methodology adopted in 2004 was similar to that used in the previous research undertaken by Amárach for the IAB in 2001.

2.1 *Timing of the Research*

Between 25th August and 8th September 2004 317 parents of children aged between 10 and 14, and 317 children aged 10-14 were interviewed at 60 sample points around the Country. There were two questionnaires, one targeting the parents and one for the child. Although using different language, they addressed the same issue: the use of new technology by children. Both questionnaires were designed by Amárach in consultation with the Internet Advisory Board and the Internet Advisory Board approved them for research in early August 2004.

2.2 *Focus of the Research*

The Parent's Questionnaire focused on

- *The Parents Use and Understanding of Technology.*
- *The Parents Understanding of their Child's Use of Technology*
- *The Parameters Governing the Child's Use of Technology.*
- *General Attitudes to Technology Usage.*

The Child's Questionnaire was shorter and used different language to the adult questionnaire. It focused on

- *The Child's Use of Technology.*
- *Chat Rooms.*
- *Internet Safety.*
- *General Attitudes to Technology and Technology Usage.*

Both questionnaires and the summary responses are included in Appendix 1 of this Report.

2.3 *Interviewee Selection*

The parent and child participants were selected on the basis that the child used the Internet at least twice a month at home. The parent did not automatically have to use the Internet, but given that the Internet was available in the home it is

unsurprising that 82% did use the Internet, far higher than the Irish national adult usage figure of 42% (Source *Amárach Consumer TrendWatch* August 2004).

2.4 Sample Structure

2.4.1 Parent's Sample Structure

To ensure the sample was nationally representative, the sample structure is contrasted to national statistics below. Although the selection of parents for interview was governed by the child's use of the Internet, 61% of the sample parents were female and 39% were male. This is in slight contrast to the national figures of a relatively even divide between males and females. The regional classification of those surveyed bears close resemblance to the national figures. Of those surveyed, 56% came from the Dublin and Leinster region and 25% of the sample were from Munster. This is indeed close to the national statistics of 54% and 28% respectively. With regard to social class, quotas were set to ensure that the IAB sample, which comprised 55% from the ABC1 category, 38% from the C2DE category and 7% from the 'F' category were also nationally representative.

2.4.2 Children's Sample Structure

Quotas were set to ensure that an equal number of children were interviewed on the basis of gender and age – with equal numbers in each age band, 10, 11, 12, 13 and 14. This of course led to an even distribution between the years in which the child was currently attending school. There was also an even distribution between the gender of the children surveyed, with 49% boys and 51% girls.

Given that both parent and child were interviewed within the one household, the research sequence was as follows:

- The screening questions were asked. If the participation criteria (Internet usage) were satisfied then;
- The parent was interviewed. Interviewers were asked to make best efforts to ensure that the child was not in the room when the parent was being interviewed.
- When the parent's interview was completed, the child was interviewed. Clearly given the age profile of the children, and the topics under review, the parent had the option of being present while the child was interviewed. The interviewers endeavoured to ensure that the child's answers were not prompted by the parent. The Amárach Interviewers noted in each case

whether the parent was present when the child was being interviewed. In 82% of cases the parent was present when the child was being interviewed. This may have some biasing impact on the research findings. It is our view however that parents must have the option of being present in these cases and it is simply a consequence of interviewing this age group about these types of issues.

2.5 Analysing the Data

The questionnaire responses were input in house and the data analysis was carried out by Amárach's market research and data management unit using the industry standard market research programme, SurveyCraft. As part of Amárach's standard quality assurance process, a random 20% of the interviewees were re-contacted by a separate quality assurance team within Amárach who played no other role on this project. No issues emerged in this validation process.

Given the nature of the subject being investigated, it was necessary to assess the various differences between categories of age, gender (of both parent and children), social class, geographic region and numerous other factors. When relevant and appropriate, notable differences within these categories are cited in the report.

3.0 SUMMARY OF KEY FINDINGS

- The availability and use of a number of different technologies was highest for PC's with Internet access, whereby 99% of parents surveyed had Internet access installed at home with a 98% usage rate by children.
 - Mobile telephones, games consoles and DVD players also proved popular amongst 10-14 year old children.
 - Internet accessed PC's and Games Consoles are most popular among 10-14 year old children, with 99% and 79% usage rates respectively, as measured by children.
- Thirty three percent of parents stated that the educational needs of their child was the primary reason for installing the Internet at home. This is the highest adoption driver.
- In addition to the 98% of children who use the Internet at home, 33% also use the Internet at school, a 5% fall from 2001.
 - Only 11% of 10-14 year olds use the Internet at a friends house, a decrease of 12% from 2001
- The adoption of various different technologies rises as children grow between 10 and 14.
- Whilst 31% of 10-14 year olds have access to cable TV in their bedrooms, only 3% have access to the Internet there.
- Although only nine percent of children use the Internet on a daily basis, this figure grows to 24% every 2-3 days and 64% on a weekly or more often basis.
 - The daily use of the Internet by this age group has fallen from 23% in 2001, to 9% in 2004.
- Seventy four percent of children use the Internet for school projects, 59% use it for homework and 30% use the Internet for playing games.
- Fifty-five percent of parents monitor their child's use of the Internet on a weekly or more often basis. 57% of parents also monitor their child's use of cable TV on a weekly or more often basis.
 - Most likely to be present when a child goes online is the child's mother (59%), with the father second at 25%.
- Eighty-nine percent of parents impose rules on the child's use of the Internet and a further 79% discuss the parameters of their child's Internet use.

- Placing restrictions on giving out personal information was the most common rule, imposed by 91% of parents. Restrictions on the time spent on the Internet and websites visited were also common amongst parents.
 - Rules were most prominent amongst children aged between 10 and 12.
 - The majority of rules formed by parents were understood as, and evidenced by the child's online activities.
- The largest change in rules imposed by parents since 2001 was the 21% increase in restricting a child's use of the Internet when their friends were also present in the house.
 - Forty-two percent of all PC's at home have password-locked Internet access
 - Parent's awareness of chat rooms rose by 7% from 2001, to 96%.
 - Only 5% of children surveyed in 2004 said they had ever visited a chat room, a drop of 30% from 2001.
 - 15% of children surveyed did state that they would be interested in visiting a chat room.
 - 17% of children said they knew someone who had visited a chat room
 - Forty-seven percent of parents stated that the use of PC's with Internet access represented a high risk to their children. Over one on four parents also felt that digital TV was a 'high risk' technology. Only 13% felt their child's mobile phone represented a high risk technology
 - Although falling 4% from 2001, 40% of parents still felt access to pornography represented the most significant downside risk to using the Internet.
 - Eighty-three percent of parents discuss with their child the potential dangers of Internet use, 90% of whom also impose rules on the child's use of the Internet.
 - The frequency of communication between parents and their children does however fall as the child moves between 10 and 14.
 - Eighty-one percent of parents felt the issue of parental guidance on their child's use of technology was very important.
 - One in ten parents said that their child had told them of something which had upset or frightened them in the past.

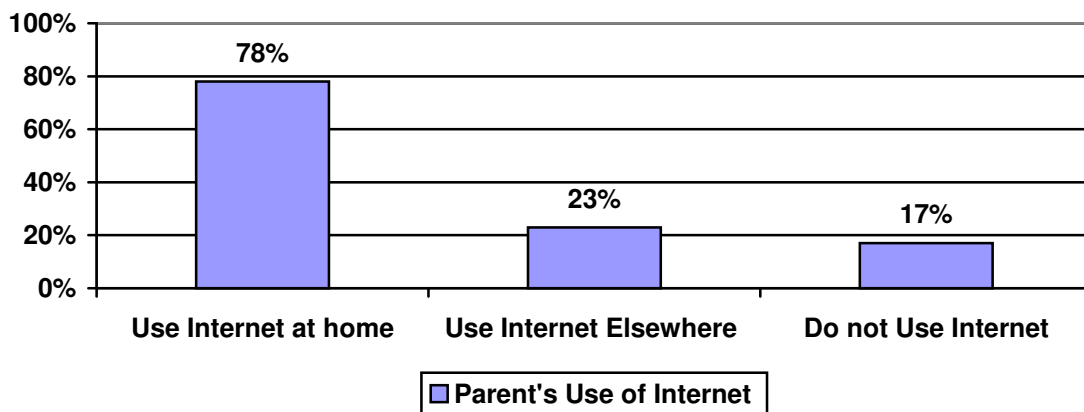
- 13% of children had said they had seen things on the Internet that their parents would not like them to see.
- Over half (54%) of parents said they totally trusted their children not to look for or view inappropriate material.
- Eighty-eight percent of parents monitor their child's online activities, through checking phone bills, monitoring websites visited and file histories.
- Given that 86% of parents felt they knew the difference between illegal and harmful material, one in five did not know if they would report it.
- When asked whom they would report illegal or harmful material, 72% said they would turn to the Gardai, an increase of 16% from 2001. 32% would report such material to their ISP.
- Ninety-three percent of parents felt they had primary responsibility for protecting children using various technologies. The majority of these parents imposed rules for their children online (89%) and had also discussed the potential dangers of various technologies with their children, (83%).

4.0 THE RESEARCH FINDINGS

Although there were two separate questionnaires, we have grouped the responses from the Parent and the Child questionnaire under the same headings. In reporting the findings, each of the samples number 317 (either adults or children), unless otherwise stated.

4.1.1 Parents Use and Availability of Technology

Parents were asked which types of technology they had in their home. There was nearly full adoption of a number of technologies, most prominently, the Internet, with a 99% adoption rate, (which is unsurprising given that having Internet access at home was a prerequisite for partaking in the survey). Mobile telephones (96%), video players (95%), cable television (81%) and DVD players (78%) also proved popular. The uptake of Digital Television (22%) was the only technology surveyed which has not yet been integrated into Irish homes. The majority of parents (78%) use the Internet at home, a high figure given the proliferation of Internet access across businesses and various other locations across Ireland. Of the parents surveyed, nearly one in five did not use the Internet at all, despite having home access to it.

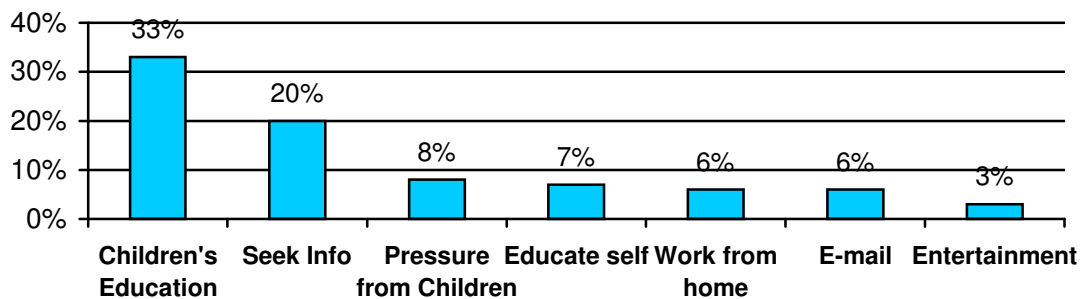


4.1.2 Access to the Internet

We asked parents a series of questions in relation to Internet access for their children. We asked them whether they thought that children needed access to the Internet. Exactly three quarters agreed (75%), with 19% disagreeing. There is no real difference in agreement by age of the child, with the lowest level of agreement being by parents of children aged 14, at 71%. However parents who are aged 55+ demonstrate a much lower level of agreement – with just 46% agreeing and a majority (54%) disagreeing. Parents were asked at what age did they think that children should start using the Internet. The mean age given was 10.65.

Parents were then asked, *At what age would you be happy to leave a child unsupervised when they are using the Internet?* The average response was 15.4 years old, with no real difference by age of parents, by age of child or by gender of either parent or child.

Parents' Reasons for Installing the Internet



4.1.3 Rationale for getting Internet Access at Home

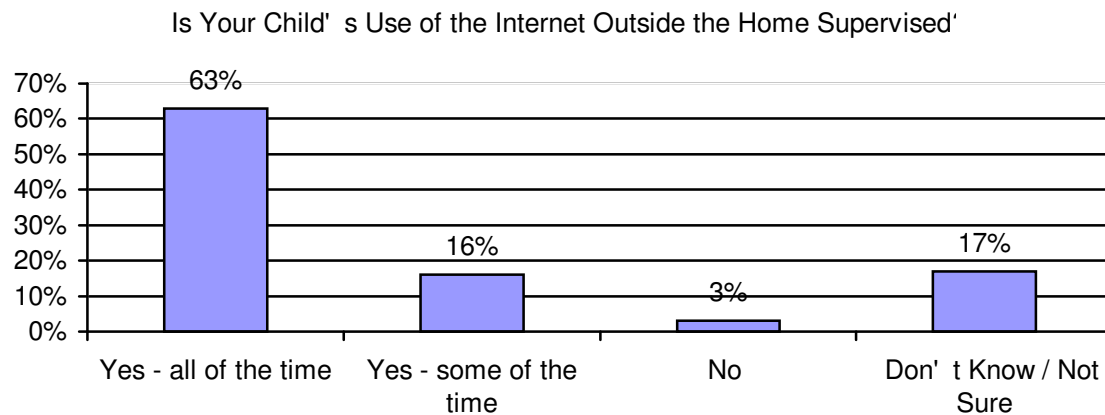
Parents were asked why they had installed the Internet at home. The responses are unsurprising. In obtaining Internet access, it was clear that parents put their children's educational needs first, with 33% of parents citing this as their primary reason for gaining Internet access at home. Sixty five per cent of these parents were mothers who interestingly were also more likely to obtain Internet access for their own educational purposes (66%).

4.1.4 Internet Usage Outside the Home

We asked all parents whether their children used the Internet outside the home. The table below illustrates the results.

LOCATION	PERCENTAGE OF CHILDREN USING INTERNET OUTSIDE THE HOME
School	37%
Friend's House	10%
Public Library	5%
Parent's workplace	4%
Cyber cafés	3%
Childminder's House	-
Elsewhere	4%
Nowhere else / Only Uses Internet at Home	55%

With the exception of school (37%), the highest non-home location for usage is a friend's house (10%). We asked parents whether their child's use of the Internet outside of the home was supervised.



The level of supervision outside the home is high – almost two thirds of parents believe that it is supervised all of the time. This is hardly surprising, given that school is the largest out of home usage location, followed by a friend's house.

Implications

- Parents have clearly recognised the necessity of the Internet as an educational tool for their children, in part borne out of a reluctance to allow their children to be 'left behind' in the present 'information age'
- Although over three in four parents used the Internet at home, there nevertheless remains scope to educate parents further on the use and potential benefits of the Internet, in order for them to be able to pass this knowledge onto their children. Parents are showing signs that they no longer wish to be 'left in the dark' regarding the adoption and use of new technologies

4.2.1 Children's Use of the Internet and other Technologies

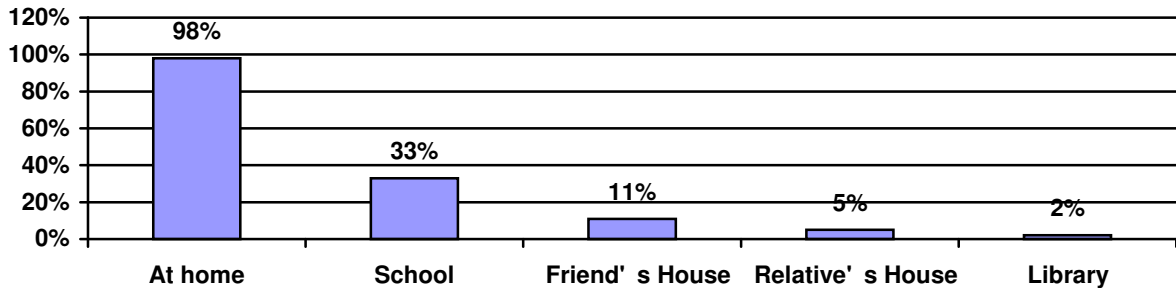
Parents were asked about the presence of different types of technology in the home and the availability of that technology for their child's use. The children's responses are clearly closer to the presence of the technology in the home, rather than the parent's perception of whether they use it. It may be that some parents are underestimating the use of technology by their children at home, or that the children are using the technology out of home rather than just at home.

Technology	Presence in Home	Used by the Child at Home (Parents' View)	Used by the Child (Child's View)
PC with Internet	99%	88%	99%
Mobile telephone	96%	73%	81%
Video	95%	79%	93%
Landline telephone	93%	75%	90%
Television cable or aerial	81%	67%	79%
DVD Player	78%	63%	73%
Games Console	76%	68%	79%
Television – Satellite	32%	30%	32%
PC without Internet	25%	25%	38%
Television – Digital	22%	25%	29%

4.2.2 Location of Children's Internet Use

Ninety eight percent of 10-14 year olds stated they use the Internet at home; a self-fulfilling statistic given that this was the prerequisite for participation in the survey. Thirty-three percent of 10-14 year olds also access the Internet from school, representing a fall when compared with the 2001 results where the 'access through school' figure stood at 38%. The access through school figure rises as the children enter second level education. While only 25% of 6th class students use the Internet at school, this rises to 47% in the second year of second level, when children are well into the Junior Cycle. Only 11% of 10-14 year olds use the Internet at a friend's house, representing a substantial drop from the 23% finding in 2001. The change may be attributable to a greater awareness of access issues among parents, which has results in parameters around usage, or the fact that the availability of Internet at home means that it lacks the novelty value to use out of home.

Location of Access to the Internet



While the Internet remains the most popular technology among this Group, there is also difference in the use of technology by different age profiles. The Internet now stands as the most popular form of technology used by 10-14 year olds, well ahead of mobile phones, DVD players and games consoles.

A comparison in usage between different technologies can be seen below. The different usage patterns by age can be seen most clearly in the child's use of their mobile phone. Just over half (57%) of the 10 years olds in our sample use a mobile telephone, compared to 93% of 14 year olds.

Use of Different Technologies by Different Age Groups.

Technology	10	11	12	13	14
PC with Internet	98%	96%	98%	100%	100%
Mobile telephone	57%	75%	85%	95%	93%
Video	91%	93%	91%	93%	98%
Landline telephone	93%	75%	90%	75%	90%
TV cable or aerial	81%	67%	79%	67%	79%
DVD Player	69%	67%	74%	74%	78%
Games Console	70%	77%	80%	74%	78%
Television – Satellite	32%	30%	32%	30%	32%
PC without Internet	34%	42%	39%	33%	39%
TV Digital	30%	24%	34%	23%	36%

4.2.3 Use of Technology in the Child's Bedroom

Parents were asked which technology their child had access to in their bedroom. The answers are illustrated in the table below. Again we have broken down the findings by age;

Children's Access to Technology in their Bedroom by Age.

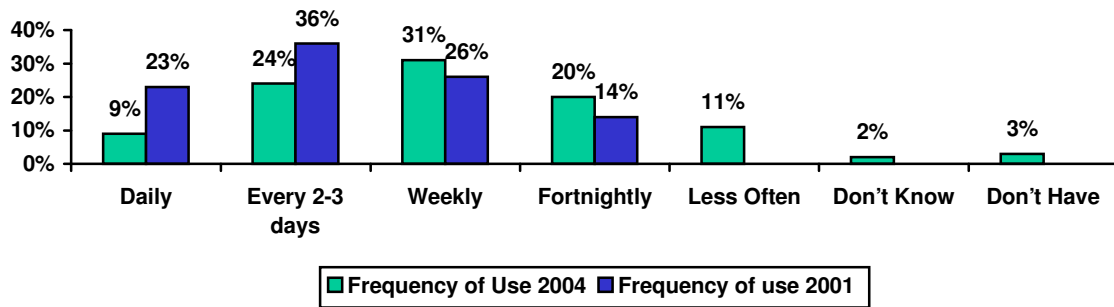
Technology	10	11	12	13	14	Overall Average
PC with Internet	-%	2%	3%	-%	8%	3%
Mobile telephone	29%	51%	63%	75%	86%	61%
Video	12%	11%	10%	9%	11%	10%
Landline telephone	—	2%	—	2%	6%	2%
TV cable or aerial	22%	38%	23%	38%	35%	31%
DVD Player	13%	14%	7%	7%	17%	12%
Games Console	27%	38%	23%	38%	35%	30%
Television – Satellite	6%	2%	5%	10%	12%	7%
PC without Internet	5%	0%	3%	2%	5%	3%
TV Digital	—	2%	—	—	6%	2%

Almost two-thirds have access to mobile phones in their bedroom, and in the 14 year old age group this rises to 86%. Thirty-one percent have a TV in their bedroom, while 30% have a games console. Just 3% have access to the Internet in their bedroom.

4.2.4 Frequency of Use of Technology

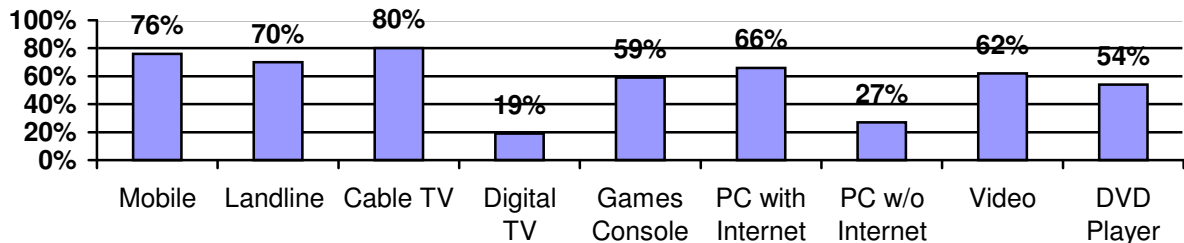
Whilst only 9% of 10-14 year olds said they used the Internet on a daily basis, this figure increased to 24% every 2-3 days and 31% on a weekly basis. Whilst this illustrates that the Internet is not yet part of everyday life for Irish children, it nevertheless plays a frequent role in their weekly habits, in that 64% of children use the Internet weekly or more often at home. It may also be worth noting that although more children are using the Internet, much of this is on a less frequent basis to 2001, where 85% of 10-14 year olds used the Internet on a weekly or more often basis. The use of the Internet daily has also fallen, dropping by 14% from 23% in 2001.

Frequency of Internet Use 2001 and 2004



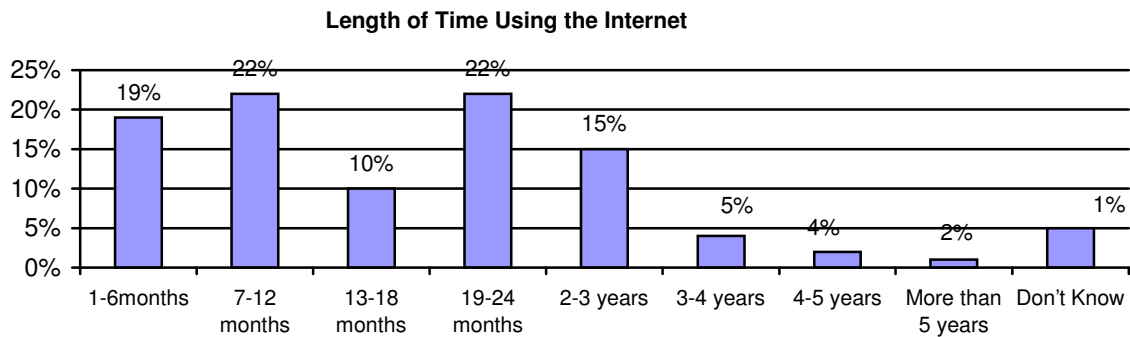
The frequency of use for other technologies is highest for cable television, used daily by 75% of 10-14 year olds surveyed, and mobile phones (60%). Given that just 27% of 10-14 year olds use their PC without Internet access on a weekly or more often basis, this suggests that the primary use of PC's is to gain access to the Internet. The chart provides a comparison of the weekly or more often use of technology by Irish 10-14 year olds and highlights the prominence of (cable) television, (mobile and landline) telephones and the Internet.

Use of Techology by Children on a Weekly or More Often Basis

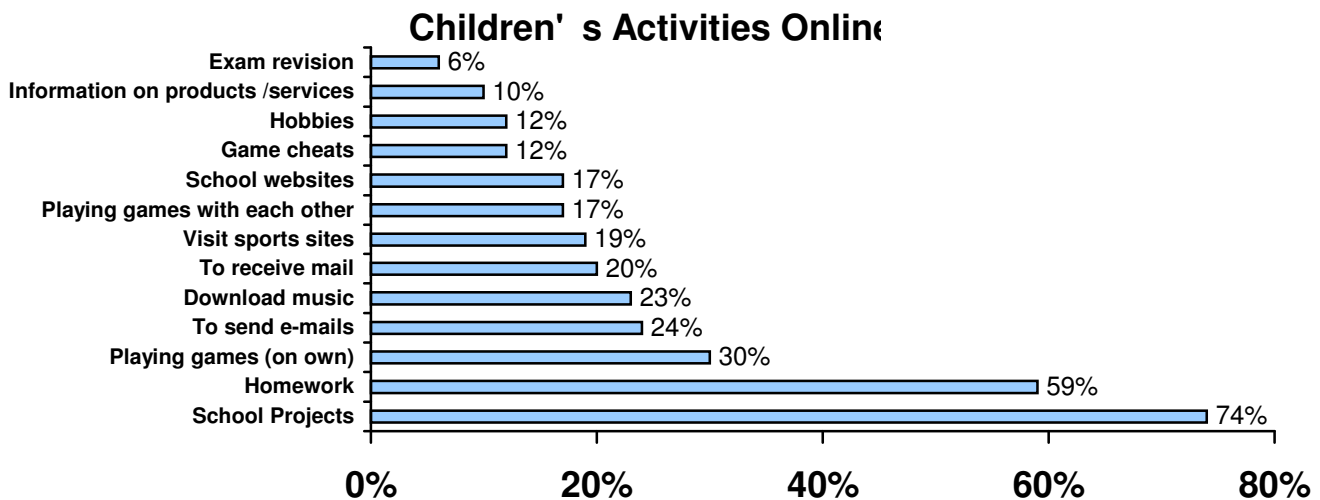


4.2.5 Length of Time using the Internet

All children were asked for how long they had been using the Internet from any location. Whilst those surveyed have been using the Internet an average of just over a year and a half, only 15% said they had been using the Internet for between 2-3 years. Interestingly, those who have been using the Internet the longest are more likely to use the Internet at a friend's house and visit chat rooms.



4.2.6 Children's Purpose of Internet Use

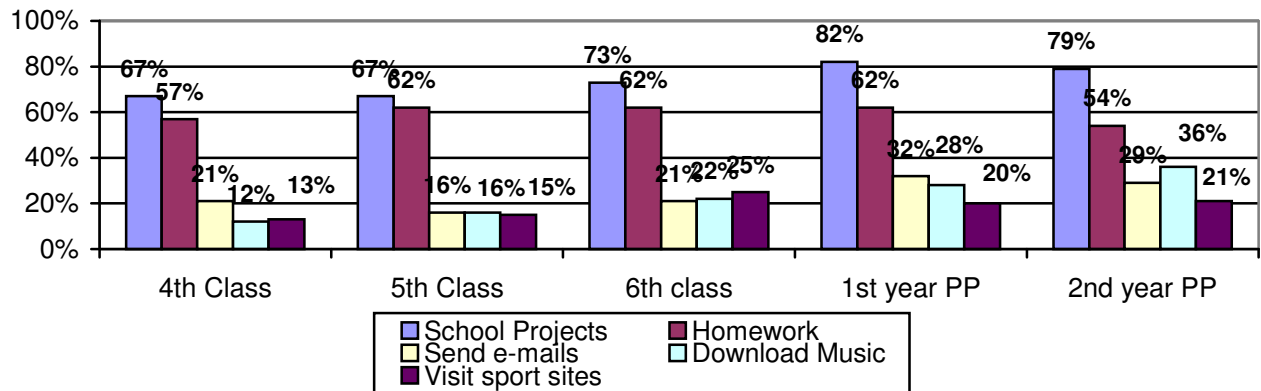


There is a clear correlation between parent's reason for installing the Internet on their PC's at home and the actual uses of the Internet stated by children. Whereby thirty three percent of *parents* obtained internet access for their child's educational needs, the majority of children were found to use the Internet for either school projects (74%), homework (59%), visit their school website (17%) and/or use for exam revision (6%). Other prominent uses of the Internet include playing games on their own (30%), sending e-mails (24%) and downloading music (23%).

There is a clear indication that as children progress through school, they begin to focus their internet use more for educational purposes. In addition to this, children also seem more likely to download music, send/receive e-mails and visit sports related websites as they become older, perhaps indicating that an

awareness of the many benefits of the Internet and an ability to understand how to acquire these benefits is a necessary step to increasing the frequency of their Internet use.

Use of Internet by Different Age Groups



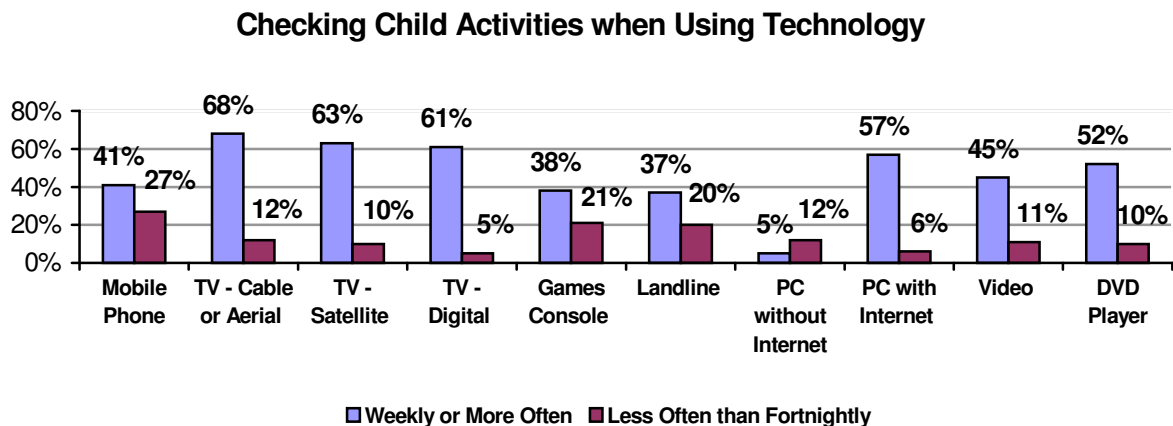
Implications

- Given that the sample surveyed were of a 'tech savvy' nature, the frequency with which they used the Internet has actually fallen from 2001, reducing the likelihood of anti-social or insular behaviour becoming a trend amongst young Irish Internet users.
- Children's use of the Internet has become easier to manage for parents, in that only 3% use the Internet in their bedroom and 11% use it at a friends house
- A symmetry also emerges between the reasons parents installed the Internet and the child's primary uses of the Internet; education being the common denominator, indicating the potential Internet access can have in schools.

4.3 Adult Monitoring of their Child's Technology Use

Parents were asked a series of questions about their children's use of technology and the risks associated with the different technology types. We asked parents, *Do you ever check what your child is doing when they are using any of the following technologies?* For each of the 10 different technologies they were presented with five different frequency options, ranging from daily to less often than fortnightly. In charting the responses for each technology type we have excluded those families who did not possess the particular technology. The results are charted below.

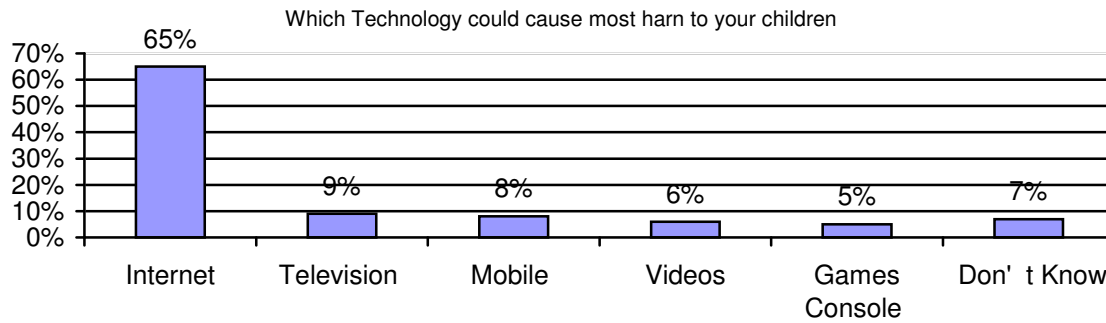
More parents check their child's activities on a weekly or more often basis than do so fortnightly. Technologies which emerge with the highest level of monitoring include all forms of TV; PC's with Internet access and DVD's. Those with the lowest weekly monitoring levels (and conversely the highest score of less often than fortnightly) include mobile phones; games consoles and landline telephones.



Irish female parents were more likely to monitor their children's online activities than fathers, with 72% of mothers monitoring their children on a daily basis. Furthermore, of those who do monitor their children's Internet activities on a more regular basis, (daily/2-3 days/weekly/fortnightly) the majority are from the ABC1 category. In addition to this, one in five who never monitor their children's online activities are from the F category.

4.3.1 Technology with the potential to cause most harm to children

Parents were asked which technology did they think could potentially cause the most harm to their children. Multiple responses were not allowed.



The Internet is clearly perceived as posing the most risk in this context, with the element of perceived risk evenly distributed amongst other technologies. When analysed in a deeper way by demographic groupings, then the relative responses are similar. What is clear is that there is little awareness of the convergence of different media platforms, so that children can access the Internet through games consoles or the use of WAP technology through mobile phones.

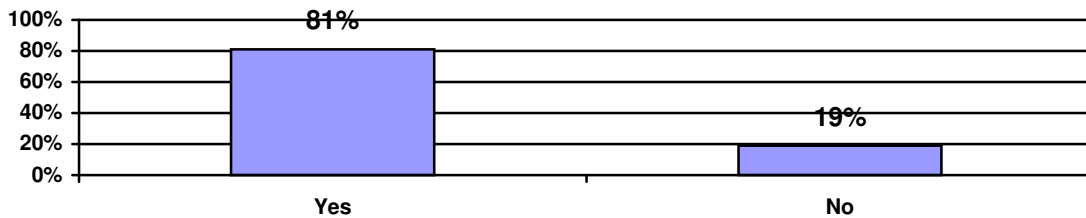
Implications

- A high level of monitoring by parents indicates a high level of awareness and concern, the majority of which has led to the imposition of numerous rules.
- High monitoring levels may also be the by-product of growing fears in the potential dangers of the Internet.
- Given that nearly one in five parents did not know whether their child's Internet use was supervised, a lack of interest still remains a barrier that needs to be addressed.

4.4 Children's Perception of their Parent's Monitoring Habits

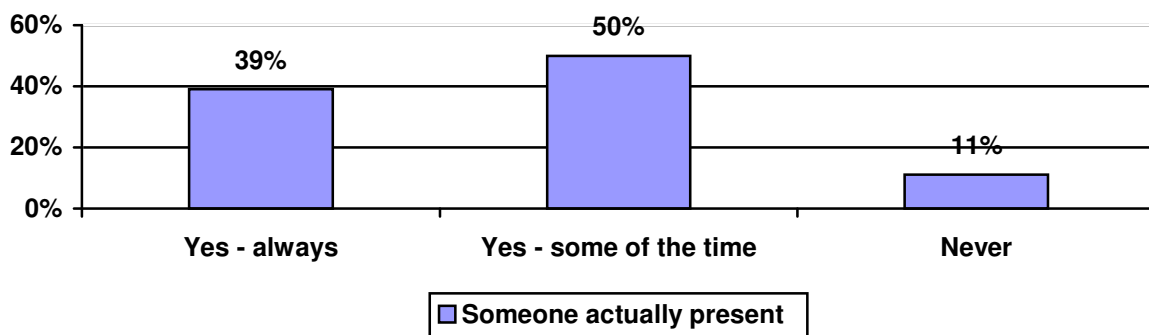
Children were asked whether there is usually someone in the room with them when they are online. Eighty one percent stated there was usually someone there. For some groups this figure is lower; 43% within the 'F' socio-economic group, do not monitor their children's online activities. Children also reported that of those likely to be present, their mother was highest at 59%. The likelihood however that the person present is a sibling increases as the child grows older, moving from 7% at the age of 10, to 21% at 14.

Presence of an Adult when you go Online



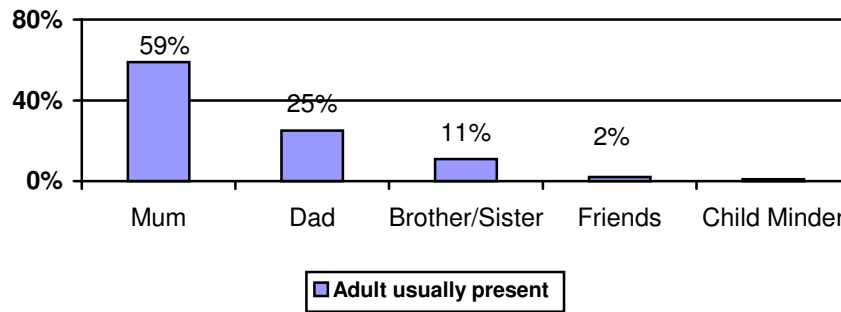
However, when the question posed asks those who said there was an adult presence whether there is someone who actually sits down and uses the Internet with them, the figure drops to 39%. One in every two parents sit down and use the Internet only 'some of the time.'

Is there someone actually present when you go online?

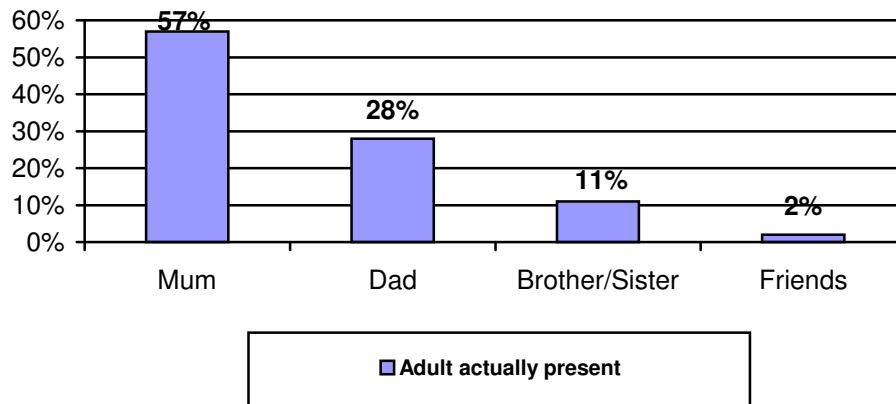


Eleven percent of parents never use the Internet with their child. The presence of a parent clearly acts as a deterrent for children in visiting chat rooms, whereby 94% of children who always have a parent sit down beside them never visit chat rooms.

Who is with You when you go Online?



There is also symmetry between the person who is usually present and the parent who actually sits down and uses the Internet with their child. In this instance, of those who are monitored online, 57% are likely to be mothers, and 28% are fathers who use the Internet with their children.



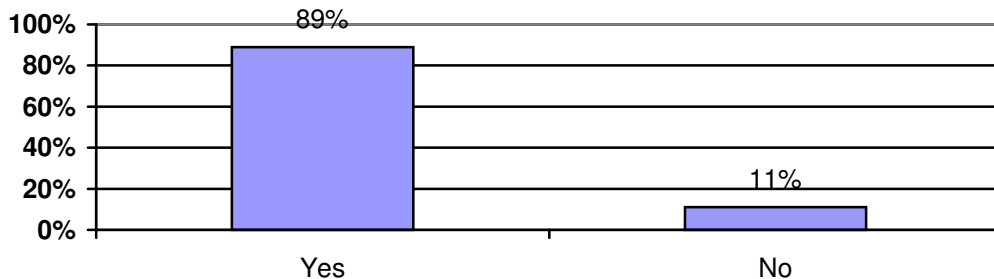
Implications

- Although children seemed to confirm the high monitoring levels of their parents, 11% never actually use the Internet with their parent, indicating a lack of interest from one in ten parents in their child’s technological development.
- Given that 72% of mothers monitor their child’s use on a daily basis, and that children are more likely to turn to their mothers for parental guidance, there exists the need to ensure mothers are fully capable in responding to this need and also to focus on the role of the father as someone else to turn to.

4.5 Rules Governing Internet Use

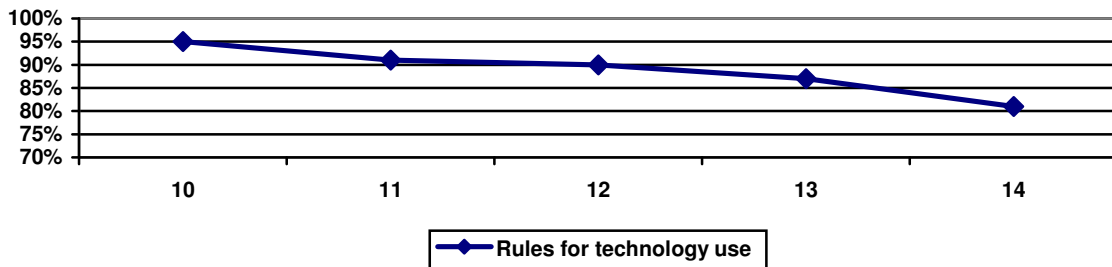
Eighty nine per cent of all parents said they had ‘rules’ governing the use of various technologies in the house (TV, DVD, Internet, Games Console). This might also reflect a high level of communication between parents or partners, whereby 79% discuss the parameters of their child’s use of technology.

Rules in Place for Children' s Use of Technology



However when assessing the presence of such rules in the context of the age of the child, the figure drops from 95% at the age of 10, to 81% at 14, indicating an increasing leniency in imposing rules on the use of technology as the child grows older.

Presence of Usage Parameters as Children Get Older

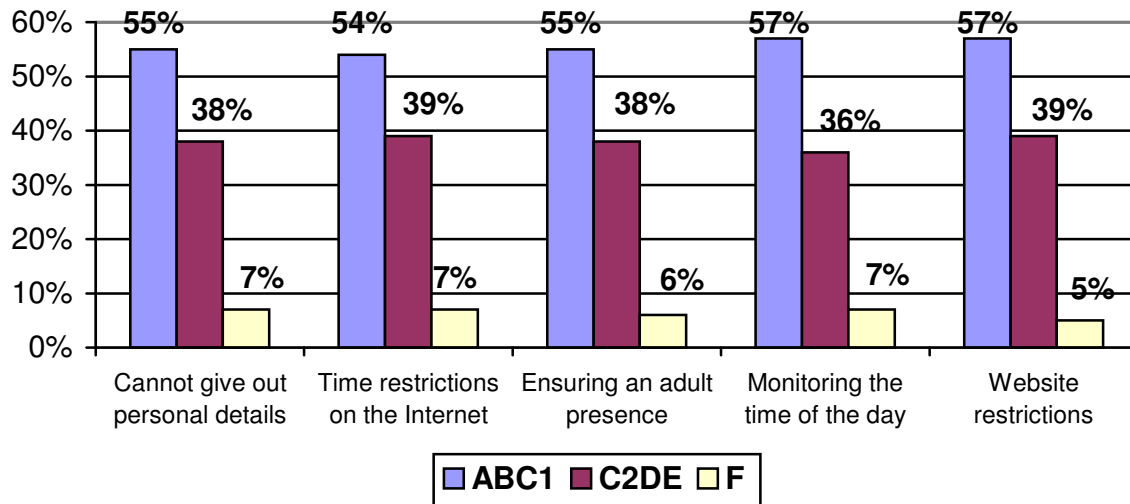


Of those who impose rules, placing restrictions on giving out personal information (91%), limiting time spent using different technologies (87%), restricting websites viewed (86%) and specifying the time of the day the child can use the technology (83%) are the most common. These rules are generally more prominent between the ages of 10-12, where parents perhaps feel the need to apply greater overall restrictions towards their child from an early stage. Thirty one per cent of all those *who do not* have any rules in place governing technology usage do not discuss with their children the potential dangers of the Internet.

Rules on Technology	Put in place by Parents (%)	Perceived by Children (%)
Cannot give out personal Information	91%	90%
Limiting Time Spent	87%	87%
Restricting Websites Visited	86%	65%
Specifying the Time of day	83%	70%
Cannot Use with Friends	78%	54%
Ensuring an Adult Presence	77%	71%
Only Use the Internet at Home	64%	62%
Internet Use only for School work Only	64%	58%

When the children themselves were asked which rules were applied towards their *Internet* usage, the majority supported their parent's beliefs on which rules were most important. As illustrated above, giving out personal information (90%) and limiting time spent on the Internet (87%) were both ranked highly by parents and children.

Gaps between the rules applied by parents and those perceived and adhered to by children did emerge however, particularly in the restrictions on visiting certain websites (21%) and using the Internet with friends (24%). This suggests either the lack of a child's awareness of these rules (due to a poor level of communication) or the possible difficulty in implementing rules such as these. Many of the rules are most evident in the ABC1 category, as the chart overleaf illustrates;



When the views on rules governing the Internet obtained in this research programme are compared to the views obtained in the 2001 research programme, a strong consistency emerges between the parent's and children's views expressed on both occasions.

RULES GOVERNING INTERNET USAGE	PARENT'S RESPONSES		CHILDREN'S RESPONSES	
	2004	2001	2004	2001
Limit time spent online	90%	87%	88%	87%
Specifying times of day to use the Internet	86%	83%	79%	70%
Can only use the Internet at home	69%	68%	63%	62%
Cannot use the Internet with friends in the house	59%	78%	49%	54%
An adult is always present	52%	77%	64%	71%
Can only go online for school work	45%	64%	41%	58%

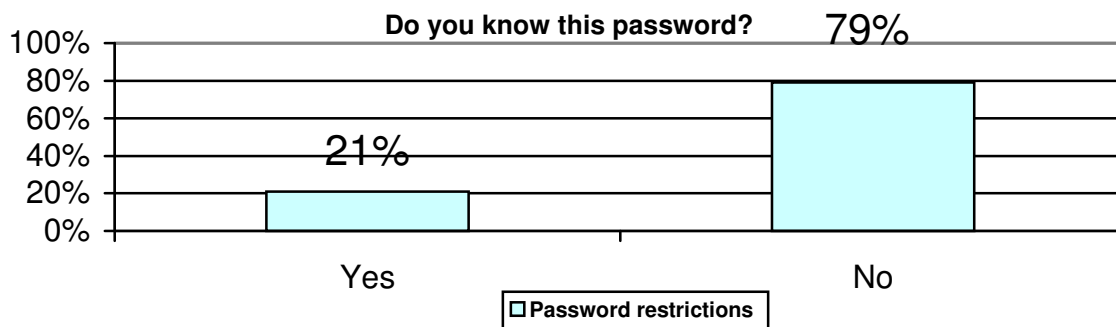
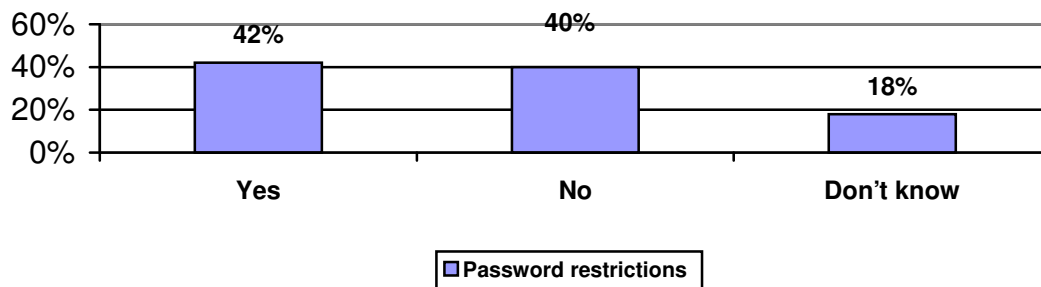
The biggest change from parent's responses in 2004 is the 78% who try to ensure their children cannot use the Internet with friends in the house (up 21% from 2001); ensuring an adult is always present is now at 77% (up 25% from 2001) and that they can only go online for school purposes, now at 64% (up 19% from 2001). However, it is worth noting that the children's perception of the presence of particular rules can be quite different. Only 49% of children think that they cannot use the Internet with friends in the house (a 10% difference to the adult response), and 79% believe that they are restricted as to when they can go online – compared to 86% of adults who believe that the rule is in place.

Implications

- Given the broad range of rules imposed by parents, there is a clear understanding of the multitude of potential dangers the Internet holds, the majority of which surround content and context of technology usage by children.
- Parents however still remain sceptical over their child's use of the Internet with friends, or at a friends house, indicating the difficulty in managing these situations and the possible dangers associated with peer pressure amongst children.

4.6 Password-Protected PC's

When children were asked whether or not there was a password on their PC in order to prevent them using the Internet on their own, there was a relatively even divide in the children's responses as seen below. 42% of children were aware of a password on their PC, most prominent in 10 year olds. Parents who set up a password were also more likely (45%) to talk to their children about using the Internet safely. Of the 42% who had an Internet-locked password, only 21% of children knew this password, with the proportion of children knowing this password increasing with age.

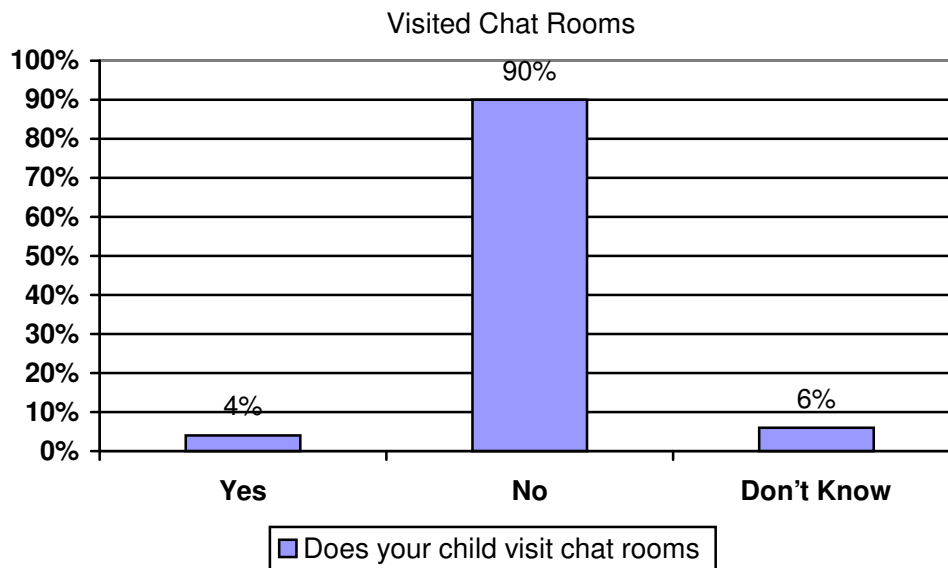


Implication

- The relatively even distribution in the use of password protected Internet, indicates a possible lack of knowledge in how to use software effectively.
- This indicates the extent to which parents must be made aware of the possible options they hold in managing their child's use of the Internet.

4.7 Chat Rooms

Ninety six percent of parents were aware of chat rooms, an increase of 7% from 2001. Of those parents who were aware of chat rooms, unsurprisingly, 96% of them both imposed rules for their child using the Internet and had discussed the potential dangers of the Internet. Ninety percent of parents also believed that their child had never visited a chat room, although 6% did not actually know. 90% of parents who believe that their child doesn't ever visit chat rooms also impose rules on their child's Internet use.



Of the children surveyed on the same issue, only 5% stated that they had ever visited a chat room, showing that parents have an accurate knowledge of their child's use of chat rooms. It also represents a dramatic fall from 2001, where 35% of children who had Internet access at home had visited a chat room. The fall from 2001 may also simply be a consequence of the fact that more parents were present when the children were interviewed in 2004 than in 2001. It may also be a consequence of greater awareness among parents about the dangers of visiting chat rooms, and that these dangers have been forcefully passed on to their children. Given that the sample of children who had ever visited a chat room is so small, further details on their frequency of visits and their experiences within chat rooms is statistically insignificant. Previous research by Amarach supports this view

Perhaps of interest may be the figure of 9%, which represents 10-14 year olds who would be interested in visiting chat rooms, or the 15% who were not sure. This latter figure represents the potential in the number of chat room users to rise in the 10-14 age bracket. In addition, when children were asked whether they knew any friends or other people that had visited chat rooms, 17% replied yes,

indicating a higher level of interest than originally uncovered and perhaps underlining the stigma associated with admitting to the use of chat rooms. This 17% figure may be a more accurate reflection of the reality of chat room visiting than the 5% who personally said that they had.

Implications

- The heightened awareness of the potential dangers of chat rooms, possibly as a consequence of increased media attention and industry action, has clearly had a positive effect on children's chat room usage.
- Although a cautionary note needs to be placed against the low figure, as a result of interview bias and a growing stigma attached to using chat rooms, the figure is encouraging in that it represents a drop from 2001.

4.8 Technology Downside Issues

We asked all parents to rate the risk associated with each of the different technologies. Specifically, we asked the parents to rate on a scale of 1 to 10 (where 1 is the lowest risk and 10 is the highest risk) how would they rate the risks associated with your child using any of the following in accessing unsuitable or inappropriate content or material. We have grouped the responses for each category under three headings;

- **Low Risk** - where the score was between 1 and 3 out of 10;
- **Medium Risk** - where the score was between 4 and 7 out of 10, and
- **High Risk** - where the score was 8 or higher out of 10.

	Low Risk (1 to 3 out of 10)	Medium Risk (4 to 7 out of 10)	High Risk (8 to 10 out of 10)	Average Score out of 10
Mobile	49%	38%	13%	4.01
TV Cable Aerial	42%	48%	9%	4.12
TV Satellite	29%	51%	20%	5.34
TV – Digital	20%	56%	28%	5.75
Games Console	52%	41%	6%	3.69
Landline Telephone	82%	16%	4%	2.26
PC without Internet access	70%	27%	3%	2.88
PC with Internet Access	14%	39%	47%	6.87
Video	41%	42%	17%	4.44
DVD Player	41%	42%	17%	4.24

The majority of technologies are seen as a low or medium risk, however the PC with Internet access comes out with the highest risk score, with a score that is ten times as high as that for landline telephone. If one compares the risk attached to the use of PC's with and without Internet access, it becomes clear that access to the Internet must be the determining factor in increasing parent's fears of their child's PC use. Yet as a consequence of the convergence of different technology platforms, the feasibility of gaining Internet access through mobile phones (regarded as a low risk by half of respondents) and through games consoles (also classified as low risk by 52% of respondents) will rise in the future. Content is clearly the key concern in relation to online usage, but the

content that may be available through other technologies does not yet raise concerns.

From a parental perspective the risks associated with Internet use can be viewed in the context of the main perceived negative consequences of Internet use among children under 14. Parents were asked to mention, unprompted, what they saw as potentially causing harm to young children if they accessed it through the Internet or through other technology. Although slightly falling in importance from 2001, access to pornography (40%) still remains the most significant downside of using the Internet, double that of the next downside, access to unsuitable material/information (20%).

Parents' Perception of the Main Negative Aspects of Internet Use among Children Under 14	2001	2004
Access to Pornography	44%	40%
Access to Unsuitable Material	18%	20%
Can be exposed to unsuitable material	12%	16%
Anti-social / insular people	6%	6%
Could spend time more usefully	6%	2%
Access to violent hate material	5%	5%
Makes them lazy about doing schoolwork	3%	3%
Spend too much time playing games	1%	1%
Too exposed to advertising	1%	1%
Nothing	2%	3%

Parents were also asked in a two-stage question about the availability of unsuitable information that could cause harm to young children if they accessed it on the Internet or through other types of technology. The purpose of the first part of the question was to see what emerged unprompted, while in the second part, respondents were prompted with the category of material and asked whether they saw it was an issue.

Information Category	Unprompted	Prompted
Pornographic pictures and images	77%	89%
Information about sex	38%	93%
Violent images / pictures	34%	87%
Information about drugs	25%	88%
Unsuitable jokes	8%	82%
Information about cults	8%	76%
Racist / hate material	6%	80%
Information about bomb making / terrorism	5%	68%
Information about anorexia / losing weight	3%	82%
Information about Suicide	-	74%

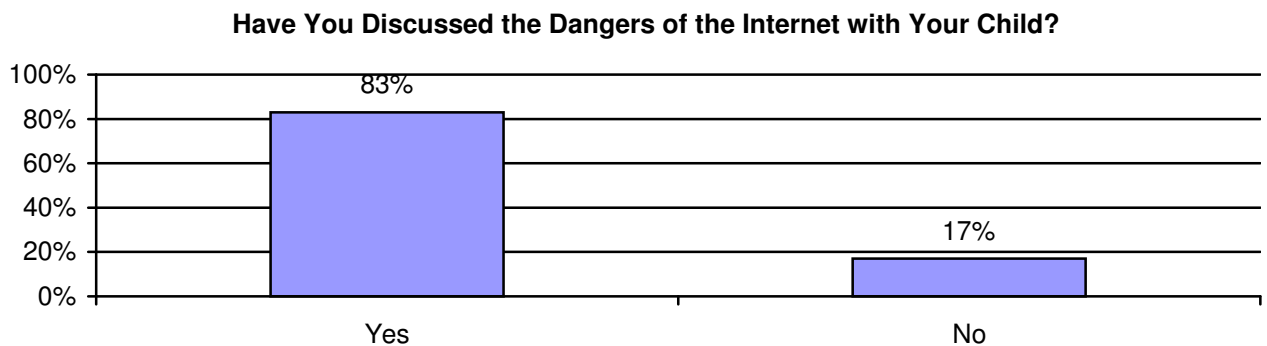
What is clearly striking is the contrast between the issues that emerge unprompted, which presumably are the issues that parents are alert to, and the issues that emerge when prompted, which may not initially come to mind, until prompted. Yet when prompted, parents are clearly concerned about many of the negative issues that can be associated with the Internet, yet they cannot be classified as primary, or obvious areas of concern for them.

Implications

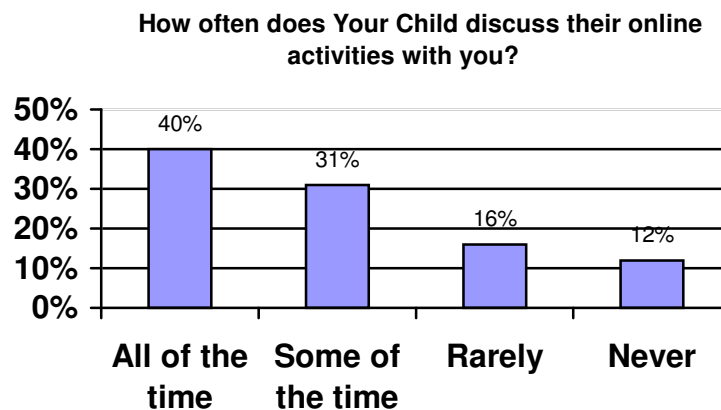
- The risks parents associate with the Internet, and other technologies in general, are largely similar to those cited in 2001, suggesting parental attitudes towards technology downsides has not kept pace with the growing convergence of technology mediums, and the subtle shift in the source of these dangers
- As a range of fears only emerged when prompted, this indicates the prevalence of only media-induced concerns, rather than those most likely to occur.
- Given that nearly one in two parents feel the Internet represents a 'high risk,' (double that of the next highest risk, digital TV), this may be reasoned through these fears representing the potential (as opposed to actual or experienced-based) dangers of different technologies.

4.9 Parent/Child Communications

Eighty-three percent of parents at some point have discussed with their child the potential dangers of Internet use. Of these 63% were female. Ninety percent of parents who discussed potential Internet dangers also imposed rules on their child's Internet usage. A profile of those least likely to discuss various Internet dangers reveals that of the 17% who did not discuss these dangers, 59% were aged between 35-44 with 66% falling into the ABC1 category.

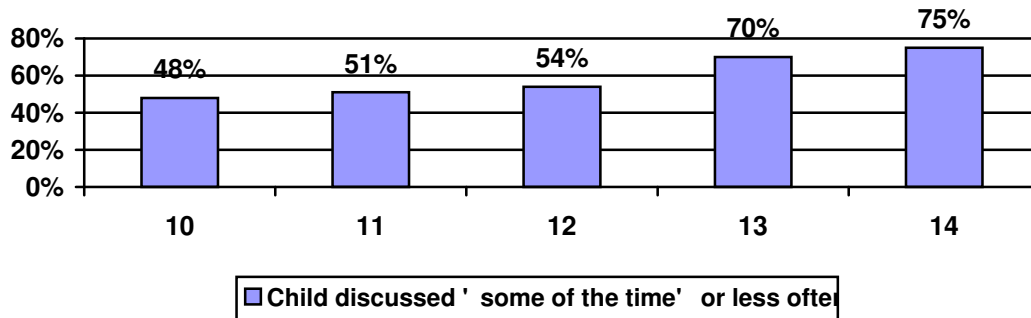


However when the question posed changed to the level of communication from the child, 59% of parents stated that their children discussed their online activities 'some of the time' or less often. Forty percent of parents felt their children discussed their online activities with them 'all the time.'



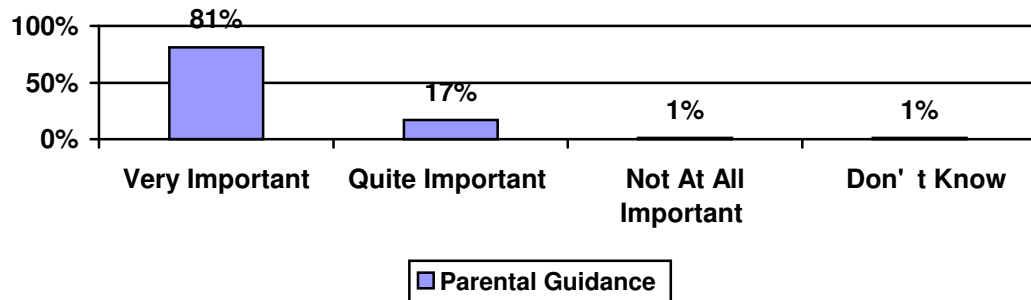
Whilst the gender of the child doesn't seem to affect the levels of communication with their parents, their age does. As the child moves from 10-14, the frequency of communication with their parents drops consistently. Whereas 48% of 10 year olds discuss with their online activities with their parents some of the time or less often, this figure rises to 75% at the age of 14. This statistic is mirrored through the children who discuss their online activities all the time, falling from 25% at the age of 10 to 13% at 14.

Discussion of Online Activities



Parents were asked, *How important do you think parental guidance is, such as watching what they are doing, when your child uses these technologies?*

Importance of Parental Guidance on Technology Usage



Almost 100% of those parents questioned believe that it is important and 81% believe that it is very important. Like many other issues there is a clear gradation of response by age – whereby 90% of parents whose child is 10 regard it as very important, compared to 72% of those whose child is aged 14.

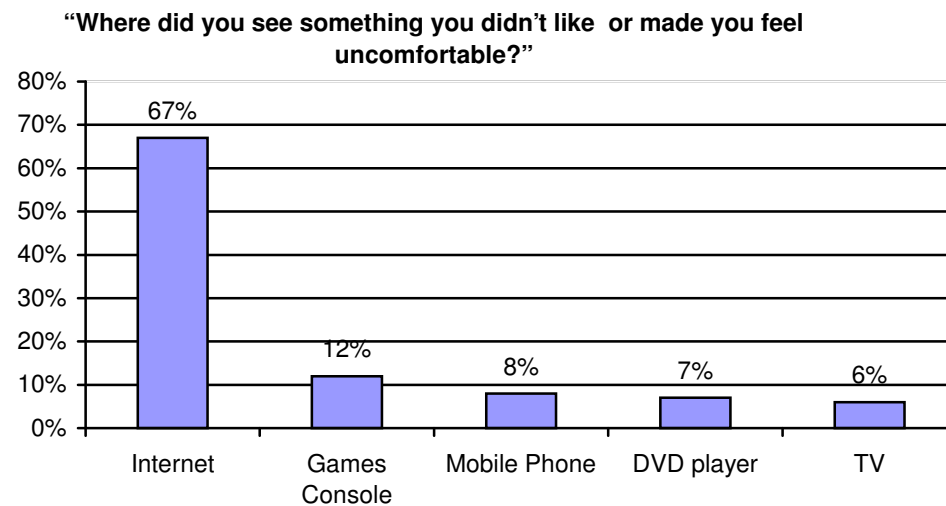
When asked whether their child had ever discussed anything unsuitable or something that may have frightened/upset them, 10% of parents said they had. When this is assessed in the context of the 9% of children who had viewed something that had made them feel uncomfortable, it appears that the level and honesty in communicating negative experiences of children on the Internet is high. Of those parents who had been told of something unsuitable their child may have seen, it is evident once again that children turn primarily to their mothers, with 65% of parents told being female.

The figure of 9% bears close resemblance to 13% of children who said they had *“seen things on the Internet their parents would not like them to see.”* From the child’s perspective, although only a relatively small sample of children had actually viewed something that made them feel uncomfortable (9%), the majority

of these fell between the ages of 13-14 (61%), with 60% also likely to be female. This may be a reflection firstly of the exploratory nature of children as they begin to learn more about Internet use as they grow older and secondly, a different perception among boys and girls as to what constitutes ‘unsuitable’ content.

The effectiveness of parent/child communication also seems to be at a high level in that of those parents who had discussed with their child the Internet’s potential dangers, 90% of their children had never come across material (on the Internet, TV, DVD, games consoles or mobile phones) that made them feel uncomfortable. A cautionary note may also be necessary in that of those children who had said they had never come across something that had made them feel uncomfortable, 83% had their parents present in the interview, and so may have felt embarrassed to admit this in front of their parents.

Once again, although dealing with a relatively small sample of 9%, 67% of those who had viewed something which made them feel uncomfortable, viewed this on the Internet. Of those, just under 70% were either 13 or 14, with the majority (67%) female and nearly all (95%) had been spoken to by their parents about using the Internet safely.



(NB Note small sample (N= 30)

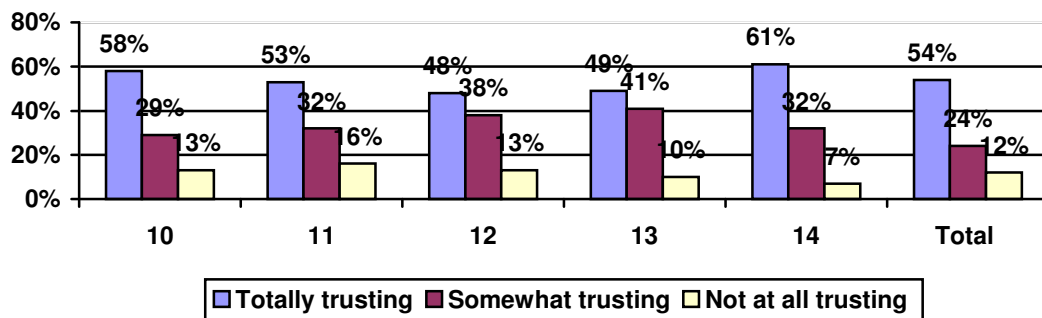
Implications

- Parents have clearly recognised the need to discuss technology issues with their children at a young age, predominantly 10 or 11, although this frequency of communication falls as children grow older.
- There is an obvious necessity therefore to ensure the child's technological education occurs at the start of their technological development so as to act as a preventative (rather than reactive) process.
- Given the high levels of communication between parents and their children, regarding Internet safety, this appears to be effective in the statistically small number of children who had viewed something that had made them feel uncomfortable.

4.10 Trusting Children when using Technology

When asked if parents trusted their children not to look for or view inappropriate material (using various technologies), over half (54%) felt they totally trusted their children, 63% of whom were female. Only 12% did not at all trust their children. Whilst the age of the parent did not have a great deal of influence over their levels of trust, the age of the child does. Trust rises as the child gets older in that 61% of parents who have a 14 year old child were totally trusting of their children’s online activities; the lowest percentage of parents who were not at all trusting also came from parents of 14 year olds, at 13%.

Trusting Your Children When They Go Online

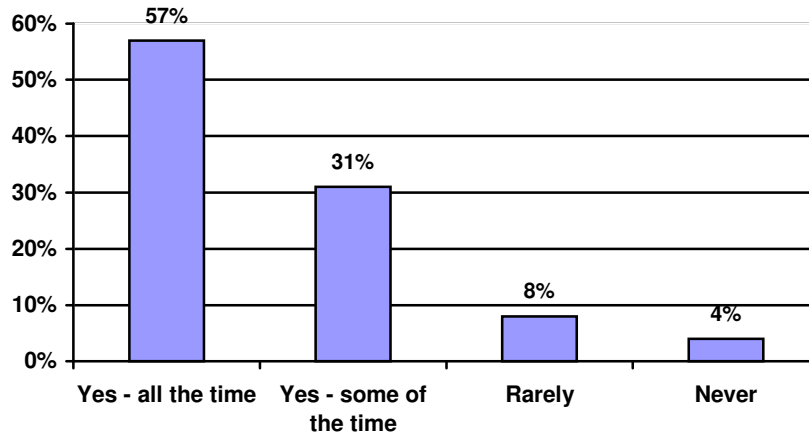


Unsurprisingly, of the 12% of parents who had no trust in their children online, nearly all (94%) had imposed rules on their children.

The issue of trust is supported by the parents’ experiences. We asked parents, *“Do you, or another adult personally monitor what your child does online, for example, what websites they visit, checking the history files, checking phone bills, whom they send emails to etc?”*

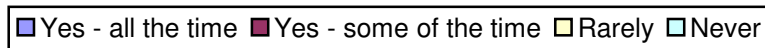
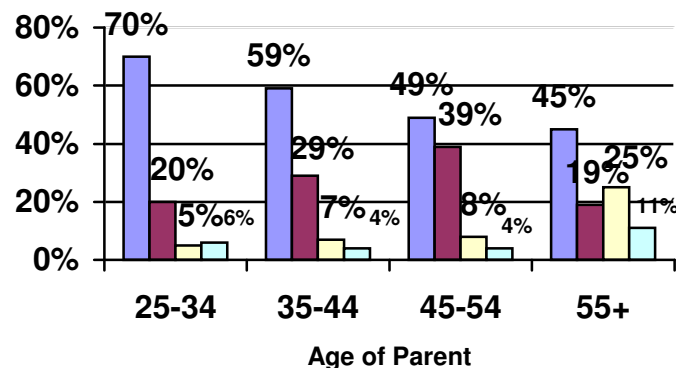
If we view the degree of trust through the extent to which parents “check” or “monitor” their child’s online activities, it becomes clear that this high level of trust may be based on their experience. Eighty eight percent of parents some of time or more frequently check, for example, file history, websites visited and phone bills etc. In contrast only 4% say that they never check their child’s online activity.

Checking Your Child' s Online Activities

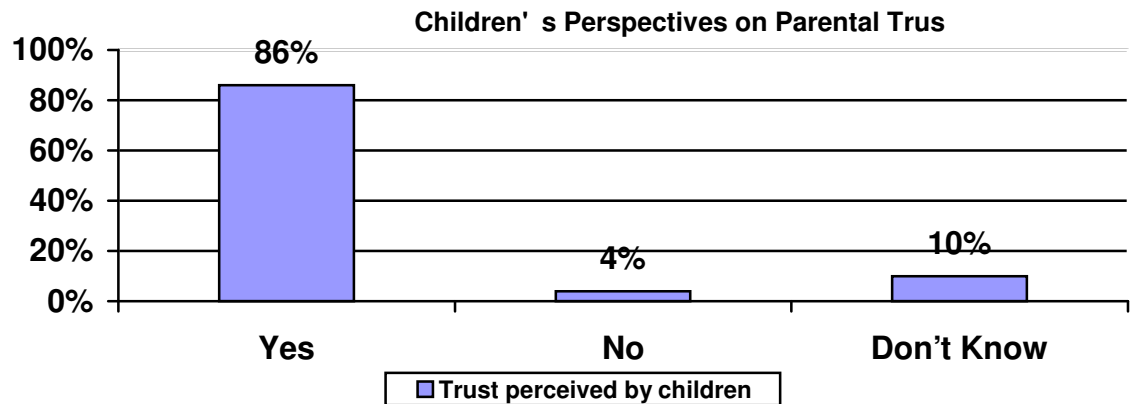


Although the age of the parent did not appear significant in determining the levels of trust in their child's online activities, it does seem to influence their parent's monitoring behaviour. Parents in the 25-34 age group were most likely to consistently monitor (all the time) their children online (70%). Parents in the 55+ age category seemed least concerned, with one in four 'rarely' checking their children online activities.

Checking Children' s Activities OnLine



We asked the children a similar question; *Do your parents trust you when you use the Internet not to visit sites they would not like you to see?* The responses replicated the adult findings. The relatively high levels of trust shown by parents (whereby 88% showed some degree of trust in their children online) are replicated in the children's responses. 86% of children surveyed believe that their parents trust them not view sites that they would not like them to see. This figure is evenly distributed through age and gender of the child.

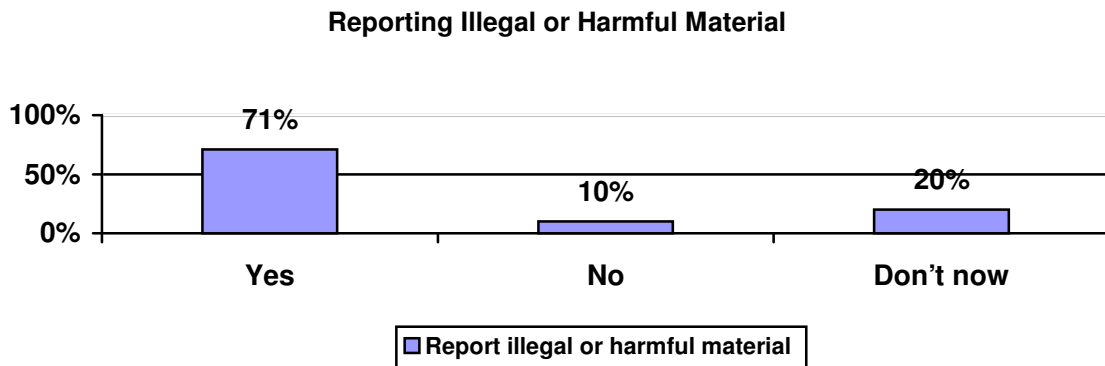


Implications

- The high levels of trust shown by parents in children supports the view that children at a young age can act responsibly on the Internet. Given also that this level of trust rises with age (between 10 and 14), it is possible that the degree of trust is an outcome of positive past experiences regarding their child's use of the Internet
- The high level of trust may also hold a possible danger in itself, in that it may lead to complacency regarding their child's Internet use.
- Ultimately however, it seems the optimal solution for each individual parent rests with finding a balance between trust and monitoring levels, dependent on their child's age, knowledge of technology and previous experiences using these technologies

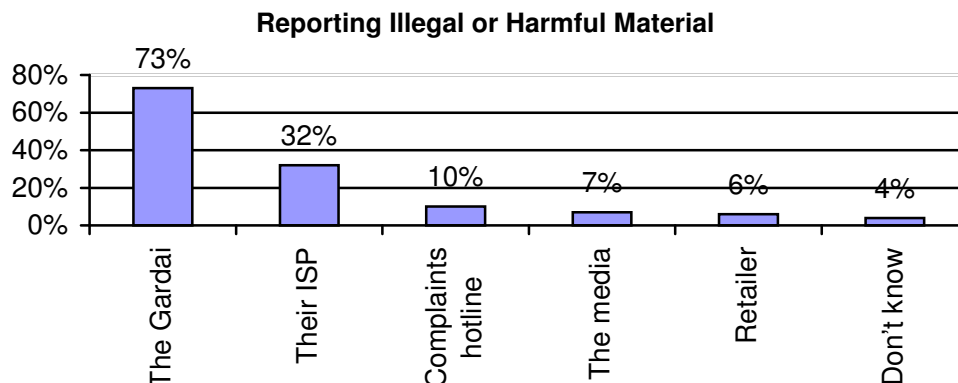
4.11 Dealing with Illegal and Harmful Material

Parents were asked whether they understood the difference between illegal and harmful material in the context of the Internet and other technologies. Eighty six percent of parents feel they know the difference between illegal and harmful material, and just 8% say that they that they don't understand the difference. Just five percent of parents didn't know. All parents were asked whether they would report some thing that they came across that they considered illegal or harmful for young children. Just under three quarters (71%) said that they would, 10% say they would not and 20% said that they didn't know.



When those who would report such material/information (n= 223) were asked whom they would report it to, the majority (73%) felt they would turn to the Gardai, with 32% reporting it to their Internet Service Provider (ISP). The high figures attributed to using the Gardai, may reflect the greater ease at which this point of information can be contacted, as opposed to trying to contact their ISP, retailer or the complaints hotline.

When these figure are contrasted to those in 2001, 5% fewer would turn to the complaints hotline indicating a failure in raising awareness of the hotline. Sixteen percent more parents would turn to the Gardai in 2004, than 'home access parents' (parents who have at least one child between 10-14 who uses the Internet at home) in 2001 with similar numbers reporting to their ISP.



Implications

- Given the worrying statistic that one in five parents do not know the difference between illegal and harmful material, there clearly exists a knowledge gap in parents understanding of an important issue. In this respect, parents need to be informed in a direct and relevant manner in order for them to be placed in more actionable position
- As the majority of parents would turn initially to the Gardai to report various incidents, this is perhaps reflective of the ease in contacting them, rather than the Gardai representing the best place to turn to.
- Clearly there is a need to improve the awareness of an appropriate point of contact, whether this is either increasing the awareness of the complaints hotline or promoting the role of individual ISP's in reacting to incidents as they occur.

4.12 Responsibility for Protecting Children Online

All parents were asked who they thought had primary responsibility for protecting children using technologies. 93% of parents felt they held primary responsibility, indicating a rise of 7% from 2001. The remaining respondents views were evenly distributed between schools/teachers, the government, website owners and their ISP's. Given the shift of onus onto parents in 2004, 'other persons responsible' take on less significance in 2004. The shift in responsibility onto parents is reflected in the role parents play within the household. Of the 93% of parents who feel they have primary responsibility in protecting children using different technologies, 89% impose rules for their children and 83% had discussed the potential dangers of various technologies.

Responsibility for Protecting Children Online	Primary Responsibility		Other Person's Responsibility	
	2004	2001	2004	2001
Parents	93%	86%	7%	11%
Schools / Teachers	2%	5%	61%	68%
Older Siblings	-	-	20%	24%
Government	2%	2%	2%	24%
ISPs	4%	1%	22%	18%
Website Owners	1%	2%	18%	18%
Neighbours / Friend's Parents	-	1%	12%	19%
Other	-	-	2%	5%
Don't Know	-	-	6%	5%

Base: All Parents, Multiple Responses Allowed

Support is also found for the statement, *Parents should be responsible for protecting their children online*, with 78% agreeing strongly with this. When this statement is viewed in the context that 38% of parents strongly agreed with the statement that "many parents are unable to control and monitor the technology use of their children as they do not know enough about it," a situation arises where a number of parents are left willing but unable to support their children's online activities. This 'situation' is of particular relevance to the 61% of females who strongly agreed with the latter statement.

Implications

- Given that parents are in the most prominent position to monitor and manage their child's technological development, their own perceived responsibility is an encouraging sign.
- However it is also important that this statistic does not underestimate the role other stakeholders can play in ensuring the positive development of children online. The potential exists to enhance the role of schools as an educative body, whereby they have greater access to a number of resources that can form part of the educative process
- Parents must thus be reassured that they don't represent the single point of contact and influence over a child's technological development

4.13 Parent's General Attitudes Statements

We presented parents with a series of statements in relation to the Internet and about technology usage. In each case the interviewee was given six different answer options, ranging from Agree Strongly to Disagree Strongly and Don't Know. The table below summarises the results.

Statement 6	Agree Strongly	Agree Slightly	Neither	Disagree Slightly	Disagree Strongly	Don't Know
1. The Internet is a safe and secure environment for children to learn and communicate with people	12%	31%	16%	19%	20%	3%
2. Many parent(s) are unable to control and monitor technology use of their children as they do not know enough about it	38%	35%	5%	8%	8%	6%
3. Children who do not have access to the Internet are at a disadvantage compared to their peers that do	25%	33%	11%	17%	10%	4%
4. I am concerned that my child/children might access harmful material such as sexually explicit or violent material on the Internet	43%	33%	10%	8%	4%	1%
5. The content of computer games has no lasting impact on children	6%	19%	13%	21%	27%	13%
6. The positive aspects of Internet use among children outweigh the negatives	25%	47%	11%	7%	4%	6%
7. People worry too much about what children could be exposed to on the Internet	7%	18%	10%	21%	41%	3%
8. The positive aspects of mobile phone use among children outweigh the negative	25%	39%	13%	11%	7%	5%
9. Parents should be responsible for protecting their children's use of the Internet	78%	18%	3%	1%	-	1%

"The Internet is a safe and secure environment for children to learn and communicate with people"

The responses are evenly split between agreement and disagreement with 43% agreeing and 39% disagreeing. Sixteen percent of parents neither agree nor disagree and 3% don't know.

“Many parent(s) are unable to control and monitor technology use of their children as they do not know enough about it”

There is a very high level of agreement (73%) with the statement, with 38% agreeing strongly. In contrast only 16% disagree and only 8% disagree strongly.

“Children who do not have access to the Internet are at a disadvantage compared to their peers that do”

Here again a far higher number of parents agree with the statement (58%) than those who disagree, (27%).

“I am concerned that my child/children might access harmful material such as sexually explicit or violent material on the Internet”

Three quarters of parents agree with the statement (76%), compared to just 12% who disagree.

“The content of computer games has no lasting impact on children”

Just one in four parents agree with this statement (25%), compared to the one in two (48%) who agree. However it is worth pointing out that concerns about computer games do not come through in other parts of the research

“The positive aspects of Internet use among children outweigh the negatives”

Again there is a far stronger level of agreement with this Statement than there is disagreement. Almost three quarters of parents (73%) agree, compared to just 11% who disagree, and only 4% who disagree strongly

“People worry too much about what children could be exposed to on the Internet”

Unsurprisingly, given all that has gone before, there is a high level of disagreement with this Statement. Sixty two percent disagree with the Statement (and 41% disagree strongly), but a significant 25% agree.

“The positive aspects of mobile phone use among children outweigh the negative”

Again just less than two thirds agree (64%) agree – compared to 18% who disagree. As with other non internet technologies, there is no strong evidence in the research about high levels of concern in relation to non Internet technologies.

“Parents should be responsible for protecting their children’s use of the Internet”

The finding from this research reflects the responses collected elsewhere in the research. Ninety six percent of respondents agree with the statement, compared to just 1% who disagree.

4.14 Children's General Attitudes Statements

We also presented the children who participated in our survey with separate attitude statements. The structure was simpler than that used in testing the parents' attitudes. In this case, children merely had to agree or disagree. It is worth re-emphasising that in the vast majority of cases (82%) , the parent was present for the interview

STATEMENT	AGREE	DISAGREE	DON'T KNOW
1. My parents don't know the amount of time I spend in front of screens	19%	77%	3%
2. The Internet is a safe place for children to be	46%	29%	24%
3. My parent(s) worry too much about what I do on the Internet	34%	55%	10%
4. I would like more freedom to do what I want on the Internet	35%	56%	9%
5. I would like my parent(s) to know more about using the Internet	43%	48%	9%

"My parents don't know the amount of time I spend in front of screens"

Children clearly perceive that their parents do know what is going on in their technological lives, with 77% disagreeing with the statement and 17% agreeing. Given that most screen activity appears to happen in the home or in school, and the majority of screens appear to be in the "public" areas of the home.

"The Internet is a safe place for children to be"

Unsurprisingly, just under half of the children in the Survey agree, compared to 29% who disagree and 24% who don't know. The fact that they know it is safe may be down to the fact that their parents have operating parameters in place which are designed to ensure their own safety. Less than one in 10 have seen something that makes them feel uncomfortable through technology and just one in twenty has visited a chat room. In this context, what they view online may be seen to be safe.

"My parent(s) worry too much about what I do on the Internet"

Again a majority (55%) disagree with the statement, which effectively means that the children have taken their parents' attitudes on board. Only 34% disagree and 10% don't know.

"I would like more freedom to do what I want on the Internet"

Again a conservative approach emerges. A majority (56%) do not want more freedom on the Internet, while 35% do. The fact that they don't want more freedom may mean that they are happy enough doing what they do, or may be down to their age. Half of those interviewed will be in primary school, and

effectively pre-teen in their attitudes and aspirations. They may not hit full-blown rebellion until later!

“I would like my parents to know more about using the Internet”

The children are evenly split between agreement and disagreement, with a small plurality disagreeing (48% v 43%). Their level of disagreement is unsurprising – given that the vast bulk of parents are using the Internet in their own homes.

Implications

- Despite many of the encouraging statistics which have emerged through this report, when the general attitudes of parents and children were assessed a great deal more scepticism emerged;
- Possibly the most alarming statistic is the 39% of parents who feel the Internet is not a safe and secure place for their children to learn given that 73% feel they are unable to control and monitor their child’s usage. When this is assessed in the context of the 93% of parents who feel they should be responsible for protecting their child online, a situation emerges whereby parents feel willing but helpless to prevent or react to a situation.
- In addition to this, one in four children are not sure whether the Internet is a safe place to be. This level of uncertainty needs to be addressed through educating children on the benefits of Internet use and creating an awareness on the potential downsides to Internet use. Achieving a balance between these two elements will be crucial in determining the future adoption and usage levels of young children in Ireland.

5.0 Conclusion

The results from the survey conducted in 2004 show that the rise in both the availability and use of a number of technologies has increased over the last three years. Parents of young Irish children have recognised the benefit in gaining Internet access for their children, predominantly to fulfil the educational requirements of their child. This is most likely to stem from a reluctance by parents to allow their children to be 'left behind' in the 'Information Age' and increase the possibility that their educational needs may suffer as a result. Given that only 8% of parents cited 'pressure from children' as a reason for obtaining Internet access, it is clear that parents now fully understand and recognise the role they can play in developing their child's ability to understand and use new forms of technology. The impact of this, has been striking.

The increasingly tech-savvy nature of Ireland's youngest generation has not only improved the adoption rate of their online related activities. Given families attitudes to technology, it is unsurprising that 96% of 10-14 year olds surveyed now also have access to their own mobile phone, video players (95%), cable television (81%) and DVD players (78%). Moreover, the close statistical relationship between the presence of numerous forms of technology at home and their uptake by children reinforces this point. This signals a growing interest in newly developed forms of technology, but also an ease at which young Irish children can now respond to new technologies and an ability to adapt these new technologies for different purposes and in different locations. Given the numerous purposes of the Internet stated by the children surveyed, it can be proposed that the greater ability and ease with which children now use the Internet also improves their awareness and knowledge of the many benefits that the Internet holds, which in turn, leads to a greater use of the Internet.

A surprising statistic did emerge in the 5% fall in the use of the Internet at school. This may be reasoned through the greater availability of web access at home, replacing the need to use the Internet at school. It is unlikely therefore that this statistic represents a growing disinterest in schools and educational bodies in the need for Internet-related activities at school, and may also be attributed to the cost of increasing the availability of PC's and Internet installation costs.

A cautionary note is however needed. Whilst the adoption and penetration rates of numerous technologies has risen over the last few years, whereby more children are using the Internet than ever before, it appears that the frequency with which they go online is falling. 64% of 10-14 year olds in our sample now use the Internet on a weekly basis or more often, in contrast to 85% in 2001. Given that those surveyed have been using the Internet for an average of just over 18 months, the possible erosion of the 'novelty factor' in the Internet may be beginning to set in for children of 13 and 14. It is likely that the Internet now stands as a medium to meet the specific needs of these children, rather than as a place to serve a general interest or curiosity of the Internet itself. This point is

further underlined when tracking the online activities of children as they progress through school, in that they become increasingly focused on the web as a source of educational information.

It is of no surprise however that along with the numerous benefits of the various new technologies surveyed, there also exists a number of potential downsides and risks associated with Internet use. Most notably, nearly one in every two parents (47%) classified the Internet's potential as a source to gain access to unsuitable material and information as "high risk." This is nearly twice that of the next highest risk technology, digital television, at 28%.

More specifically, of greatest concern to parents was the potential to access pornography (40%) and unsuitable material (20%). Given that these also represented the two gravest concerns to parents in 2001, it is clear that although parents have been increasingly willing to provide access to numerous forms of technology for their children, many of their fears of the potential dangers of the Internet have not yet been allayed. When prompted on the potential downsides various technologies held, their reaction suggested an uncertainty as to these multi-faceted dangers the Internet holds.

Evidence of this growing 'fear of uncertainty' is most obvious not just in the self-recognition from parents that they hold primary responsibility in protecting their child's technological development, but also in the growing importance they attach to rules and monitoring behaviour of their children online. Given that the majority of Internet use by children takes place at home, it is hardly surprising that 81% of children stated there was usually someone present to monitor their online activities. In addition to this, 89% of parents imposed numerous rules on their child's use of various technologies, the majority of which are aimed at reducing the possibility that their child may be subject to unsuitable material and/or people. It is possible that the growing attention this issue has been given in the media has contributed, whether positively or negatively, to their growing fears of their child's online activities.

The growing importance attached to more stringent rules for children's online behaviour, is also illustrated through the nature of discussions between parent and child. Eighty three percent of parents have now, at some point, discussed the potential dangers of Internet use with their children, a statistic which appears strongest with the younger children surveyed, at ten and eleven. It is perhaps as a result of the healthy relationship between parents and children that explains how over half (54%) of parents "totally trusted" their children, a figure which rises as the child matures in age. Given the high monitoring levels of parents, in that 88% of parents check their children's file history, websites visited and their own phone bills etc., it can be suggested that this high level of trust may also be a consequence of the positive experience many parents have had with their child's use of the Internet. This high level of trust is replicated in the children's survey

responses, where 86% stated their parents trust them then not to view sites they would not like them to see.

The results also indicate that the increasing awareness and sensitivity applied by parents to their children's online activities appear to be working. Only 5% of children surveyed stated they had ever used online chat rooms, a large fall of 30% from 2001. This statistic should however be viewed in the light of the greater number of parents present during the child's interview in 2004 then in 2001. It may also be viewed through the growing stigma associated with the use of chat rooms amongst young children and a subsequent reluctance to admit to the use of chat rooms.

Ultimately however, the growing popularity of the Internet, along with numerous other technological mediums has been matched by a greater awareness of the potential dangers of their misuse, and subsequently, a greater feeling of parental responsibility in their role in protecting their child's technological development. The growing imposition of rules from parents, governing their child's use of various technologies, and the healthy relationship between parent and child in discussing the potential pitfalls of these technologies, all indicate that children will continue to adopt new forms of technology in a positive and beneficial manner.

One of the key findings to emerge from the study is the risks and issues associated with technology are largely associated with more 'traditional technologies' such as the Internet. The development of additional functionality on platforms such as mobiles and games consoles has not yet impacted on the parents or the children in terms of possible downside issues. Essentially a situation is arising whereby the pace of technological change is far exceeding the changes in parent's attitudes towards the use and benefits of various new technologies. The greatest challenge facing the IAB's future agenda is ensuring parents, schools and other stakeholders are informed, educated and empowered to manage the continually evolving nature of the technology market and ensure that children can both reap the benefits and minimise the risks in the adoption and use of new technologies.

Questionnaires with Results

RESPONDENTS FULL NAME:

Mr/Mrs/Miss _____

AMA19

FULL ADDRESS
(Block Capitals)

Address _____

PARENT CLASSIFICATION

C1 Gender		C7 Highest Educational Qualification Attained	
Male.....	39%	Primary level.....	2%
Female.....	61%	2 nd level.....	67%
C2 Age (State exact age and code)		Still at 2 nd level.....	6%
25-29.....	1%	3 rd level Under graduate	14%
30-34.....	10%	3 rd level Post graduate	11%
35-39.....	21%	Still at 3 rd Level.....	-
40-44.....	35%	No formal education.....	-
45-49.....	19%	C8 Occupation of Chief Income Earner (Record job details)	
50-54.....	10%	_____	
55-59.....	3%	C9 Social Class	
60-64.....	-	AB.....	11%
65-74.....	-	C1.....	45%
C3 Marital Status		C2.....	29%
Married.....	83%	D.....	8%
Living as Married.....	4%	E.....	-
Single.....	5%	F50+.....	7%
Widowed/Divorced/Separated.....	7%	F50-.....	-
C4 Persons in Household		C10 Respondents Working Status	
Including yourself, how many people live in your household..... →		Working full time	48%
Complete space opposite		Working part-time	23%
How many children under the age of 18 live in your household. →		Self-employed.....	5%
How many are aged 9 and under →		Unemployed seeking a job.....	2%
How many are between 10 and 14 years →		Looking after family/homemaker.....	21%
How many are between 15 and 18 years →		Retired.....	1%
		Student.....	1%
		Other.....	1%

Interviewer's Declaration

Interviewers Signature: _____ Date: _____

I certify that this is an eligible interview which has been carried out strictly in accordance with your specifications and has been conducted within the MRS code of conduct.

Interview Start Time	Interview end time	Interview length (mins)	Interviewer No.			Assignment No.			

**N.B. OF YOUR 10 QUESTIONNAIRES ON THE
ASSIGNMENT SHEET,
5 MUST BE WITH MALE PARENTS/GUARDIANS
5 MUST BE WITH FEMALE PARENTS/GUARDIANS**

Good morning/afternoon. I am of Field Research Ireland, I am currently conducting a survey on use of technology by parents and children. I would greatly appreciate it if you could spare some time to complete the survey.

SCREENING QUESTIONS

Q.A Do you have at least one child aged between 10 and 14 who uses the Internet **at home** at least twice a month?

Yes	100%	<u>CONTINUE</u>
No	-	<u>CLOSE & RE-RECRUIT</u>

Q.B How old is your child (children) aged between 10 and 14?

	Insert exact Age	CHECK QUOTAS AND WHICH CHILD IS AVAILABLE FOR INTERVIEW
Child 1		
Child 2		
Child 3		
Child 4		

Agree on child to be interviewed and inform parent that all questions relating to children's use of technology will only relate to the child who has been selected for interview

PARENT TO BE INTERVIEWED FIRST

BEST EFFORTS SHOULD BE MADE TO ENSURE THAT THE CHILD IS NOT IN THE ROOM WHEN THE PARENT IS BEING INTERVIEWED. THE PARENT CAN BE IN THE ROOM WHEN THE CHILD IS BEING INTERVIEWED BUT SHOULD NOT PROMPT ANY OF THE CHILD'S ANSWERS

PARENT'S QUESTIONNAIRE

PARENT'S USE OF TECHNOLOGY

SHOWCARD A

Q.1a Which of the following do you have in your home? **(CIRCLE ALL THAT APPLY)**

Q.1b Which of those available in your home does(*the child who has been selected for interview*) use?

	Q1a – Have in home	Q1b – Child aged 10-14 uses
Mobile Telephone	96%	73%
Television – cable or aerial	81%	67%
Television – satellite	72%	30%
Television – digital	22%	25%
Games console	76%	68%
Landline telephone	93%	75%
PC without internet access	25%	25%
PC with internet access	99%	88%
<i>Video</i>	95%	79%
DVD Player	78%	63%
Other (please Specify _____)	1%	2%

Q.2 Do you personally use the Internet, either at home or elsewhere?

RECORD MULTIPLE RESPONSE WHERE APPLICABLE

Yes – use Internet at home	78%
Yes – use Internet elsewhere	23%
No – do not use Internet anywhere	17%

Q.3 And does your spouse/partner use the Internet, either at home or elsewhere? **RECORD MULTIPLE RESPONSE WHERE APPLICABLE**

Yes – use Internet at home	67%
Yes – use Internet elsewhere	18%
No – do not use Internet anywhere	21%
No spouse/partner	9%

Q.4 What was your **main** reason for getting Internet access at home? **DO NOT PROMPT, SINGLE RESPONSE**

Pressure from children	8%
For educational purposes for myself	7%
For educational purposes for my children	33%

A lot of people I know are on the Internet and I want to keep in touch through email	6%
My employer is providing me with Internet access	-
It is now so cheap to access the internet	3%
As a source of entertainment	3%
To shop on-line	3%
To seek information	20%
In order to work from home	6%
Other (Please specify _____)	9%
Don't know	2%

CHILD'S USE OF TECHNOLOGY

INTERVIEWER: PLEASE INFORM PARENT THAT "CHILD" IN ALL OF THE FOLLOWING QUESTIONS REFERS ONLY TO CHILD SELECTED TO BE SURVEY.

SHOWCARD B

Q.5 How often does your child use the following at home? **SINGLE RESPONSE PER LINE**

Read out and rotate	Daily	Every 2 to 3 days	Weekly	Fortnightly	Less Often	Don't Know	Never/ Don't Have them
1. Mobile Telephone	57%	12%	5%	1%	9%	2%	15%
2. Television – cable or aerial	78%	2%	-	-	-	-	19%
3. Television – satellite	27%	1%	1%	-	1%	-	70%
4. Television – digital	19%	1%	1%	-	-	-	79%
5. Games console e.g.: Playstation	16%	23%	20%	4%	10%	2%	24%
6. Landline telephone	24%	28%	18%	4%	13%	2%	12%
7. PC without internet access	7%	5%	6%	6%	5%	1%	70%
8. PC with internet access	9%	24%	31%	20%	11%	2%	3%
9. Video	5%	19%	33%	12%	19%	3%	8%
10. DVD Player	6%	15%	33%	10%	9%	3%	25%

SHOWCARD C

Q.6 Which of the following has your child access to in his/ her bedroom?
CIRCLE ALL THAT APPLY

Mobile Telephone	61%
------------------	-----

Television – cable or aerial	31%
Television – satellite	7%
Television – digital	2%
Games console e.g.: Playstation	30%
Landline telephone	2%
PC without internet access	3%
PC with internet access	3%
<i>Video</i>	10%
DVD Player	12%
Landline phone	2%
Other (specify _____)	-
None of these	-

SHOWCARD D

Q.7 How often do you check what your child is doing when they are using any of the following technologies? **SINGLE RESPONSE PER LINE**

Read out and rotate	Daily	Every 2 to 3 days	Weekly	Fortnightly	Less Often	Never	Don't Know	Child doesn't have them/ doesn't use them
1. Mobile Telephone	18%	10%	6%	1%	25%	23%	1%	17%
2. Television – cable or aerial	41%	11%	5%	1%	13%	10%	-	18%
3. Television – satellite	13%	4%	2%	1%	7%	3%	1%	70%
4. Television – digital	11%	1%	1%	-	4%	1%	2%	79%
5. Games console	9%	10%	11%	4%	25%	16%	3%	23%
6. Landline telephone	11%	12%	9%	3%	29%	17%	3%	15%
7. PC without internet access	6%	4%	6%	4%	7%	4%	2%	68%
8. PC with internet access	12%	14%	29%	16%	17%	6%	2%	4%
9. <i>Video</i>	8%	9%	24%	6%	29%	10%	4%	10%
10. DVD Player	7%	7%	24%	4%	20%	7%	4%	27%

SHOWCARD E

Q.8 On a scale of 1 to 10, where 1 is extremely low risk, and 10 is a Very High Risk, how would you rate the risks associated with your child using any of

the following in accessing unsuitable or inappropriate content or material?
SINGLE RESPONSE PER LINE

Read out and rotate	1 Low Risk	2	3	4	5	6	7	8	9	10 High Risk	11 Child doesn't have them/ doesn't use them
1. Mobile Telephone	23%	9%	12%	12%	12%	5%	6%	3%	1%	7%	8%
2. Television – cable or aerial	16%	9%	11%	11%	17%	7%	5%	3%	2%	3%	16%
3. Television – satellite	4%	2%	5%	3%	6%	4%	5%	1%	1%	4%	65%
4. Television – digital	2%	1%	3%	3%	5%	3%	2%	1%	3%	3%	74%
5. Games console	17%	11%	12%	9%	13%	7%	4%	1%	3%	1%	22%
6. Landline telephone	38%	22%	13%	8%	4%	1%	1%	1%	1%	-	10%
7. PC without internet access	15%	7%	6%	3%	5%	1%	2%	-	-	1%	59%
8. PC with internet access	5%	2%	7%	7%	11%	5%	15%	11%	9%	25%	2%
9. Video	15%	11%	12%	12%	18%	7%	4%	7%	3%	6%	4%
10. DVD Player	14%	9%	12%	9%	15%	7%	5%	4%	2%	3%	21%

Q.9a Do you have any rules for your child when they use the TV, Internet, games consoles, video, DVD or phone **in the home**?

Yes	89%	CONTINUE
No	11%	GO TO Q10
Don't know	-	

Q.9b Which of the following rules, if any, are set for your child when they use the technologies described in the previous question? **READ OUT AND ROTATE**

1. Can only go online for homework or school projects	64%
2. An adult is always present when they access the Internet	77%
3. Can only visit specific websites authorised by a parent/adult	86%
4. The amount of time spent using the technology is limited	87%
5. The time of day or night that the child uses the technology is specified	83%
6. Can only use the Internet at home	68%
7. Cannot use the Internet with friends in the house when an adult is not around	78%
8. Access to the PC or the Internet is password protected and your child does not know the password	54%
9. Restrictions on watching TV after 9 pm	49%
10. Restriction on watching satellite TV channels	49%

11. Content of games for games consoles is limited	60%
12. Have to ask before they can watch a particular programme	64%
13. Cannot give out personal information over the internet or mobile phone	91%
14. Other (Specify _____)	10%

Q.10 Do you and your spouse/partner discuss limits on the child's use of the Internet, TV, videos, etc.?

Yes	79%
No	18%
Don't know	2%

Q.11 Do you trust your child not to look for or view inappropriate material using these technologies? **SINGLE RESPONSE**

Yes – totally	54%
Yes – somewhat	34%
Not at all	12%

Q.12 Do you, or another adult (someone aged 18+) in your home, personally monitor what your child does online, for example, what websites they visit, checking the history files, checking phone bills, who they send e-mails to, etc.? **SINGLE RESPONSE**

Yes – all of the time	57%
Yes – some of the time	31%
Rarely	8%
Never	4%

Q.13a Now thinking generally about young children, what do you consider to be the **main** negative consequence of Internet use among children aged 14 or under? **DO NOT PROMPT, SINGLE RESPONSE**

Q.13b What other negative consequences can you think of that would apply to children aged 14 or under? **DO NOT PROMPT, PROBE FOR MULTIPLE RESPONSES**

	<i>Q13a Main negative</i>	<i>Q13b Other negatives</i>
Anti-social/insular activity	6%	-
Access to pornography	40%	32%
Access to violent/hate material	5%	24%
Access to unsuitable material/information	20%	32%
Could spend the time more usefully	2%	9%
Makes them lazy about doing homework/ school projects	3%	12%
Do not read enough books	-	8%
Bullying/ Harassment	-	4%
Can be exposed to unsuitable people e.g. paedophiles	16%	36%
Too exposed to advertising	1%	14%
Spend too much time playing games	1%	15%
Other (write in _____)	4%	9%
Nothing	2%	7%

Q.14a What kind of unsuitable material/information do you think could cause harm to young children (Children aged 14 or under) if they accessed it on the Internet or through other technology? **DO NOT PROMPT, CIRCLE ALL MENTIONS, PROBE FOR MORE THAN ONE MENTION**

Q.14b Are you aware that each of the following is widely available on the Internet? **READ OUT AND ROTATE, CIRCLE ALL THAT APPLY**

	Q.14a UNPROMPTED	Q.14b PROMPTED	
		Yes (Aware)	No (Not aware)
Pornographic pictures/images	77%	89%	11%
Information about sex	36%	93%	7%
Information about drugs	25%	88%	12%
Racist/hate material	6%	80%	20%
Information about cults	8%	76%	24%
Violent images/pictures	34%	87%	13%
Information about making bombs/terrorism	5%	68%	32%
Information about suicide	3%	74%	26%
Information about anorexia/losing weight	3%	82%	18%
Information about racism	3%	78%	22%
Unsuitable jokes	8%	82%	18%
Other (Please specify _____)	10%		
Don't know	2%		

Q.15 Have you ever discussed with your child the potential dangers of Internet use?

Yes	83%
No	17%

Q.16 How often does your child discuss their online activities with you?

All of the time	40%
Some of the time	31%
Rarely	16%
Never	12%

Q.17 How important do you think parental guidance is, such as watching what they are doing, when you child uses these technologies? **READ OUT, SINGLE RESPONSE**

Very important	81%
Quite important	17%
Not at all important	1%
Don't know	1%

Q.18 Has your child ever told you about something unsuitable that they saw when using technology that may have upset or frightened them?

Yes	10%
No	90%

Q.19 Do you understand the difference between *illegal* material and *harmful* material on the Internet or in the case of other technologies?

Yes	86%
No	8%
Don't know	5%

Q.20 If you came across a game, programme, website or online material that you considered illegal or harmful for young children would you report it?

Yes	71%	CONTINUE
No	10%	
Don't know	20%	GO TO Q.22

Q.21 Whom would you report it to? **DO NOT PROMPT, CIRCLE ALL MENTIONS**

The Gardaí	73%
Your Internet Service Provider e.g. Eircom	32%
A complaints hotline	10%
School/teachers	4%
The Media	7%
The Retail where it was bought	6%
Other (specify _____)	6%
Don't know	4%

Q.22 Do you think children **need** to have access to the Internet?

Yes	75%
No	19%
Don't know	6%

Q.23 At what age do you think children should start using the Internet?
RECORD EXACT AGE

<u>Write in exact Age stated</u>	→ Age_10.27 (MEAN)
----------------------------------	--------------------

Q.24 At what age would you be happy to leave a child unsupervised when they are using the Internet? **RECORD EXACT AGE**

<u>Write in exact Age stated</u>	→ Age 15.22 (MEAN)
----------------------------------	--------------------

Q.25 Does your child also use the Internet anywhere outside the home? If so, where? **READ OUT AND CIRCLE ALL MENTIONS**

Parent's workplace	6%
School	37%
Cyber Cafés	3%
Friends house	10%
Public Library	5%
Childminder's House	1%
On the move using portable equipment e.g, a WAP mobile phone, a palmpilot, a laptop	-
Elsewhere (write In _____)	4%
Nowhere else/only use at home	54%

Q.26 Is your child's use of the Internet outside of your home supervised?

Yes – all of the time	62%
Yes – some of the time	16%
No	3%
Not sure/don't know	20%

Q.27 Are you aware of online chat rooms? **INTERVIEWER NOTE – IF THE RESPONDENT IS UNAWARE OF WHAT A CHAT ROOM IS READ OUT THE FOLLOWING - A chat room is a place on the Internet where visitors can talk to each other live by typing in the words.**

Yes	96%
No	4%

Q.28 Does your child ever visit chat rooms?

Yes	4%
-----	----

No	90%
Don't know	7%

Q.29a In your opinion, who has the **primary** responsibility for protecting children when they are using the technologies already mentioned? **DO NOT PROMPT, SINGLE RESPONSE**

Q.29b Who else has a responsibility for protecting children when they are on the Internet? **DO NOT PROMPT, MULTIPLE RESPONSE**

	Q.29a Primary responsibility	Q.29b <i>Other</i>
Parent(s)	93%	7%
Schools/teachers	2%	61%
Older Brothers/Sisters	-	20%
ISPs (e.g. Eircom, Esat, Indigo)	1%	22%
Neighbours/friends parent(s)	-	12%
Government	2%	21%
Retailers & distributors	-	15%
Website owners	1%	18%
Other (please specify _____)	-	2%
Don't know	-	6%

Q.30 Which of the following technologies do you think could potentially cause the **most** harm to your children? **READ OUT AND ROTATE. RECORD SINGLE RESPONSE**

Television	9%
Mobile Phone	8%
Internet	65%
Games Console e.g. Playstation	5%
Videos	6%
Don't know	7%

GENERAL ATTITUDES

SHOWCARD F

Q.31 Finally, I am going to read out a number of statements about the Internet and about technology usage, and I would like you to say whether you agree or disagree with each statement...

READ OUT (Please Tick & Rotate)	Agree Strongl	Agree Slightl	Neithe r	Disagre e	Disagr ee	Don' t
6						

	y	y		Slightly	Strongly	Know
10. The Internet is a safe and secure environment for children to learn and communicate with people	12%	31%	16%	19%	20%	3%
11. Many parents are unable to control and monitor technology use of their children as they do not know enough about it	38%	35%	5%	8%	8%	6%
12. Children who do not have access to the Internet are at a disadvantage compared to their peers that do	25%	33%	11%	17%	10%	4%
13. I am concerned that my child/children might access harmful material such as sexually explicit or violent material on the Internet	43%	33%	10%	8%	4%	1%
14. The content of computer games has no lasting impact on children	6%	19%	13%	21%	27%	13%
15. The positive aspects of Internet use among children outweigh the negatives	25%	47%	11%	7%	4%	6%
16. People worry too much about what children could be exposed to on the Internet	7%	18%	10%	21%	41%	3%
17. The positive aspects of mobile phone use among children outweigh the negative	25%	39%	13%	11%	7%	5%
18. Parents should be responsible for protecting their children's use of the Internet	78%	18%	3%	1%	-	1%

THANK PARENT, COLLECT CLASSIFICATION & BEGIN

INTERVIEWING CHILD

CHILD'S QUESTIONNAIRE

PLEASE NOTE THAT PARENT IS NOT TO PROMPT CHILD'S ANSWERS

Q.32 Do you use any of these? (READ OUT TECHNOLOGIES AND CIRCLE APPROPRIATE RESPONSE IN EACH CASE)

	Yes	No
Mobile Telephone	81%	19%
Television – cable or aerial	79%	21%
Television – satellite	32%	68%
Television – digital	29%	71%
Games consoles e.g. Playstation, X-box, etc.	79%	21%
Landline telephone	90%	10%
PC without internet access	38%	62%
Internet	99%	1%
<i>Video</i>	93%	7%
DVD Player	73%	27%

Q.32a Where do you use ...? READ OUT, CIRCLE ALL THAT APPLY FOR EACH TECHNOLOGY

ASK TECHNOLOGY 1 (I.E. GAMES CONSOLES) ONLY IF CHILD HAS SAID AT Q32 THAT THEY USE GAMES CONSOLES.

ASK TECHNOLOGY 3 (I.E. DIGITAL TV) ONLY IF CHILD HAS SAID AT Q32 THAT THEY USE DIGITAL TV.

	At Home	School	Friend's House	Relative's House	Child minders's House	Library	Elsewhere Write in)
Games consoles e.g. Playstation, X-box, etc.	93%	2%	46%	16%	-	-	-
Internet	98%	33%	11%	5%	-	2%	2%
<i>Digital TV</i>	72%	-	49%	21%	1%	-	6%

SHOWCARD B

Q.33 How often do you use the following? **SINGLE RESPONSE PER LINE**

Read out and rotate	Daily	Every 2 to 3 days	Weekly	Fortnightly	Less Often	Don't Know	Never/ Don't Have them
1. Mobile Telephone	60%	13%	3%	-	6%	-	18%
2. Television – cable or aerial	75%	4%	1%	-	-	-	19%
3. Television – satellite	25%	2%	2%	-	-	2%	68%
4. Television – digital	17%	1%	1%	1%	1%	1%	78%
5. Games consoles e.g. Playstation, X-box, etc.	13%	28%	18%	9%	11%	-	21%
6. Landline telephone	24%	24%	22%	6%	10%	2%	12%
7. PC without internet access	7%	10%	10%	5%	8%	-	60%
8. Internet	9%	26%	31%	19%	14%	-	2%
9. Video	4%	23%	35%	11%	21%	1%	5%
10. DVD Player	4%	18%	32%	10%	10%	-	27%

Q.34 How long have you been using the Internet from anywhere at all?

YEARS		MONTHS	18.56 (MEAN MONTHS)	<i>DON'T KNOW</i> -5%
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Q.35 What do you use the Internet for? **CIRCLE ALL THAT APPLY, PROBE FOR AT LEAST THREE MENTIONS**

School projects	74%	Playing games with others	17%
Homework	59%	Game cheats	12%
Exam revision	6%	Hobbies	12%
School websites	17%	Making web pages	-
To send e-mail	24%	Read magazines online	2%
To receive e-mail	20%	Download music	23%
To chat with others in chat rooms	1%	Football/Sports sites	19%
News about TV programmes	4%	Listen to the radio	4%
Information about products or services	10%	Other (write in _____)	7%
Playing games on my own	30%		

- Q.36 Have you ever visited an online chat room? (**INTERVIEWER NOTE:** If the child is unsure of what a chat room is read out the following – A chat room is a place on the Internet where you can talk live to other people by typing to them)

Yes	5%	CONTINUE
No	94%	SKIP TO Q.42
Don't know	1%	

- Q.37 How often do you visit chat rooms? **PROBE, SINGLE RESPONSE**

Every day	More than once a week	Once a week	Two-three times a month	Once a month	Once every 2-3 months	Less than once every 3 months
-	8%	14%	17%	12%	6%	44%

- Q.38 Do you chat to people you already know or to people you don't know in chat rooms? **SINGLE RESPONSE**

Mix of both	25%
People you know	25%
People you don't know	50%

- Q.39 Have you ever felt frightened or uncomfortable in a chat room?

Yes	-
No	100%
Don't know	-

- Q.40 Has anyone you don't know ever tried to make contact with you in a chat room by asking for your home address, your e-mail address, your surname or your phone number?

Yes	5%
No	86%
Don't know	8%

- Q.41 Has anyone you have met in an online chat room tried to arrange to meet you face-to-face?

Yes	-	SKIP TO Q. 43
No	100%	
Don't know	-	

ASK THOSE WHO HAVE NOT VISITED A CHAT ROOM, I.E. NOT A CODE 1 AT Q36. REST GO TO Q43.

Q.42 Would you be interested in visiting a chat room?

Yes	9%
No	75%
Don't know	15%

Q. 43 Do any of your friends or other people you know in for example your class visit online chat rooms?

Yes	17%
No	48%
Don't know	35%

Q.44 Are you allowed to use the Internet at home when you are on your own?

Yes	26%
No	71%
Don't know	3%

Q.45 Is there a password on your home PC to stop you using the Internet when you are on your own?

Yes	42%	CONTINUE
No	40%	<i>SKIP TO Q.47</i>
Don't know	18%	

Q.46 Do you know this password?

Yes	21%
No	79%

Q.47 When you use the Internet at home is there usually someone else in the room with you who keeps an eye on what you are doing?

Yes	81%	CONTINUE
No	19%	<i>SKIP TO Q.51</i>

Q.48 Who is usually in the room? **DO NOT PROMPT. RECORD SINGLE RESPONSE**

Mum	59%
Dad	25%
Brothers/sisters	11%
Other relatives	-
Childminder/Babysitter	1%
Friends	2%
Other (write in _____)	1%

Q.49 When you use the Internet at home does someone actually sit down and use the Internet with you?

Yes – all of the time	39%	CONTINUE
Yes – some of the time	50%	
Never	11%	GO TO Q. 51

Q. 50 Who is the person that **usually** uses the Internet with you? **DO NOT PROMPT. RECORD SINGLE RESPONSE**

Mum	57%
Dad	28%
Brothers/sisters	11%
Other relatives	1%
Friends	2%
Other (write in _____)	1%

Q.51 When you want to use the Internet at home are any of the following rules applied? **SINGLE RESPONSE PER LINE**

READ OUT AND ROTATE	YES	NO
You can only use the Internet for homework and school projects	58%	42%
An adult is always around when you use the Internet	71%	29%
Your parent(s) tell you exactly what websites you can visit	65%	35%
You are only allowed spend a limited amount of time on the Internet	87%	13%
You are only allowed use the Internet at home	62%	38%
You are not allowed use the Internet when you have friends around in the house	54%	46%
You can only use the Internet at particular times of the day or during particular days of the week	70%	30%
You cannot give any information about yourself to sites or people on the Internet	90%	10%

You are not allowed to subscribe to website without your parent's permission	87%	13%
Other (Specify _____)	6%	94%

Q.52 Have you ever come across something that you didn't like or made you feel uncomfortable on the Internet, TV, a games console, a mobile a DVD player or on a video?

Yes	9%	CONTINUE
No	91%	SKIP TO Q.58

Q.53 Where do you see this? **CIRCLE ALL THAT APPLY**

Mobile Telephone	8%
Television	6%
Games consoles e.g. Playstation, X-box, etc.	12%
Landline telephone	-
Internet	67%
<i>Video</i>	-
DVD Player	7%
Don't know/don't remember	-

Q.54 Where were you when you saw this? **CIRCLE ALL THAT APPLY**

At Home	76%
School	8%
A Friend's House	16%
A Relative's House	-
A Child Minders's House	-
Library	-
Elsewhere (write in _____)	-
Don't know/don't remember	-

Q.55 Was there an adult there when you saw the thing that made you upset?

Yes	45%
No	55%

Q.56 Did you speak to anyone about what you saw?

Yes	66%	CONTINUE
No	34%	SKIP TO Q.58

Q.57 Who did you speak to? **DO NOT PROMPT, CIRCLE ALL THAT APPLY**

Parent(s)	71%
Friends	17%
Teacher	12%
Older brother or sister	10%
Other relative	-
Other (Please specify_____)	-

Q.58 Have your parent(s) talked to you about using the Internet safely?

Yes	84%
No	16%

Q.59 Do you think your parent(s) know and understand exactly what you do on the Internet?

Yes	88%
No	7%
Don't know	5%

Q.60 Do your parent(s) trust you when you use the Internet not to visit sites that they would not like you to see?

Yes	86%
No	4%
Don't know	10%

Q.61 Have you ever seen things on the Internet that you think your parent(s) would not like you to see?

Yes	13%
No	85%
Don't know	2%

Q.62 I am going to read out a number of statements about technology and I would like you to say whether you agree or disagree with each statement? **SINGLE RESPONSE PER LINE**

6 READ OUT AND ROTATE	Agree	Disagree	Don't Know
6. My parents don't know the amount of time I spend in front of screens	19%	77%	3%
7. The Internet is a safe place for children to be	46%	29%	24%
8. My parent(s) worry too much about what I do on the Internet	34%	55%	10%
9. I would like more freedom to do what I want on the Internet	35%	56%	9%
10. I would like my parent(s) to know more about using the Internet	43%	48%	9%

Q.63 **INTERVIEWER:** Please record whether a parent or guardian was present for at least most of the interview?

Yes – parent was present	82%
No – parent was not present	18%

THANK CHILD AND COLLECT CHILD'S CLASSIFICATION

CHILD CLASSIFICATION

C1 Childs Gender

Boy	49%	Girl	51%
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C2 Age of child

10 years	19%	13 years	20%
11 years	20%	14 years	21%
12 Years	20%		

C3 Education level – current year completed

4 th class	17%	1 st year post-primary	21%
5 th class	21%	2 nd year post-primary	20%
6 th class	21%		

Interviewer's Declaration Interviewers Signature: _____

Date: _____

I certify that this is an eligible interview which has been carried out strictly in accordance with your specifications and has been conducted within the MRS

Parents/Guardians

Signature _____

FUTURE RESEARCH STUDIES

INTERVIEWER: PLEASE ENSURE YOU COMPLETE THE FOLLOWING SECTION

