

THE EFFECTS OF CHILDREN'S INTERNET USE: A CHINESE LONGITUDINAL STUDY

Lin Ye, Xiaolin Xia, Dr. Peiye Jiang, Ting Jiang and Dr. Yangyang Liu

<https://doi.org/10.3916/C68-2021-08>

INTRODUCTION



Internet,
children now have greater autonomy in their use of the Internet and are subject to its influence from an early age.



Academic achievement,
children who experience greater socio-economic disadvantage exhibit lower academic achievement compared to their peers.



Mathematics,
Internet use could improve children's reading comprehension, while it was not associated with children's mathematical achievement.

METHODOLOGY AND RESULTS

Children's use of the Internet in the relationship between family SES and their academic performance

634 communities, covering 25 provinces, municipalities and autonomous regions in China

Longitudinal project
2010-2018



China Family Panel Studies (CFPS)

2,686 participants in 2014
2,330 participants in 2016
2,485 participants in 2018

CONCLUSIONS



The findings are consistent with the second-order digital divide assumption that people with higher educational attainment and more financial resources are more likely to use the Internet.



Children with lower socio-economic status used the Internet more frequently for entertainment and online communication, which reduced their academic performance.



This study only focused on two main subjects (mathematics and Chinese), future research could continue to examine the consistency of the mediating role of Internet use between household socio-economic status and other disciplines.

Comunicar

www.comunicarjournal.com