When digital natives instruct digital immigrants: active guidance of parental media use by children and conflict in the family

# Details

## Year

2017

## DOI

10.1080/1369118x.2017.1281993

## Issued

2017

## Language

English

## Volume

21

## Issue

3

## Start Page

## End Page

## Authors

Nelissen S.;Van den Bulck J.

## Type

Journal article

## Journal

Information, Communication Society

## Publisher

Informa UK Limited

## Topics

## Sample

187 Flemish parent–child dyads (N = 374): the children were adolescents between 12 and 19 years old, while the parents had an age range between 33 and 57 years old and 73.08% were female

# Abstract

Based on the premise that children are active agents who influence
their parents’ media use, this study investigated child–parent digital
media guidance. Children often introduce new media into the family
and influence parents’ media adoption and use. This study also
investigated whether this child–parent digital media guidance is
associated with media conflicts in the family. A cross-sectional
survey was conducted among 187 parent–child dyads in Flanders,
Belgium. Paired samples t-tests and multiple linear regression
analyses were conducted. The results showed that both children
and parents reported that children guide their parents how to use
digital media, especially for newer media forms such as
smartphones, tablets, and apps. Families where there was more
child–parent digital media guidance reported more conflicts
about media. These relationships were comparable in the parent
and child reports.

# Outcome

"Children perceive themselves, and are perceived by their parents, as agents teaching their parents how to use digital media. Child–parent digital guidance occurred mostly for smartphones, tablets, and apps. This study investigated the relationship between child–parent digital media guidance and parent–child media conflicts. Media conflict was reported by a large part of the sample. Only 19% of the parents and 23% of the children reported that there were never any media conflicts in their family. This indicates that when children teach their parents more about digital media, there appears to be more media conflict between those parents and children. Although the sociodemographic control variables had no predictive power, families with more overall conflicts also have more media conflicts. Additionally, the younger the children, the more media conflicts there were. Potential explanation could be that these children are annoyed or frustrated with their parents’ lack of knowledge of technolgy." (Nelissen Van den Bulck, 2018, pp. 8-9)