

PARENTS OPINIONS OF THE IMPACT OF COMPUTERS ON THE SOCIAL BEHAVIOR OF CHILDREN

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Abstract. This paper introduces the impact of computers in the social development of the child. There is quite little research on this topic. The sample survey was made in the municipalities of the Crveni Krst, Palilula, Niska Banja and Medijana. The questionnaire contains fifteen questions that have closed. A descriptive-analytical methods. Overall, most research shows the damaging effects of computer use. In this paper, we come up with some facts that confirm the opinions of other researchers and also give an opportunity to also use for further research. Being dependent on the site and the social environment is different and the results of the research.

Keywords: *Computer; Child, Video Games, Internet, behavior of children.*

1. INTRODUCTION

Child development is extremely influenced by modern information and communication technologies. Objections to new technologies, primarily Internet corrupts the youth, spreading antisocial behaviors. That is responsible for the rise in child delinquency is not justified, because it does not take into consideration additional educational influences. Modern technologies primarily provide various information about everything. We cannot close eyes to what children watch. They have each positive and negative effects on children. The adverse impact is only an incentive, but the cause is more complex and deeper and should be requested in the social and educational environment in which the child lives.

New concepts show that many schools recommend that students learn using social media (Ito et al., 2009, Jenkins, 2006), while other schools are blocking access to social networks (JLemke, Coughlin, Garcia, Reifsneider and Baas, 2009.). Regardless of the recommendations or prohibiting a national survey

in 2009. Showed that 73% of teens who use the public Internet on a shared network, which represents a 55% increase compared to 3 years ago (Lenhart, Purcell, Smith, and Zickuhr, 2010). More and more attention is given to the behavior of children using social networks, primarily Facebook because there is a novel syndrome coined. Facebook depression. The characteristic of this syndrome is that teenagers spend too much time with this shared network to get the classic syndromes of depression (O'Keeffe. GS, and Clarke - Pearson, K. 2011).

Regardless of the popularity of social networks, especially Facebook. War, Hiltz, and Passerini (2007) found that MySpace users Fortunately many new acquaintances than on Facebook. Irrespective of the theoretical frameworks SNS scholars decide to utilize, research on social media effects is vital to inform the societal debates and concerns about new technology and youth (Ahn, J. 2011). Social networks offer numerous design tools that help users to set up their own personality to the way you imagine themselves (Manago, Graham, Greenfield and Salimkhan, 2008.).

In addition to societal networking, there is serious concern about the negative effects of the use of computer games (Griffiths and Meredith, 2009). Overuse of the game does not will identify with online gaming addiction. Sometimes over- playing games do not allow anyone sees adverse effects and envy to which it occurs (Griffiths, 2010). Moderate use of computer games does not violate the social life of young people (Griffiths, M. 2011).

One major study was conducted by the 2000th year where there was deemed to be more than 70% of households with children aged 2 to 17 years of computer equipment and accessories for video games (Woodard and Gridina, 2000). A few years later, but 87% of children regularly play video games (Walsh, Gentile, Gieske, Walsh, and Chasco, 2003). Children aged 2 to 7 years of weekly spend 3 to 5 hours playing on the computer

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(Gentile and Walsh, 2002). Slightly older children, with 16 and 17 already spend an average of 9 hours a week playing games (Gentile, Lynch, Linder and Walsh, 2004.). Age does not decrease even while playing video games. One study showed that in a group of players average age ranges from 25-40 years (Nielsen Entertainment, 2005). The biggest problem in playing video games are violent games and the time spent playing on them for playing violent video games increases the urge for violence and aggressive thoughts (Anderson and Dill, 2000) as well as the weakening of academic achievement (Anderson, Gentile, and Buckley, 2007.). Players who played prosocial (relative to the neutral) game displayed more prosocial thoughts, which in turn instigated prosocial behavior (Greitemeyer, T., and Osswald, S. 2010).

Depending on the Entertainment Software Association (2011), 72% of American households play video or computer games. Using a sample of almost 500, 12 year - old children we found that videogame playing was related to multiple dimensions of creativity, regardless of the type of videogame played (Jackson, LA, Witt, EA, Games, AI, Fitzgerald, HE, von Eye, A., and Zhao, Y., 2012.).

2. MATERIALS AND METHODS

The study applied survey techniques, and the main instrument used was a questionnaire that was designed specifically for this research and a questionnaire for parents. Questionnaire for parents contains 15 questions that are closed. Method used is descriptive- analytical methods.

The population sample consists of parents from Nis (N = 80), which are placed in separate municipalities: Crveni Krst, Palilula, Niska Banja and Medijana, selected at random.

Problem Research shows the consequences that can be overlooked, and given as an answer to the question of what impact does computers have on children of preschool age. We analyzed the influence of computers in the social development of preschool children. First of all, we are terrified of what is the attitude of parents about the impact of computers on the behavior of children in order to get the answer to our problem.

The aim of the research is to identify what the parents' attitudes towards the use of computers and their views on the impact of computers in the social development of children. Here are first thought to use computers

and the impact that it takes into children of preschool age.

The task was to: Determine if the parents think that the computer has a positive impact on children, only their behavior; Identify positive and negative aspects of using computers by children; To find out whether parents forbid children to play on the computer; Find out how much time children spend on the computer; Find out whether their parents' help when working on the computer; To determine whether children prefer to play with a computer or with their peers.

The general hypothesis is that parents think that the computer is under a considerable influence on the social development of preschool children, as well as the behavior of a child.

Specific hypotheses are as follows: It is assumed that most children have a computer; It is assumed that they usually play computer games more than they do other programs related to further education; It is assumed that parents have an idea of what their children are doing on the computer as well as what are the positive and the negative aspects of the use of computers by children; It is assumed that parents limit the time using computers so that even forbid children to play on the computer; It is assumed that many children complain about the bad impact of computers on their health; It is assumed that children prefer to play with peers than with computers.

3. RESULTS

Our research objective has gone to explore the impact of computers on the social behavior of children.

As far as owning a computer at home, we can see that the 72 parents and 90% said yes and 8 parents and 10 % responded that they do not have a computer at home, which means that most of them have a computer at home.

Of parents surveyed 32 parents and 40% said yes and 48 parents and 60% responded that the computer located in the nursery. Which means that the majority of parents to children are not afforded the pleasure to find a computer just for them in the room.

When we talk about the time spent in the computer 55, or 68.8 % of parents responded that their children spend less than two hours on the computer, while 17 or 21.3 % of parents responded that their children spend two to four hours at a computer, and more than four hours

children spend in front of a computer than 8 respondents which is actually 10 %.

Regardless of the time spent at the computer 85% of parents stated that they should limit the time spent on the computer, making the 68 respondents, while 15% ie. 12 respondents answered negatively

When it comes to the attitude to be adopted in relation to children blinded by the computer 15 % of parents said they did not know what to do which makes the number of 12 respondents, while 27.5 % or 22 respondents agreed that children need to ban the use, and even 46 respondents, which in this case is 57.5 % agree that children should limit the use of computers.

Because of blindness in the use of computers 66 parents responded to prohibit gaming computer which is 82.5%, while 14 respondents answered negatively, which is 17.5%.

Regarding the use of the Internet and whether children have access to the Internet 51 parent said yes, and it is 63.8%, while the remaining 29 i.e. 36.3% responded negatively.

Around 63 parents, which are 78.8% of the respondents answered that they know what their child is done in the computer, while a pessimistic response gave 21.3% and 17 parents. I assumed that parents take good care of what their children are making in the computer and control them, and this survey only confirmed our assumptions.

Close to 30% more accurate 27.5% or 22 respondents said they do not contribute to their children because they generally lack the time, while the remaining 58 patients, ie. 72.5% said that they are helping their children while working on the computer.

A number of respondents , namely 62 respondents said that their children do not complain that they were in pain during long hours spent free time at the computer , making it even 77.5 % of the parents , while 18 parents recognize that children complain that they are in pain during long hours spent free time at the computer , which is 22.5 % . It is anticipated because in this sample the statistics showed that children from these municipalities utilize their computers an average of less than 2 hours.

Most children in this age group is the one which plays computer games , 60 parents and 75 % gave this response , a minority 13.8 % surf the Internet , the answer has been given 11 parents, 9 of 80 respondents do not have time to monitor what your child is doing the computer to even 11.3 % of parents.

Larger percent 86.3% of respondents said that he saw no change while their child is playing a game while 11roditelja responded positively, 13.8%. Regarding change in 82.5% noticed the aggression, the lowest percentage of parents 6.3% or 5 respondents noted anti-social behavior in children. Others did not notice any changes.

As for the time that the computer leaves children to play and other activities to 77.5% responded that the computer does not permit enough time for children as an affirmative answer given 18roditelja that. 22.5 %.

An interesting fact is that the majority of parents responded that children prefer to spend time with their peers to the number of 63 parents , 78.8 % , although of course there were those who knew that their children prefer to spend time on the computer than with their peers 17 parents gave this response , which shows the percentage of 21.3 % of respondents.

4. DISCUSSION AND CONCLUSION

Youth in our example, spend a day less than 2 hours in front of screens , which declared 68.8 % of the parents , as well as the recommendations of the American Academy of Pediatrics (AAP, 2001) that children spend less than 2 hours a day in front of screens.

The assumption that most children have a computer to accept because the majority or 90% own a computer. It is considered that the majority of children are not a computer in their room. The truth is perhaps that most parents are not afforded the pleasure of the child to find the right computer in their room. However, 40% of them said that the computer is in a child's room, which we cannot accept the hypothesis that the majority of children's computer is not in their room.

We accept the view that parents know how their child spends a day on the computer, and it's not too much time considering their age as confirmed by near 69 % of parents while a staggering 10 % said that their child spends more than four hours at the computer.

Parents limit while using the computer and that even forbid children to play on the computer. We accept the hypothesis because 85% of parents limit the time a child spends computer, and 15% of parents limit the time your child will be devoted to the computer.

Most parents of children blinded by

the computer restrict the use of which forms part of this case 57.5% of parents born. Thus, dismissing the hypothesis. Since only 27.5% restricts the use of computers.

Parents of children born access to a computer because they want children more free time to spend doing other constructive activities that are better for their health. Given that 82.5% responded that prohibits children sometimes computer, speaks to accept the hypothesis, and only 17.5% do not prohibit child computer.

Parents help their children when working on the computer, answering 72.5% of parents, while a smaller number and the remaining 27.5% responded that they do not have the time to help. Consider these results, we accept the premise that parents help their children while working on the computer.

Numerous children complain about the bad impact of computers on their health. 22.5% of them responded that their child complains of any pain caused by improper seating or more hours time spent on the computer, while 77.5% of parents responded that their child does not complain. After these responses do not share the hypothesis that many children complain about the harmful impact of computers on their health.

Countless children are given access to the Internet, it is confirmed participant 63.8%, while 36.2% of children have access to the Internet from which we can conclude that children are exposed to offers global worldwide network.

Parents get an idea of what their children are making in the computer as well as what are the positive and the negative aspects of the use of computers by children. They are 78.8% of the respondents answered that they are given access to what their child is doing on the computer on the basis of which we can conclude that the hypothesis is acceptable.

Children usually play computer games more than they do other programs related to supplementary education. These, 75% answered that their child spends time on the computer playing the game, which confirms the hypothesis that children usually play computer games.

Parents have noticed changes in the behavior of the child, which was confirmed by 13.8% of parents and 86.2% are not even notice a change in the behavior of their child. Therefore we reject the hypothesis that parents notice changes in the behavior of the child.

When it comes to concrete changes in children with the use of computers by 11.3%

of respondents noticed the aggression with your child, and 6.3% of the observed anti-social behavior in their child. Most parents did not notice a change in the child's behavior so that we can accept the hypothesis that parents notice changes in the behavior of their children.

Parents do not think that computers give children more time to play and other activities. This was confirmed by 77.5% of parents, while 22.5% of parents think the opposite, which we can confirm the hypothesis.

Children want to play with peers than with computers as confirmed by as many as 63 parents or 78.8%, while only 17 of them responded that their child loves more to play with the computer, which makes 21.2%.

Conflict of interests

Authors declare no conflict of interest.

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