



e-ISSN: 2319-8753 | p-ISSN: 2347-6710

IJIRSET

International Journal of Innovative Research in
SCIENCE | ENGINEERING | TECHNOLOGY

INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN SCIENCE | ENGINEERING | TECHNOLOGY

Volume 10, Issue 12, December 2021

ISSN INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

Impact Factor: 7.569

 9940 572 462

 6381 907 438

 ijirset@gmail.com

 www.ijirset.com



Parental Control on Childrens Computer and Internet Use

Snehal Patil ¹, Neha Patil ², Prof. Dr.Kamal .M. Alaskar³

MCA-II Student, Bharati Vidyapeeth (Deemed to be University) Institute of Management, Kolhapur, India¹

MCA-II Student, Bharati Vidyapeeth (Deemed to be University) Institute of Management, Kolhapur, India²

Professor, Department of Computer Applications, Bharati Vidyapeeth (Deemed to be University) Institute of Management, Kolhapur, India³

ABSTRACT: Every new technology brings along both excitement and anxiety. Although computer and Internet are increasingly indispensable tools for children and have many advantages in several areas, mainly in education, communication and creativity, computer and Internet use also cause anxiety because of violence in games, extreme use of computer, ease of accessing pornography and other controversial content, invading privacy and Internet addiction. In this study, the treats, encountered by children using computer and Internet, effectiveness of precaution methods and solution suggestions about how the treats could be minimized were examined and discussed according to the related literature.

I. INTRODUCTION

In many countries, children are using computer and connecting to the Internet increasingly at a rapid pace. This situation arise a lot of questions like what kind of benefits do computer and Internet make for children, what are the risks of connecting to the Internet, what are the attitudes of families, teachers, schools and law makers towards this situation, what are the effects of computer and Internet use on social life and family's values and so on. This study is related with the risks of computer and Internet use for children and precaution methods taken by their parents for these risks. A lot of research in literature found that computer and Internet use are beneficial for children. Hasebrink, Livingstone & Haddon (2008) found that computer and Internet have many opportunities like entertainment, information, education, communication, networking, creativity, play and civic participation for children. Besides, Kuhlemeier & Hemker (2007) found that home access to computer and Internet were substantially related to Internet and computer skills which are obligatory for contemporary life. Similarly Jackson et al. (2006) found that children who used the Internet more had higher scores on standardized tests of reading achievement and higher grade points than children who used it less. Although computer and Internet are increasingly indispensable tools for children, computer and Internet use also cause anxiety because of violence in games, extreme use of computer, ease of accessing pornography and other

Open access under [CC BY-NC-ND license](#).

Open access under [CC BY-NC-ND license](#).

controversial content, invading privacy and Internet addiction (Hasebrink, Livingstone, Haddon, 2008). Most of the treats are not directly related with the Internet, however, eased with Internet. Internet is an international network and can not be controlled by any central control mechanism. So a child can encounter the treats mentioned above easily by using the Internet without any precaution. This situation is a big problem especially for families. In this study, the treats, encountered by children using computer and Internet, effectiveness of precaution methods and solution suggestions about how these treats could be minimized were examined and discussed according to the related literature.

II. LITURATURE REVIEW

2.1. Parents' concerns and attitudes

3. Parental Controls on Children's Computer and Internet use

3.1. Parents' concerns and attitudes

The "Young People, New Media" survey showed that 95% of parents, especially middle class parents, are broadly positive about computers, though they are more enthusiastic for their children than for themselves



(Livingstone, 2007). In addition, Odabaúi (2005) found that parents believe that Internet enhances the academic achievement and is a necessity of contemporary life.

According to “UK Children Go Online” survey, parents appear particularly ambivalent about this latest medium, holding both positive attitudes (e.g. the Internet helps children with school work and to discover new things) and negative attitudes (e.g. the Internet risks children’s personal information and exposes them to pornographic or violent images) (Livingston &Bober, 2004). It can be said that this situation is normal because parents receive information about both benefits of the Internet and harms of the Internet form media and their environments. This situation causes parents to develop conflicting attitudes towards the Internet. Consequently parents apparently wish both to facilitate and to restrict their children’s use of the Internet and computer. Children, tend to view their .

2.2. Parental Restriction Methods

According to European Opinion Research Group, families were asked the rules which they set for their children in using the Internet. These rules are listed in Table with percentages.

Rule %

Rules	Percentage (%)
There are some sites that he/she is not allowed.	60
Rules Regarding how much time he/she is allowed to spend on the internet.	52
He/she is not allowed to give out any personal information.	49
He/she is not allowed to meet person someone he/she only met on internet.	39
He/she is not allowed to go to chatroom/to talk stranger in chat-room.	32
He/she is not allowed to use rude language in e-mail or chat-rooms.	26

There are several different kinds of software tools available to families to restrict their children’s computer and Internet use. “Time-Limiting” software allows parents to set limits on how much time or at what time a child can use the computer or Internet. “Filtering and Blocking” software limits access to some sites, words, and/or images. “Outgoing Content Blocking” regulates the content leaving the computer to prevent children from revealing personal information, such as names, addresses and telephone numbers, to people they do not know.

Richardson et al. suggestthat it is the level of the blocking setting that has a greater impact than choice of software itself. They simulated adolescent Internet searching and found, at the least restrictive setting, the software blocked 1.4% of health information sites and 87% of pornography sites. The moderate setting blocked 5% of health information sites and 90% of pornography sites; while the most restrictive setting block a much larger number of health information sites (24%) and only increased pornography blocking to 91% Internet content filters make two kinds of errors: 1) blocking a page that should not be blocked, called overblocking, and 2) failing to block a page that should be blocked, called underblocking.

2.2. Consequences of These Restrictions

4. Consequences of These Restrictions

In the USA, Cole found that 55% of children aged 12–15 stated that they did not tell their parents everything they did on the Internet, yet adults kept an eye on children’s Internet use (91%), limited online hours (62%), and used software to filter or block questionable websites (32%); moreover, two-thirds (67%) of children surveyed had to ask permission to access the Internet.

Odabaúi found that parents showed consideration for filter. According to “UK Children Go Online” survey findings: while 46% of parents claim that there is filtering software on the computer used by their child, 69% of 9–17 year olds who use the Internet at least once a week have some concerns about their parents restricting or monitoring their



Internet use, and two thirds of these young people have taken some action (e.g. deleting e-mails, hiding files) to maintain their online privacy from their parents or others .

2.4 Family Restrictions on children's

A family role can not be limited to provide computer and internet to their children. Families have also responsibilities and duties of taking precautions for their children about certain online behaviours like extreme use of computer, violence in games, Ease of accessing pornography and other controversial content, Invading privacy and talking about sex with and sending personal information to someone meet online and should educate they about the potential dangerous associated with such activity.

III. OUR OPINION

In many countries, children are using computer and connecting to the Internet increasingly at a rapid pace. This situation arise a lot of questions like what kind of benefits do computer and Internet make for children, what are the risks of connecting to the Internet, what are the attitudes of families, teachers, schools and law makers towards this situation, what are the effects of computer and Internet use on social life and family's values hence, A lot of research in literature reviews we found that computer and Internet use are beneficial for children as well as youngsters.

3.1 Being creative

Children's who are interested in music, writing or art can find loads of useful resources and ways to practise online. From starting a blog to following your favourite artists on Instagram, the internet can be a great way for young aspiring creatives to get started.

3.2 Learning

When it comes to using devices in the classroom, results have been mixed [2], but there are lots of other tech improvements that are helping young people learn. Your child can use programmes like Mathletics to practise their maths, for example.

3.3 Fun

People of all ages love the internet for lots of reasons, and we shouldn't ignore the fact that it's just plain fun. When used responsibly and in moderation, the online world can be a great source of engaging, creative entertainment for kids.

3.4 Staying organised

Lots of schools now post homework assignments online, giving you and your child another way to keep on top of their schedule. And there are lots of apps designed to help kids and families get organised – have a look together and see if any might work for you.

❖ Internet and Computer Use for Youngsters:-

The Internet is a virtual networking medium that can be connected and used on various devices these days. It enables the users to send, receive, collect, store, update, delete, and many other operations of the data across the world. Internet usage is expanding its boundaries every day, as the technological growth is huge. A few of the Internet's major uses are e-commerce, e-learning, knowledge sharing, social connectivity, variety of media, file transfer, communication, etc.

Youngsters uses computer and internet for various purposes some of basic uses are as follows:

- Seek information on anything across the globe on a real-time basis.
- Communicate, collaborate with others.
- Telecommute to the office or work from home.
- Do transactions with business entities.
- Down load files from a remote.
- Get educated and entertained.
- Carry out social.
- Do group activities.
- Collect operational data from remote equipment (stationary as well as moving).
- Process data while it is streamed to the central server.
- Get real-time data on the surrounding devices, systems, weather to automate activities.
- Design a decision-taking system as against the decision support system.



- Connect people, stakeholders, machines and everything.

They also use computer and Internet for educational purposes like as:

The Internet offers a wealth of educational material on any subject with structured navigation and search facilities. One can seek any reading material, and the internet will get it for them from any server in any part of the world, and people need not have to go to libraries to go through books. Those who cannot attend physical (face to face) class can take an online course where they get connected to the teacher, in the other part of the world, in video mode and get taught on the subject backed up with other audio-visual tools.

3. Reason's to get Parental Control:-

i. Parental controls help monitor your kids' devices:-

While your kids are learning to be good online citizens and make friends online, you can do your part by keeping tabs on their iPads, iPhones and other devices. Check your app store for options. Parental controls apps can help you monitor emails, social media profiles, texts, and other mobile functions.

These help when you're especially concerned about problematic conversations or activities. For example, some apps notify you when it detects certain words such as "drugs." It's best if you let your kids know when you're monitoring their devices, especially since you'll need your kid's account information, including passwords, for some of the features.

ii. Parental controls allow you to manage what your kids find on search engines:

Search engines can help you find anything these days. The problem? Access to infinite content may be inappropriate for some kids, depending on their age and stage of development. Parental controls such as Google's SafeSearch help you block adult content and explicit images, videos, and websites from search results.

Depending on the program, you may need to use the most up-to-date operating system and log in under customized user profiles. Let your kids know when you use these filters and talk to them about inappropriate and age-appropriate content. They should know to come talk to you or a trusted adult whenever they need to.

iii. Parental controls may allow you to track your kids' location:-

GPS apps can help your whole family track each other's locations. These help indicate your kids are safe — and where they're supposed to be — and help you find them in emergencies.

Typically, your phones will need to be turned on for the GPS tracking or location feature to work. However, it's still a good idea to talk with your children about safety measures. Ask them to avoid tagging or posting their location on social networks — in case strangers can access the information — and help them set up privacy settings.

iv. Parental controls help establish good cyber safety habits:

Cybercrime is a multibillion-dollar industry, and cybercriminals often prey on people's poor cyber habits.

A child's brain is constantly developing and learning new things. In their quest to know more, they may inadvertently engage in risky online behavior, like disclosing too much information, such as their school name or date of birth. This could mean compromising their own safety, as well as the safety of others.

v. Parental controls can set screen time limits

Screen time can be addictive. It can mesmerize an adult into spending hours glued to a device while they are mentally detached from their physical surroundings. Compared to an adult, a child may have a tougher time breaking free from their favourite show or game.

Excessive screen time for kids can result in bad posture, poor eyesight, inadequate sleep, and lack of physical activity. Parents might consider trying to enforce a healthy lifestyle by limiting screen time for their children and themselves.

Parental control features can help set boundaries by setting time limits on the types of media children engage with and for how long. Designate media-free time and initiate activities like taking a walk, driving around, or playing a game.

vi. Parental controls can help defend online reputation

Kids flood the internet with social media posts and pictures from weekends and vacations. Many of these innocent posts go unnoticed. But a Google search is often all it takes to make a quick assessment of a person based on what they've shared online.

Many colleges and companies perform searches on public social media pages to find information about potential candidates online. These organizations may decide whether to accept or hire a person partially based on what is found there.



Consider monitoring social media by checking the security and privacy settings on each of your child’s accounts. Most sites will allow you to control who sees your posts, and if not, they usually have the option for you to make an account private.

vii. Parental controls can help back up data

Children sometimes use the internet to complete school projects and homework. It’s very important to back up their data in a safe and reliable place.

Teach children the importance of saving and storing data. Many free software programs are available online that offer storage services. But some of them could possibly be infected with malware and viruses.

viii. Parental controls can teach cyber etiquette

Proper decision-making is a cognitive skill that develops alongside positive parenting techniques. Help your child navigate the digital landscape with the same etiquette you would expect from them in the real world. Instill in them the value of good behaviour, both offline and online.

Explain to young people the consequences of cyberbullying, owning and distributing pornographic material, and unethical hacking. Let them know that there are laws that protect victims of such crimes.

ix. Parental controls should be customizable

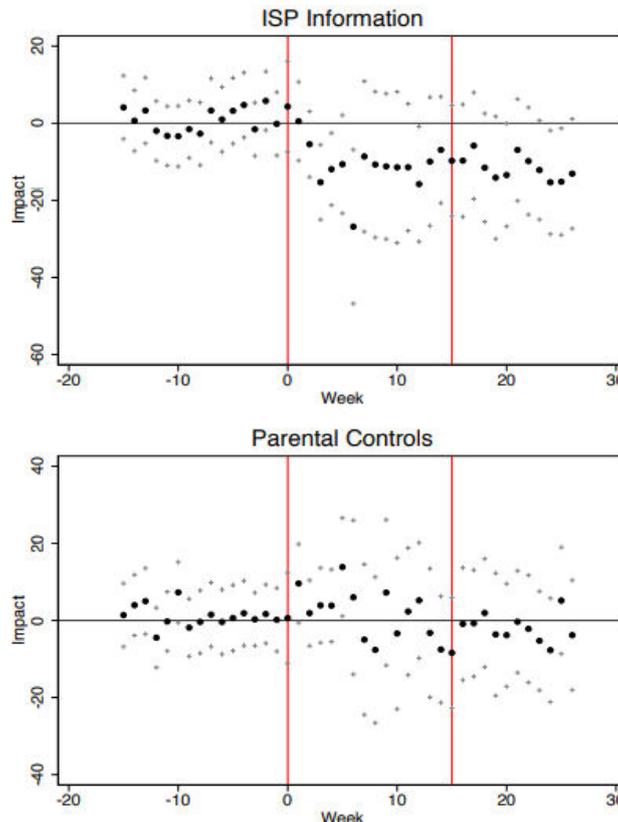
Blocking content, tracking whereabouts and setting screen time limits can be great for the whole family. But not every family member needs this level of control, or at least not all of the time.

Many parental control functions allow you to set up different profiles so each family member can access online content that is a level appropriate to them.

IV. FURTHER RESULT

• **Dynamics:-**

Did the impacts associated with our interventions display different dynamics during the treatment period? We begin with a broad look at the patterns over time in Figure 4 which shows





the treatment effects for each week in the pre-treatment period, treatment period, and post-treatment period (relative to the control group). We observe the initial impacts of the information treatment build up during the first 4 weeks of treatment and then appear to stabilize through the rest of the treatment period. These results are confirmed in, Which presents the coefficient estimates for the impact of each treatment for the first-half of the treatment (from weeks 1 to 7) and for the second half of the treatment (weeks 8 to 14). Furthermore, Figure 5 presents the impacts from the event study for the first and second half of the treatment period (and the post-treatment period) for the fixed schedule sub-treatment. 14 Results in both panels indicate that the dynamic effects of providing ISP information were stronger in the first-half of the treatment period. Appendix Table 8 presents the econometric results corresponding to these tables. They show sizeable decreases in internet use of approximately 13 megabytes on the day the SMS was received and 20 megabytes one day after receipt of the SMS. In contrast, the effects in the second half of the sample, while still negative, are not statistically significant. These results provide complementary evidence on why the cues associated with an SMS message have an impact in our analysis. The different dynamics of random versus fixed messages during the first and second part of the intervention are consistent with the view that the increased strength of the cue for random-schedule messages should be more relevant in the second part of the intervention after recipients on the fixed-schedule have likely become accustomed to receiving their messages on the same day every week.

- **Persistence:-**

If our interventions provided parents with new tools to address the challenge of monitoring and supervising their children, we would expect these impacts to persist. On the other hand, if parents depend on the SMSs themselves to help them monitor and supervise their children, these effects would likely disappear when they stop receiving their SMSs. In order to answer this important question, we analyze the impact of our treatments during the period after the interventions had ended (i.e. the “post-treatment period”).

- **Interactions between treatments:-**

We also consider the interaction between our main treatments that sent SMSs providing ISP Information about internet use and reminders/assistance for installing Parental Controls software with our sub-treatments that varied whether those SMSs were received on a random or a fixed schedule.

V. CONCLUSION

Parents are often confronted with the challenge of monitoring and supervising their children’s actions. This challenge has become even more pressing with the increasing availability of internet access at home which may displace productive activities (and expose students to inappropriate content) . In the paper, we examined the important role of asymmetric information and the potential for direct parental controls in affecting children’s internet use. The informational asymmetries in this context are likely to be especially pronounced because children are often quicker to adapt to new technologies and parents may not be aware of how children are using technology Our results show that providing parents with information about their children’s internet use leads to substantial reductions in use: households in which parents received ISP information about internet use had significantly lower intensity of internet use during the treatment period as compared to households in the control group. We observe statistically significant reductions in use precisely on the days immediately after receiving the ISP information. Furthermore, it is those SMS messages indicating that children used more internet than the reference group in a specific week, which produce the largest declines in internet use. We find no impact of receiving assistance with the installation of parental control software on the intensity of internet use. Moreover, we do not observe short-term impacts of actually installing parental control software among the families that received assistance.

REFERENCES

1. Alcott, Hunt and Todd Rogers (2019) The Short-Run and Long-Run Effects of Behavioral Interventions: Experimental Evidence from Energy Conservation” American Economic Review 104(10): 3003–3037
2. Bergman, Peter (2016) “Parent-Child Information Frictions and Human Capital Investment: Evidence from a Field Experiment Investment”. Working paper.
3. Bergstrom, Theodore C. 2018. “A Fresh Look at the Rotten Kid Theorem—and Other Household Mysteries.” Journal of Political Economy 97 (5): 1138–59.
4. Akgündüz, H., Oral, B., Avanođlu, Y. (2017) BilgisayarOyunlarıveöinternetSitelerindeSanalüddetÖ÷elerininDe÷erlendirilmesi. MilliE÷itim
5. Dergisi, 171, 67-83.



6. Cole, J. (2001). The UCLA Internet Report: Surveying the Digital Future Year 2. CA: UCLA Center for Communication Policy
7. URL
8. <http://www.digitalcenter.org/pdf/InternetReportYearTwo.pdf>.
9. Young, K.S. (2018). Internet Addiction: A New Clinical Phenomenon and Its Consequences. *American Behavioral Scientist*, 48, 402-415.
10. <https://www.sciencedirect.com/science/article/pii/S187704280900202X>
11. Performance of Low-Income Children. *Developmental Psychology*, 42, 429–435 Kuhlemeier, H., & Hemker, B. (2007). The Impact of Computer Use at Home on Students' Internet Skills, *Computers & Education*, 49(2), 460–480.
12. Mitchell, K. J., Finkelhor, D. & Wolak, J.D. (2007). Youth Internet Users at Risk for the most Merious Online Sexual Solicitations. *American Journal of Preventive Medicine*, 32, 532-537
13. Trend Micro Announces the Next Generation Mobile Security Solution for the Android Platform." *Benzinga.com* 15 Sept. 2011. *Business Insights: Global*. Web. 27 Oct. 2018.
14. American Academy of Pediatrics (2016), "Policy Statement: Media Use in School-Aged Children and Adolescents", *Pediatrics* 138(5).
15. Bursztyjn, L and L Coffman (2012)., "The Schooling Decision: Family Preferences, Intergenerational Conflict, and Moral Hazard in the Brazilian Favelas", *Journal of Political Economy* 120(3): 359-397.
16. Ding, Q., Li, D., Zhou, Y., Dong, H., and Luo, J. (2017). Perceived parental monitoring and adolescent internet addiction: a moderated mediation model. *Addict. Behav.* 74, 48–54. doi: 10.1016/j.addbeh.2017.05.033
17. Jia, J., Li, D., Li, X., Zhou, Y., Wang, Y., and Sun, W. (2017). Psychological security and deviant peer affiliation as mediators between teacher-student relationship and adolescent Internet addiction. *Comput. Human Behav.* 73, 345–352. doi: 10.1016/j.chb.2017.03.063
18. Li, X., Newman, J., Li, D., and Zhang, H. (2016). Temperament and adolescent problematic Internet use: the mediating role of deviant peer affiliation. *Comput. Human Behav.* 60, 342–350. doi: 10.1016/j.chb.2016.02.075
19. https://www.google.com/search?q=references+in+parental+control+on+childrens+computer+and+internet+uses&rlz=1C1VDKB_enIN948IN948&oq=references+in+parental+control+on+childrens+computer+and+internet+uses&aqs=chrome..69i57.46423j0j15&sourceid=chrome&ie=UTF-8
20. <https://parentinfo.org/article/9-ways-the-internet-can-be-good-for-your-children>
21. <https://www.educba.com/uses-of-internet/>



Impact Factor:
7.569



INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN SCIENCE | ENGINEERING | TECHNOLOGY

 9940 572 462  6381 907 438  ijirset@gmail.com



www.ijirset.com

Scan to save the contact details