Introduction

Background
Nowadays, children in different family situations can basically have equal access to online educational resources due to the high development of technology. While richer and more equal educational resources children have access to, some new dilemmas they have to face to. Most previous studies found that excessive use of mobile electronic devices has a negative impact on children, and such negative effects are more pronounced for disadvantaged children.

Purpose
1. Analyze the reasons for the excessive use of mobile electronic devices by disadvantaged children.
2. Summarize the misunderstandings of disadvantaged families in mobile electronic device education and give useful educational strategies.

Objectives and Methods

Objectives
1. 3104 questionnaires
2. 39 interview texts

Methods
1. Questionnaire: (Parents' perceptions of children's use of mobile electronic devices questionnaire)
2. Interview: (Outline of a parent interview on the impact of mobile electronic devices on children)

Quantitative analysis of family impact factors

Low-SES parents scored 13.48 for parental positive interventions in children's use of mobile electronic devices, compared to 14.96 for high-SES parents (t(1304) = 10.250, p < 0.001). Low-SES parents scored 4.25 and high-SES parents scored 4.10 for parental negative intervention on the use of mobile electronic devices (t(430) = 0.697, p = 0.488).

The mediating role of parental positive intervention strategies

Parental positive intervention explained 4.8% of variance of use of mobile electronic devices. (F(1, 1303) = 0.005) The force parental positive interventions predict the use of mobile electronic devices. (β = 22, p > 0.05). Fewer parental positive interventions fully mediated the relationship between Lower SES parents and higher level of children's use of mobile electronic devices.

The mediating role of parental negative intervention strategies

Parental negative intervention explained 8.9% of variance of use of mobile electronic devices. (F(1, 1302) = 0.004) The force parental negative intervention predicted the low use of mobile electronic devices. (β = -29, p < 0.001) The direct relationship between SES and parental negative intervention was found significant (β = -0.14, p < 0.05). Fewer parental negative interventions partially mediated the relationship between higher SES parents and lower level of children's use of mobile electronic devices.

Qualitative analysis of parental perceptions and behaviors

Differences in perceptions of parents in different SES

Parental perceptions of children's use of mobile electronic devices

Results

Objectives

1. 3104 questionnaires
2. 39 interview texts

Methods

1. Questionnaire: (Parents' perceptions of children's use of mobile electronic devices questionnaire)
2. Interview: (Outline of a parent interview on the impact of mobile electronic devices on children)

Differences in educational strategies of parents in different SES

1. Parents in high-SES are more likely to encourage strict self-control over their own mobile electronic devices use, for example, controlling themselves to not use mobile phones in front of children. (The score is to go to my room to play for a while after he goes to bed.) Children in high-SES are more likely to discourage or communicate with their parents when they use mobile electronic devices in order to request their parents' comments, while children in low-SES are more likely to be accustomed to it and ignore such situations or have extreme negative emotional reactions.

2. Interview: In interviews with parents in low-SES, nearly half of the families mentioned directive rules, i.e. that the child’s head must always be turned towards the parent when using mobile phones (It’s plays all the time, even I makes the rules, he doesn’t listen”). However, the majority of parents in high-SES reported that the children were able to follow the rules out (“He is required to play for 20 minutes and will turn off his phone when the time runs out.”)

Conclusions and Strategies

Conclusions

1. The high SES family and problems of overuse behavior.
2. The high SES family and problems of overuse behavior.
3. The high SES family and problems of overuse behavior.
4. The high SES family and problems of overuse behavior.

Strategies

1. Improve the quality of parent-child interaction in low-SES family and reduce parental overuse behavior.
2. Schools should strengthen their sensitivity to digital products and provide good guidance.
3. Improve the grading system for electronic programs and universal access to the system for children.

Correctly grasp the direction of public opinion and atmosphere positive propaganda guidance.