

The impact of different family socio-economic classes on the use of Internet learning by adolescence in two regions, Europe and China

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Abstract. Society is evolving rapidly, families from different socio-economic backgrounds also influence the learning of adolescence, to the extent that access to a proper education as well as access to better learning opportunities is another way of proving the socio-economic status (SES) of the family. Similarly, the spread of electronic information technology is something that every adolescence is exposed to, and the role that electronic technology plays in family learning has received more attention from society, with different family socio-economic status having a clear impact on the networks that adolescence use for learning. Another manifestation of the family life environment is the socio-economic situation of the family. It will depend on the material conditions of the family can reach a different manifestation and family-led activities available to parents to help support their adolescence. In other words, the socio-economic status of the family will affect the learning and academic performance of adolescents in different families. How families from diverse socio-economic status influence the internet used by adolescence for learning will be the topic of this study. The Internet does not necessarily reflect effective in helping adolescence to learn, but it can also distract them from their studies. Parents from different socioeconomic backgrounds, each with different levels of education, different educational habits, and different experience with emerging technologies, influence the impact of adolescents' use of the Internet for help. During the COVID-19 pandemic, the impact of families across all classes on young people's learning was, and still is in some regions, also critical to their academic success.

Keyword: Academic performance; socio-economic status; Internet; COVID-19.

1. Introduction

With the rapid development of society, the turnover of electronic information technology, and the prevalence of the Internet, today's teenagers are devoted consumers of digital media (Camerini et al., 2018; Waller et al., 2016). Relatively more traditional forms of electronic media, such as television and radio, are still popular with the masses, but there is a growing shift toward new forms of media, including the Internet, for teens to access. The involvement in education of parents from different social classes can influence children's engagement with learning (Gazeley 2012). Around the world, regardless of whether it is a rich or poor country, the use of the Internet is an integral part of the development that accompanies adolescence (Waller et al. 2016; Kirkorian et al. 2008; Camerini et al. 2018). Parents readily acknowledge that they should set some limits on how their children use the Internet, whether they utilize mobile devices or access the online environment using their home computers. However, in-depth and observational studies of family life suggest that parents may be less restrictive about media use than they are prepared to admit (Clark 2013). As people live their lives, there is a growing awareness of the critical role that new digital information and electronic communication technologies (ICTs) play in the lives of adolescents and their ubiquitous presence in the contemporary family. In addition, ICTs have been increasingly used in schools between teaching and student learning (Hollingworth et al., 2011), and this has been especially true during the covid-19 pandemic (Knopik et al., 2021).

However, new forms of media, including the Internet, have more negative implications regarding screen media often being blamed for underachieving adolescents, taking away more of their learning time or cognitive development from engaging in offline activities (Carrier et al. 2015; Chen & Yan 2016). Similarly, parents from lower-class families also lack guidance and supervision on how to use the Internet or online learning appropriately (Gazeley 2012). Families from higher social classes have

a strong orientation towards their children's use of the Internet, while parents with higher education have a better understanding of how to utilize the Internet appropriately (Chen & Liu 2021).

Given this evidence, parents from families of different socioeconomic status and class uniquely influence adolescents' use of the Internet for learning, and parents from poor or average families are more likely to be negatively influenced by the media and at higher risk of being influenced (Li et al., 2016;). The question is how inequalities in socioeconomic status tend to lead to adverse as well as positive effects of digital media on adolescence cognitive development and academic performance. In the age of the Internet, friends can keep in closer and more direct contact than ever before by listing each other's friends and learning about each other's movements through their Facebook pages. This is a real advantage for adolescence, who have a tendency to live in the moment and want to connect immediately with their peers and get their feedback. Social networking sites have provided them with the opportunity to expand their networks beyond the approval of their parents. They have been in a position to build an intimate, trusting relationship that would have been difficult to cultivate in their physical surroundings and under the almost uninterrupted supervision of their families (Clark 2013). It is easy to see that it is actually the supervision and education of the adolescence by more advantaged parents that improve their lives at all levels of the family.

This paper will discuss and stimulate debate on the various effects of family socioeconomic status and class on the use of online learning by adolescents in two different regions of the world, Europe and China. The main research question sought being addressed is whether adolescence access to, and ability to utilize, the Internet for learning differs according to social class? The second point is whether the ability of parents to support adolescence learning differs by social class? Finally, is the Internet indispensable for young people's learning at the present time, both for teaching and for self-learning? The research is organized around these three questions.

2. Literature Review

All over the world there are different social classes, which have a distinct impact on the learning of adolescence. The following discussion focuses on the various aspects of internet use by adolescence of different social classes in Europe and China.

Each individual's SES is usually defined as an indicator of one's economic and status, most commonly demonstrated by one's occupation, education, and income (Ye 2018). Considerable emphasis has been given to involving parents in the learning of adolescence, and there is a strong correlation between parental educational attainment and student achievement (Gazeley 2012). Students' learning outside of the school environment is influenced by social influences and by different socioeconomic backgrounds, with parental education levels more related to parental socioeconomic status. However, adolescents from economically disadvantaged families spent more time at home and participated in different educational activities (Ye 2018). During 1949, when the People's Republic of China was founded, the SES of the Chinese people was re-established nationwide. With the socialist transformation that took place and the establishment of a socialist state economy, socio-economic inequalities were narrowed in such an economic context (Ye 2018).

In educational research, social class has been explored primarily on the basis of SES or "a person's current social and economic situation" (Rubin et al. 2014, 196), and research has often focused on low SES students and families. SES students and families. This focus on SES students is particularly important because of which it reveals inequalities in access to education and in supporting efforts to close the various opportunity gaps between middle class and economically disadvantaged students in society (Hunt & Seiver 2018). The negative impact of Internet uses on learning for adolescence from lower socioeconomic status and class families. Adolescence from higher socioeconomic status and class families are relatively more likely to succeed academically and academically.

Policymakers in both developed and developing countries have tested various ways of using ICT to innovate and improve the performance of under-performing students. The Chinese government has

developed plans to increase investment in ICT in education, with a particular focus on remote rural areas (Bai et al., 2016).

For a country with a large population like China, the negative impact of Internet use on learning is experienced by adolescents from lower socioeconomic class families. Adolescents from higher socioeconomic status families are more likely to succeed academically, while those from lower socioeconomic status families are more likely to have problems with academic performance and future achievement (Li et al., 2020). According to relevant research studies, in which it was found that families with higher socioeconomic status would use the Internet more in teaching or learning information acquisition, and make greater use of the Internet to effectively acquire learning and work-related resources, however, compared to family groups with lower socioeconomic status, mainly use the Internet for applications such as online chatting and online games more, and more mainly lack the motivation to find relevant educational have The main motivation for finding valuable information (Van Dijk, 2012). If adolescence from different SES have the same access to the Internet, but those from lower SES tend to make friends and play games on the Internet, due to the lack of learning-related activities in their daily lives, such as learning-related information search and problem-solving solutions for difficulties encountered in educational subjects, it is conceivable that the Internet is likely to widen the educational gap between socioeconomic classes (Chen & Liu, 2020).

Pictures, animation, film images and game in online media are more appealing to adolescence (Chen & Liu 2021). However, the stimulation of games and graphics for long periods of time not only takes up the time needed for intellectual development and learning, but also affects the cognitive development of these adolescents, decreasing their ability to read and understand texts and their interest in learning, which leads to poor academic performance. It is clear that the use of the Internet does not fully serve as an opportunity for adolescents from lower socioeconomic status to learn and acquire new skills. Thus, the Internet has a greater impact on adolescents from lower socioeconomic status and does not provide the same opportunities to use the Internet as a learning aid and to acquire new knowledge and skills as adolescents from better socioeconomic status. Conversely, this is likely to take up more of the time needed to study, leading to a decline in their academic performance (Zhang & Huang 2018).

It is shown through some studies that the development and use of the Internet can help provide some learning opportunities for adolescence. But more access to digital media devices does not ensure that adolescence will be able to translate these well into academic interest and academic help. In understanding and investigating several studies for several European countries, Mascheroni & Ólafsson (2016) found that "smart phone use, was associated with a continuous increase in both social network use and recreational activity use, but more internet use was not associated with homework". These are examples of research findings about how the use of social media can reduce the amount of time adolescence needs to study and interfere with adolescent sleep. Furthermore, studies on media multitasking in learning have shown that whenever adolescence use the Internet or use social networking and instant messaging for homework or in the classroom, there is a short-term negative impact on academic performance (Chen & Yan 2016). And results in Camerini et al (2018) research study presented that for adolescents who relied more on with relying on the Internet for online communication and entertainment more often exhibited lower academic performance. Thus, it can be seen that engaging in more recreational online activities not only hinders the academic outcomes of adolescents, but also reduces their academic performance as a form of academic success (Carrier et al., 2015). Numerous studies have shown that adolescence use of the Internet can have a negative impact on adolescence learning.

For today's society, it is very common for teenagers to own or have access to smart phones on a regular basis, and this phenomenon also promotes teenagers' participation in various online tools and platforms, including social media. At the time of 2018, according to survey results, about half (51%) of adolescents in the United States use Facebook, while other data show that more adolescents use Instagram (72%), Snapchat (69%) or are using YouTube (85%), more of these electronic media platforms or apps The data show that more teens are using Instagram (72%), Snapchat (69%) or

YouTube (85%), and are using more of these electronic media platforms or apps. Similarly, the use of the Internet has a variety of effects on adolescents' learning. The oppressive use of social media forms indirectly leads to physical and mental health problems in adolescents, and in previous studies, it was found that the number of social media or social networking sites used by adolescents between the ages of 13 and 24 showed a significant correlation with depression and anxiety (Barry et al., 2017). The use of Internet-related social media, game for entertainment or other recreational pastimes can have more negative effects on adolescents' academic and physical and mental health.

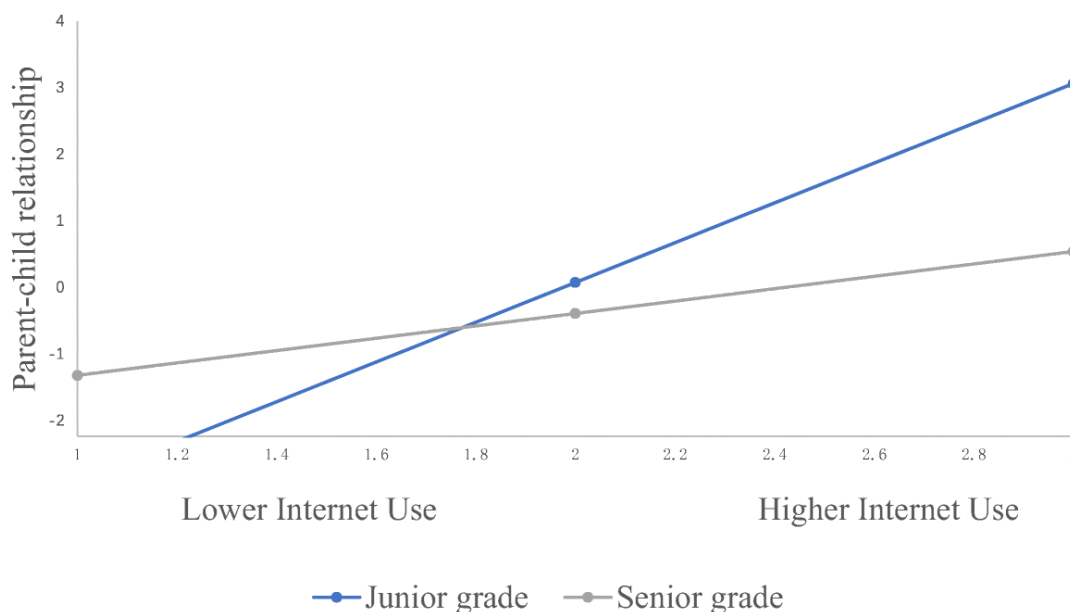
There are more or less positive and negative influences on the use of the Internet. Adolescence are more likely to be exposed to harmful or harmful content or material through Internet use, which affects their physical and mental development and cognitive development (Hope 2006, p. 313). Such material includes not only pornographic or violent images on the Internet, but also more serious drug and alcohol propaganda, and other information pushes. Such harmful information often flows through the Internet, and the pernicious results of these unhealthy behaviors are rarely noticed.

Bullying and bullying are often noticed in schools, and the same bullying is just as present on the internet, for those who do some verbal harm on the internet. Due to online persecution such as internet culture, victims are more likely to manifest quite a lot of negative psychological symptoms for individuals including depression, social anxiety, lack of self-confidence and self-esteem, and even suicidal ideation in severe cases (Tennakoon et al., 2018), as found in some studies about victims' experiences, and different short-term and long-term outcomes for victims. Short-term outcomes contain personal psychological difficulties and the desire to quit school for the most part. While in the long-term outcomes are shown through some of the sadder outcomes, regarding the odds of murder and suicide revealed (Kofoed & Staksrud 2019). Online verbal violence poses extremely profound psychological problems for adolescence students. Mental health encompasses a wide range of psychological symptoms, of feelings, emotions, thinking, awareness, and behaviour to habits, relationships, eating, and sleeping, and reflects psychosomatic symptoms in 10 ways using 10 factors. These manifestations are very harmful and risk for adolescence, but the incidence of bullying is not decreasing and is not being processed in a good way.

3. Role of parents in supporting online learning

Parents are a crucial part in guiding adolescence, first of all in their development, when they do not yet have a good grasp of the correct perception of things, do not understand what is right or wrong, and are prone to make mistakes, as well as in their eagerness to learn new things, when parents need to play an important role to help adolescence develop a clear way of Parents have an important role to play in helping their teenagers develop a clear approach. Parents' socioeconomic class determines the extent to which they can be involved, as socioeconomic class determines the role that parents play in the lives of adolescence (Barg 2013). Parents from lower SES families tend to spend less time with their adolescents and, due to their limited education, are most likely to use negative parenting styles such as indifference or punishment (Zhang et al., 2017). Growing up in such a family environment, adolescence sense of family values, belonging, and achievement is not fulfilled in the family, so they are more likely to use the Internet to make friends online to gain satisfaction from the Internet. Owing to the complexity of the relationship between SES and adolescence, the in-person relationship between parents and adolescence can be characterized as a "bridge" between them, through which they are connected. Family SES reflects the resources that parents can provide to their adolescents, and parents from lower SES families will face more financial stress and emotional problems, which may lead to unfriendly parenting strategies that bring messages to adolescence and eventually lead to poor in-person relationships (Chen et al., 2018). However, in the restricted empirical studies, there is inconsistency regarding the display of these results. Poor relationships may contribute to the loss of favorable psychological construction in adolescence, and such an environment can have an effect on cognitive development..

There is a range of negative outcomes between poverty and lower SES, which include unsound IQ, access to education and good achievement, and increased emotional problems regarding social Parental education concerns are a key indicator of SES, and parents who are not better educated may not have sufficient capacity to help their adolescence provide good academic support, which is likely to result in adolescence' academic difficulties building up over time. Parents' poor work occupational status is generally characterized by physically demanding work, workplace hours, lower wages, and unstable job opportunities. These factors may force parents to spend more time and energy that could be used to fund and help adolescence learn (Chen et al., 2018). From these, it is clear that parents in families with lower SES are most likely to lack the time and energy to help their adolescence in their studies and in life that require parental guidance and direction. It is not difficult to imagine that in the group of families with lower levels of future orientation, the more socioeconomic difficulties the family has, the more Internet use behaviors of a recreational nature that individuals use, which very well demonstrates the negative impact on their academic performance. The results are presented in Figure 1 below show that adolescence' perception of the role of the Internet in their family's socioeconomic status and parent-child relationships decreases with the age of the adolescence. Family SES can be related to parent-child relationships not only directly but also indirectly through the mediating role of adolescence internet use. Higher SES is associated with more frequent internet use by adolescence, and families with SES have access to more online resources, such as computers, iPads, smart phones, etc. In addition, parents with higher SES are more likely to be involved in and guide their teenagers online. Most parents in higher SES families are well educated, have extensive online skills, are aware of the positive and negative aspects of the Internet, and are conscious of teaching their children to use the Internet while avoiding online risks (Rouchun et al., 2021).



Note : The junior grade represents the third grade, the senior grade represents the sixth grades

Figure 1. Grade plays a moderating role in the relationship between children Internet use and parent-child relationship (Rouchun et al., 2021)

Adolescence from lower SES families behave in this way, spending less time on Internet use, partly because their parents may not have much experience with Internet use themselves, and it is likely that parents do not understand the Internet as well as adolescents do, and it is difficult for parents to engage in Internet use interactions (Camerini et al., 2018). Parents of lower social status may be more susceptible to over-interpretation of negative media reports about the impact of Internet use on adolescence. Owing to their low education and lack of experience with the Internet, they may not even be aware of how to effectively communicate information about the Internet with their

adolescence, and may even prohibit their adolescents from accessing the Internet at certain times. Parents of lower SES are more apt to perceive the Internet as harmful and may even use strong-arm controls to restrict their adolescents' use of the Internet, exacerbating parent-adolescent conflict (Rouchun et al., 2021). Figure 1 also shows that parents are spending less time with their adolescents to use the Internet together, which actually means that parents have less time to focus attention on accompanying and guiding their adolescence to use the Internet properly.

4. The impact of Covid-19 on adolescence learning

The differential impact of the COVID-19 on each household's economy, as investigated by differences in SES. The Chinese region was also hit from the epidemic and faced a variety of recessions and productivity declines in the first two quarters of the year. COVID-19 shock for households stem more from the household's source of income, type of the industry, community resilience, and relevant policies to implement and identify. It is clear that low SES households tend to be more inclined to income from government assistance and dependence on crops, compared to high SES households that focus more on business and employment as sources of household income generation. As a result of COVID-19, poor households are less resilient and more likely to have recourse into poverty, while for high SES households such a situation does not break them (Ur Rahman et al., 2021).

Since 2020, and the start of the covid-19 pandemic, one of the most visible features was the closure of schools around the world to reduce the spread of the virus, with most countries imposing restrictions on school operations and shifting the educational process to the internet and the home (Knopik et al., 2021). In the context of the epidemic, schools opted for distance learning to help students finish their studies. Dropping out of school for months at home can hinder students' learning and development and is of serious concern for young people from disadvantaged backgrounds, whose average performance is already lower than that of their wealthier peers (Andrew et al., 2020). This form of education poses significant challenges for teachers, students and parents, with schools and families lacking previously developed and tested guidelines and good practice in communicating the current curriculum (Knopik et al., 2021).

If full suspension is implemented for a prolonged period of time, A large proportion of adolescence from low socioeconomic backgrounds may be at a persistent disadvantage due to a number of barriers or impediments: prolonged disengagement from education, increased psychosocial challenges (Drane et al, 2021 ; González & Bonal, 2021).

The ways in which each country's education system has responded to the global pandemic of this virus have helped and motivated this review, particularly how this massive school closure, and listening to classes, affects these adolescence (Drane et al., 2021).

In response to the closure of campuses, most countries have adopted a shift in the mode of teaching and learning to continue as a way of ensuring continuity in what learners are learning, but this sudden adjustment also reveals a growing concern about the emotional and social impact of how learners from socioeconomically disadvantaged backgrounds receive the education they deserve in such learning (Drane et al., 2021).

In daily life, people live, study, work, and play in these ways to get through and social and economic conditions are about to health and education are social determinants (Reay 2017). Vulnerability would be the interconnectedness of people within this broader system of social vulnerability. A simple example of social vulnerability is the resilience that a community can demonstrate in the face of external pressure (Drane et al., 2021). An important factor contributing to social vulnerability is social stratification, with students from materially affluent backgrounds tending to attend high-fee schools (Perry & McConney 2013). Conversely, low-fee schools often have fewer resources and student populations may face varying degrees of fiscal vulnerability and low or limited household income (Perry 2018). The closure of schools for drives is learning to be more dependent on practices implemented at home, which may amplify the impact of differences in learning outcomes.

Consistent with this view, some research suggests that adolescence of different socioeconomic classes tend to widen the achievement gap during school vacations - a phenomenon known as "summer learning loss" - and it is clear that during this period, adolescents' learning ability tends to decline significantly, especially for those in working class families. When these youth leave school, those from upper-middle class backgrounds may continue to develop academic skills that are different from those of the working-class, but they may stagnate or even regress due to family or other factors. Thus, repeated school closures are very likely to have a profound impact on the achievement gap between different classes of youth (Goudeau et al., 2021).

It is especially important to focus on the specific needs of contexts with material and resource disadvantaged societies. A combination of factors such as neighborhood congestion, poor health, social security, and unemployment can have a very pronounced impact on adolescents with low SES (Pinoncelly 2016). Adolescents located in lower socioeconomic areas experience barriers to accessing academic programs, learning resources, and high-quality educational approaches that support high academic expectations (Vernon et al., 2019). Lower socioeconomic areas have historically had relatively low educational achievement and completion rates, which has led to fewer students entering university, which has translated into higher youth unemployment, including in the UK and also can be found in other countries in the world (Reay 2016). School closures have taken most teens away from their experience of the campus environment for more than a semester -- about 40 percent of the normal school year. Numerous studies have demonstrated that loss of instructional time—the amount of instructional time provided by teachers to culminate in a course—can lead to significant learning losses (Andrew et al., 2020). Inequalities in lost school time and other course in student learning outcomes ultimately depend on how home-based learning is properly implemented between schools and families.

The survey results of middle school students show different patterns. For them, before the blockade, there was a more obvious link between income and the time spent in classroom and non-classroom learning activities. This link may be because some parents knew or paid attention to the extra-curricular activities outside the campus after class in UKTUS (British time use survey). And teenagers from wealthier families are more likely to participate in such activities.

The reduction of classroom time and the time for receiving teaching are more critical than the increase of non-classroom learning time. The reduction of learning time accumulated bit by bit will eventually result in the reduction of total learning time. However, these changes, especially the time spent in the classroom, are the same for adolescence from rich and poor families (Andrew et al., 2020).

The UK is a country with advanced higher education, a socio-economic smoother society and a population base that is not as large as China's population base, which facilitates and helps young people learn with their families, whereas in China the poverty gap is too wide and parents have very different levels of access to education, requiring more consideration.

5. Conclusions

Based on the research of the different authors mentioned above it is clear from this that, regardless of whether people live in China or Europe, it is essential that society will have different socio-economic status, with rich families and ordinary families, but that in all families, young people's learning is an integral part. Wealthy families are more likely to be able to provide electronic support that young people need for their studies, while ordinary families are less likely to be able to provide for their young people in material terms. Parents' understanding of the impact of technology on their teenagers' learning varies considerably depending on their socio-economic status. Parents can play a major role in helping their teenagers to develop a proper orientation towards using the internet for learning outside of school hours. Regardless of the socio-economic status of the family, the emergence of the internet can have both positive and negative effects and it is important that families and young people address all aspects of the internet to help young people find academic materials

and online courses more quickly and efficiently, and to reduce the negative internet habits of young people.

Socio-economic status is more reflective of families meeting the necessities needed in adolescent learning, and the differences reflected in the importance of socio-economics are higher in China than in the European region and have a greater impact.

COVID-19 is a challenge for every family, as school closures make it necessary for young people to study at home, and the socio-economic status of the family can affect whether young people receive the necessary IT support for their studies, as well as being problematic for their physical and mental health and academic performance. While this is relatively easy for better-off families, families of lower socio-economic status face serious challenges in terms of material support for students and psychological support for parents. It can be reached from the study that families of different socio-economic status can be affected very differently by external factors. Families in the better socio-economic classes are less affected by uncontrollable factors, while average or poorer families may find it difficult to provide the necessities that young people need to learn, reducing access to learning.

Learning can be affected by a variety of issues, and it is important to form good study habits among students, families and young people in order to help them use the internet more correctly.

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