

Internet Users Expectations versus Reality: A Comparative Study of South Korean and Pakistani Children

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ABSTRACT

The basic aim of this study was to analyze the difference between expectations versus the reality of experiences of Pakistani and South Korean internet users. The population of this study comprises children from Pakistan and South Korea. The convenient sampling method was used for the selection of a sample from both countries; 200 were selected from both countries. Furthermore, respondents were accessed through social media like WhatsApp, LinkedIn, and Facebook. Results indicate a huge difference between what we expect from the Internet and what we experience in terms of reality. Pakistani children have different expectations from the internet and face different realities in terms of positive and negative experiences. While South Korean children also do have different expectations and different positive and negative experiences with the internet. It was explored that most of the children used the internet just for the sake of using their spare time without any motivation. The difference is present in terms of country versus expectations and expectations versus positive and negative experiences. Results explain that while using the internet children are exposed to bullying, online harassment, and exposure to pornography as well.

Keywords: Expectations, Positive experience, Negative experience, Harassment, Pornography, Sports, South Korea, Pakistan.

Introduction

In this contemporary world where we think, we breathe, we believe and what we eat is all about what the internet says. So, in recent years usage of the internet due to the arrival of social media has increased tremendously across the globe including in Pakistan and South Korea. The internet has become one of the most important media in children's life. Children believe and expect a lot from the internet and think and believe that the internet is the true source of happiness, entertainment, and education. They expect that the world of the internet is the real world and use the internet as their lifeline. The Internet has become one of the major entertainment media around the globe and children's consumption of online media has become one of the major topics of research inviting global attention. The internet has made our life very easy by providing us with different types of information as well as it has resulted in many issues and problems in

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the lives of people; especially children have been greatly affected by internet usage and use the internet for educational (Roos and Kazemi 2021) and entertainment purposes(Shah *et al.*, 2021). The usage of the internet has increased manifolds across the globe as well as in Pakistan. The rise of the internet is also a cause of great concern for parents due to its negative impact. The segment of society which is highly vulnerable to the internet is children who are unaware of the hazards of internet usage. The rise of the Internet has been accompanied by worries regarding its impact on the health and well-being of children and adolescents and its direct effect on mental health children think more virtually and less practically (Solomons 2020).

Digital Landscape of Pakistan

Children in developing countries like Pakistan use social media for education, entertainment and for social interaction and many other activities (Salman *et al.* 2014). In Pakistan during and after Covid there is a shift in learning modules from traditional to online (Shah *et al.*, 2022). Digital landscape change and also change the way of thinking among children in developing countries (Salman *et al.* 2017). According to World Bank (2021), Pakistan's total population is around 220.9 million and from this population, more than 50 per cent population consists of youth. There are 82.90 million internet users in Pakistan which comprise 37 percentage of the population of the country and 82.2 per cent population of the country have cellular mobile connections. It is worth mentioning that internet users in Pakistan have increased by 22 million between the years 2021 and 2022. There are almost 71.70 million consumers of the internet in the country and its revolutionised every sector (Rahi *et al.*, 2021). Pakistan is a country where a great proportion of the population comprises children and youth. So, they are more vulnerable and are more likely to be influenced by the internet usage as well.

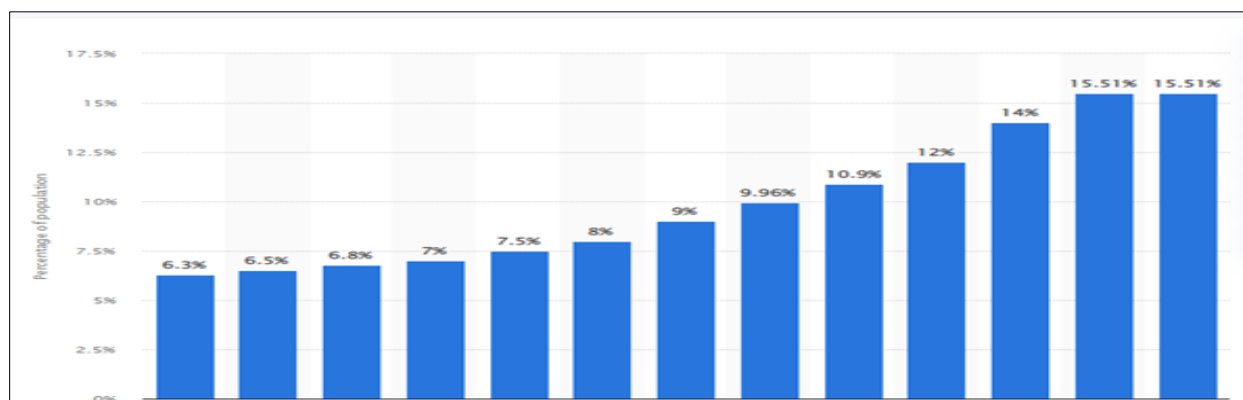
Table 1: *Usage of Social Networking Sites (social media) among Pakistanis*

| Social Networking Sites | Percentage |
|--------------------------------|-------------------|
| Facebook | 73.41% |
| Twitter | 22.98% |
| Pinterest | 0.61% |
| YouTube | 1.64% |
| Instagram | 1.23% |
| Reddit | 0.07% |

Statcounter, 2022

According to the above table, Facebook is mostly used social networking site among Pakistanis in comparison with other social media networking sites.

Figure 1: *Internet penetration rate in Pakistan*



Source(Statista,2022)

Digital Landscape of South Korea

Internet usage increases day by day in every sector (Rashid, Ashraf, and Ali 2020) due to national high-speed infrastructure South Korea has emerged on the globe as “the internet country” where the internet is readily accessible with higher speed. There exist 50.29 million internet users in South Korea by January 2022. The internet penetration rate in the Republic of South Korea is 98 percentage which accounts for higher internet usage in the country. Furthermore, the country is equipped with a higher internet speed as well. It has been further found that internet usage among Korean children has significantly increased during the last decade of 2021-2022 (Kim, Lee, and Nam 2021).

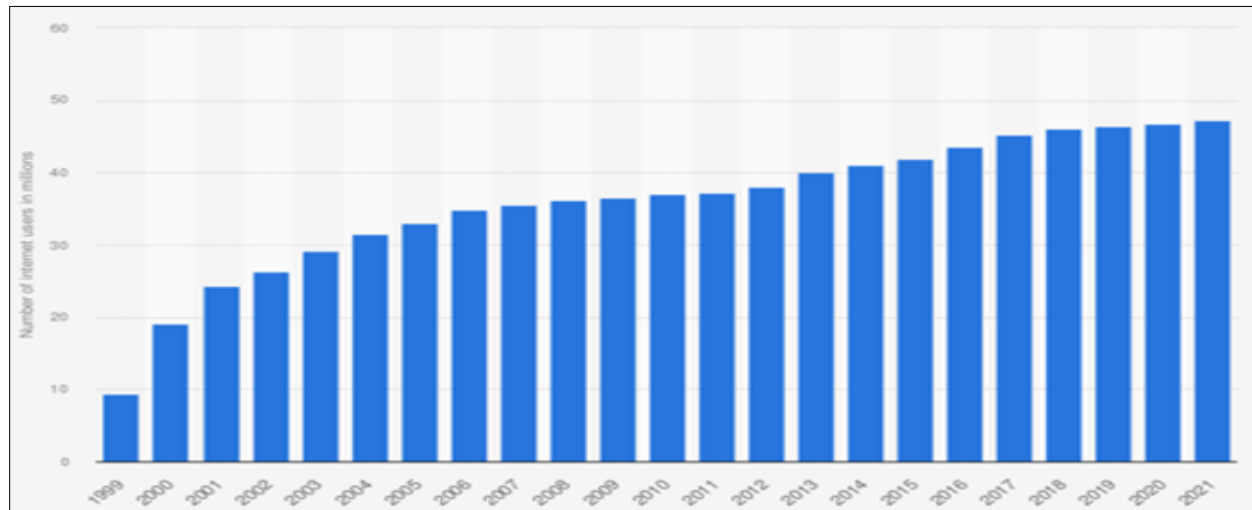
Table 2 *Usage of Social Networking Sites among South Koreans*

| Social networking sites | Percentage |
|--------------------------------|-------------------|
| Facebook | 26.92% |
| Twitter | 27.28% |
| Pinterest | 4.3% |
| YouTube | 38.17% |
| Instagram | 1.91% |
| Reddit | 0.71% |

Statcounter, 2022

According to the above-mentioned table, the social media which has the highest penetration among the Korean population is YouTube followed by Twitter and Facebook.

Figure 2: *Number of internet users in South Korea from 1999 to 2021 (in millions)*



Source (Statista,2022)

Research Gap

A variety of research studies are available on internet usage and its impacts on adolescents. As per (Park, Kang, and Kim 2014) there are many studies regarding internet usage and its effect on many sectors but there is a gap between internet user expectations and the reality of its consumption. Many factors are also involved in social media and the internet. There are certain variables like decision-making, self-awareness and self-control which are also influenced, at present days, by the usage of the internet. Furthermore, it has also been found that children’s mental and physical health is also impacted by internet usage (Chen,

Yang, and Nie 2021). It is significant to note what our children expect from mass media and what they find when they have exposure to the internet in the real life. So, this study is an attempt to explore the effects of the internet on children from Pakistan and South Korea both about internet user expectation versus reality.

Statement of the Problem

Many research studies have been conducted on children, social media, internet usage and its positive and negative effect on children's life. However, research is scarce in terms of comparative analysis among children of different countries having different backgrounds, different upbringings and different family and social ups from an academic perspective. Different data Monitoring companies gather data about online media consumption and its effects on boys and girls of different age groups, but their findings are not present in the academic world. These companies use data for marketing purposes.

The basic aim of this research is to analyze the expectations of using the internet and the positive and negative experiences of Pakistani and South Korean children. We want to investigate Pakistani and South Korean children's expectations and their positive and negative experiences of using the internet. We are interested to find out the type of gratification they obtain from the internet and social media having different backgrounds, different family setups and cultural values. So, this will give a blend of opinions of different responses, and we can paint a better image of children's expectations and what they got from using the Internet. Finally, we will investigate how children are affected by the negative side of the internet.

Significance of the Study

The study is expected to the usage of the internet among the children of two different countries of Asia. The study is significant as

1. It will provide a comparative analysis of internet usage among the children of Pakistan and Korea-two different nations in Asia.
2. In light of this study, the patterns of internet usage among children will be explored.
3. This study will provide insight into how children are impacted by internet usage.
4. The study is expected to be a guideline document for policymakers for formulating policies related to the internet.

The objectives of the Study

1. To find out the expectations of the internet and social media usage among the children of South Korea and Pakistan.
2. To know about South Korean and Pakistani children's positive and negative experiences with the internet and social media.

Research Questions

RQ1. Are Pakistani children's expectations from the internet different from South Korean Children's expectations?

RQ2. Do Pakistani and South Korean children have some positive experiences with the internet?

RQ3. Do Pakistani and South Korean children have the same negative experience with internet usage?

Literature Review

Expectations Versus Reality: Children's Positive Experience with the Internet

Media not only impact connectivity, and education (Shah, Riaz, and Mukhtar 2019) but also influence our daily activities including adults' and children's creative thinking and physical health (Lee and Stapinski 2012). The main usage of the internet among children includes online education, online gaming, and social networking include among one the most important attractions of the internet. However, there is a lack of consensus on the positive and negative aspects of the internet.(Sertbaş et al. 2020) are of the view that in every society audiences have the power to select specific media for specific purposes children are considered the most active audience of social media and they spend more time on social media than adults, so they need special attention. Most children get health and safety-related information from social media(Almoddahi *et al.* 2022). There are many studies on the uses of different media and gratification obtained from media on basis of the uses and gratification approach, but few studies focus on children's positive and negative experience of the internet and their expectations of social media consumption. According to (Rashid, & Shah, 2019) children use social media for entertainment to pass time and few use social media for relaxation and most children use social media for social interaction. Consuming social media for knowledge and information about different happening and events and entertainment purposes is equally important for children. Mostly Children are busy with studies and use the internet for relaxation as per(Zhu *et al.* 2021) most studies present findings about children's social media usage and demonstrated that most children use the Internet for playing games. A few studies also describe that in today's world in most societies Children are active users of the internet and to some extent, the internet has a positive effect on health. Adults spend less time on the internet than teenagers. Teenagers are involved in many online activities for social interaction and chatting etc. The Internet becomes one of the most important media in the lives of South Korean children. South Koreans use the internet for social interaction for sharing ideas and for communication. According to (Shah *et al.* 2019) most children use media for passing time and for entertainment purposes and also for learning activities. It is worth mentioning that every society and its cultural and social values are different from each other due to which every society has different effects and every medium performs differently in every society. Children are the most important part of every society, so they choose media differently in every society. According to (Deonisius *et al.*, 2019) there is a positive connection between digital literacy and social media consumption. Children of different age groups have different interest areas and have different motives for using media. Children interests, likes, and dislikes change with passage of time. The children having age group 8 to 9 years old have different interest and different motives of using media and children age group of 10 to 12 years old have different motives. Mostly little children use media for Cartoon and for online games etc. But with the passage of time their motives turn towards attraction and satisfaction and use social networking sites for chatting to meet different people make friend on social networking sites and high school going children use internet for studies and usage graph increases day by day. Children's motives for using media mainly depends on age and family settings and children have different background use social media differently and gratify their needs. It has also been explored those boys and girl have different areas of interest when it comes to media and internet usage. Based on uses and gratification Paradigm children use social media to gratify their needs. (Rosengren 1974) have stated that mostly children are active users of social networking sites and use these sites for communication, social interaction. (Jones and Glynn 2019) also interested in brand due to social media usage and many other children use internet for chatting and others use internet for games. (Kaess 2020) stated that media usage during covid not only affect children dependency on social media but also affect connectivity in positive way they want to share information how to learn new things on different networking site.

Gunter *et al.*, (1991) suggest that Children have different mindsets and media present life dramatically, so children believe media present a real image of life. According to Livingstone *et al.*, (1999) Teenagers use the Internet for sports, movies and games.

A study also found that children's experience with the internet also depends on their gender and age (Rajani, & Chandio, 2004).

Expectations Versus Reality: Children's Negative Experience with the Internet

According to (Baloğlu *et al.*, 2018) there are many risks for Children of different age groups in using the internet. (Park *et al.* 2014)revealed that there are three main risks attached to social media consumption. The first and most clear one is the nature of the content, on traditional media, there is some restriction on the distribution and availability of content but on social media, every type of violent and sexual content is available freely for everyone and this is an alarming situation for Children. Secondly, children easily trust anybody, so they face many types of harassment due to social interactions with different people having different backgrounds so which damages children's physical and mental health. Thirdly, school and college-going children have immature minds, so they are easily available to anyone and share their personal information on many social networking sites people easily access their data due to this child harassed offline which effect their family bodings and personal relations.

According to (Wartberg and Kammerl 2020)violent content available on social media damage children's mental growth and produce many types of fear among children.

It has already been found that most teenagers use social networking sites for social interaction and making new friends and show interest in sexual content available on the Internet. There are many research studies available on gender and their interest in the Internet. (Wong *et al.* 2020) revealed that boys are more interested in games on the internet than girls and this lead to a negative impact on mental and physical health(Wong *et al.* 2020). (Elhai, *et al.*, 2021) suggest that most girls have limited exposure to violence and porn, and hence, they are more vulnerable to being influenced by the content of that type mostly they use social media for connectivity, and it also leads to distancing from the physical environment and is more dependent on the virtual world.

One of the hazards of the internet is gaming addiction which has resulted to influence internet users in many ways. As Korea is equipped with high-speed internet so gaming has become an attraction for adults as well, and they waste plenty of time playing online games. They consume most of the time (68.3%) playing games on weekdays and weekends as well. The abundant availability of smartphones, laptops, personal computers, and tablets augmented by fast internet has resulted in internet addiction among them Seok (Yıldız Durak 2020).

It has been also explored that as children have more and more access to the internet then internet surfing can be a wonderful phenomenon, but the fact also remains that the hazards of using the internet also

Hypotheses

H1: Pakistani and South Korean children's expectations of the internet are significantly different from each other.

H2: Pakistani and South Korean children differ significantly in positive experiences with the internet.

H3: It is more likely that Pakistani and South Korean children do have different positive experiences with the internet.

Theoretical Framework

Theory of Uses and Gratifications

This theory has resulted in a strong reaction towards the magic bullet approach which believed in the direct, immediate, and powerful effects of mass media. The theory of Uses and Gratification claim that the audiences are active members of society who use different types of media according to their needs and requirements. Their use of media is highly dependent on their specific needs which are categorized differently by different media scholars as per (Publication 2021) social media consumption also

influences the perception and expectations of users. According to different media scholars, there are different categories of needs which are satisfied using media. These categories include cognitive, affective, personal integrative and social integrative needs (Tanta, Mihovilović, and Sablić 2014). These categories have been further elaborated by some other media scholars as well. (Whiting and Williams 2013), are of the view that audience members use media to feel relaxed, and entertained, forget about worries of life, learn, pass their time, feel excited and less lonely in society, and satisfy their certain habits. Likewise, in light of the above-mentioned theory children use the Internet for different purposes like passing their time, to have enjoyment and pleasures in their lives. These categories of needs were also mentioned, and audience members were also asked about their satisfaction with the usage of the internet.

Methodology

The basic aim of this study is a comparative analysis of children's expectations from Internet usage and positive and negative experience. Pakistan and South Korea have different social setups, family systems and literacy rates. The survey method was used to analyze the difference among children's expectations of using the internet and its positive and negative experience.

Population

The Population of this study is Children from Pakistan and South Korea. The reason for the selection of such respondents is that they belong to two different countries with different backgrounds yet they belong to the same continent Asia- which occupies the highest proportion of the population across the globe. Furthermore, the internet penetration rate in the Republic of South Korea is higher, and this rate in Pakistan is also steeping upward as well. So, the population is heterogeneous which can provide us with a sample of the respondents which is diverse.

Sample

The researcher selected 400 respondents both from South Korea and Pakistan by applying a convenient sampling technique. As it was not humanly possible for the researcher to visit children across Pakistan and South Korea. So, a closed-ended questionnaire was disseminated among the respondents through social networking sites like WhatsApp, Facebook, and LinkedIn

Table 3: *Respondents*

| Country | Frequency | Percentage |
|-------------|-----------|------------|
| Pakistan | 200 | 50.0% |
| South Korea | 200 | 50.0% |
| Total | 400 | 100.0% |

Table 3 describes frequency of respondents which as below: It was found that there were 200(50%) respondents from Pakistan and 200(50%) from South Korea.

Table 4: *Gender*

| Gender | Frequency | Per cent |
|--------|-----------|----------|
| Male | 200 | 50.0% |
| Female | 200 | 50.0% |
| Total | 400 | 100.0% |

Table four describes respondents' gender frequency as below: It was found that there were 400 respondents: 200(50%) were males and 200(50%) were females.

Table 5: Age of the Respondents from Pakistan and South Korea

| Age in Years | Frequency | Percentage |
|--------------|-----------|------------|
| Below 10 | 52 | 12.8% |
| 11-12 | 118 | 29.5% |
| 13-14 | 106 | 26.5% |
| Above 14 | 125 | 31.2% |
| Total | 400 | 100.0% |

Table five describes respondents' age which is as below: It was found that there were 52(12.8%) children below 10 years, 118(29.5%) 10 to 12 years old and 106(26.5%) 12 to 14 years old and 125 (31. %) is above 14.

Table 6: Time Spent on Internet Usage

| Time | Frequency | Percentage |
|-------------------|-----------|------------|
| up to 15 minutes | 29 | 7.2% |
| up to 30 minutes | 90 | 22.5% |
| up to one hour | 135 | 33.8% |
| up to three hours | 146 | 36.5% |
| Total | 400 | 100.0% |

Table six describes respondents' time spent using the internet as below: It was found that there were 146 (36.5%) respondents who use the Internet for up to three hours 135(33.8%) use the internet for up to one hour and 90(22.5%) for up to up to 30 min and only 29(7.2%) respondents use the internet for 15 min.

H1: Pakistani and South Korean children's expectations of the internet are significantly different from each other.

Table 7: Countries versus Expectations

| S# | Reasons | N | Pakistan | South Korea | Mean | St. Deviation |
|----|---|------------|-----------------|-----------------|---------------|---------------|
| 1 | For time pass | 44 | 20(5.0%) | 24(6.0%) | 1.5455 | .50369 |
| 2 | To keep me busy | 24 | 9(2.2%) | 15(3.8%) | 1.6250 | .49454 |
| 3 | No one else around to play with me | 18 | 6(1.5%) | 12(3.0%) | 1.6667 | .48507 |
| 4 | There is nothing else to do | 9 | 6(1.5%) | 3(.8%) | 1.3333 | .50000 |
| 5 | For enjoyment | 30 | 13(3.2%) | 17(4.2%) | 1.5667 | .50401 |
| 6 | For rest | 24 | 5(1.2%) | 19(4.8%) | 1.7917 | .41485 |
| 7 | For Relaxation | 22 | 6(1.5%) | 16(4.0%) | 1.7273 | .45584 |
| 8 | Momentarily escape from worries | 29 | 8(2.0%) | 21(5.2%) | 1.7241 | .45486 |
| 9 | Because it is exciting | 12 | 6(1.5%) | 6(1.5%) | 1.5000 | .52223 |
| 10 | To find information about personalities | 14 | 7(1.8%) | 7(1.8%) | 1.5000 | .51887 |
| 11 | To find information about hobbies | 17 | 11(2.8%) | 6(1.5%) | 1.3529 | .49259 |
| 12 | To find information about homework | 22 | 21(5.2%) | 1(.2%) | 1.0455 | .21320 |
| 13 | Affinity with computer | 6 | 5(1.2%) | 1(.2%) | 1.1667 | .40825 |
| 14 | Like to work on the computer | 7 | 5(1.2%) | 2(.5%) | 1.2857 | .48795 |
| 15 | For social interaction | 32 | 30(7.5%) | 2(.5%) | 1.0625 | .24593 |
| 16 | To make new friends | 46 | 19(4.8%) | 27(6.8%) | 1.5870 | .49782 |
| 17 | To know about other countries' children | 11 | 10(2.5%) | 1(.2%) | 1.0909 | .30151 |
| 18 | To email | 17 | 13(3.2%) | 4(1.0%) | 1.2353 | .43724 |
| 19 | To join in conversations with friends. | 16 | 0(.0%) | 16(4.0%) | 2.0000 | .00000 |
| 20 | Total | 400 | 200(50%) | 200(50%) | 1.5000 | .50063 |

Table 8: Test of Hypothesis 1 *Tests of Between-Subjects Effects* (Dependent Variable: Country)

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-----------------|-------------------------|-----|-------------|----------|------|
| Corrected Model | 25.390 ^a | 18 | 1.411 | 7.203 | .000 |
| Intercept | 633.890 | 1 | 633.890 | 3237.007 | .000 |
| Expectations | 25.390 | 18 | 1.411 | 7.203 | .000 |
| Error | 74.610 | 381 | .196 | | |
| Total | 1000.000 | 400 | | | |
| Corrected Total | 100.000 | 399 | | | |

a. R Squared = .254 (Adjusted R Squared = .219)

Tables seven and eight elaborate on the answer to research question one and hypothesis one which shows Pakistani and South Korean children's expectations of using the internet. Pakistani children's expectations of using the internet are different from South Korean children like a greater number of Pakistani children use social media (30) for social interaction (21) to find homework information (20) as time passes and (19) to make new friends. On the other hand greater number of South Korean children use social media(27) to make new friends,(24) for time pass and (21) to escape from worries and (19) use social media to take rest which shows a great difference between South Korean and Pakistani children expectations and motives of using social and p-value is less than .05 so we reject the null hypothesis and accept H1.that shows the greater difference between Pakistani and South Korean children expectations of using the Internet.

H2: Pakistani and South Korean children differ significantly in positive experiences related to the internet

Table 9: *Country Versus Positive experience with internet*

| Positive Experience | N | Pakistan | South Korea | Mean | Sig | Std. Deviation |
|-------------------------------|----|----------|-------------|--------|-------|----------------|
| For Email | 64 | 24 | 40 | 1.6250 | .727 | .48795 |
| Movies and other TV programs | 51 | 29 | 22 | 1.4314 | .997 | .50020 |
| Chatting | 77 | 50 | 27 | 1.3506 | .143 | .48030 |
| For videos and songs | 16 | 4 | 12 | 1.7500 | .997 | .44721 |
| Kids entertainment sites | 45 | 23 | 22 | 1.4889 | .957 | .50553 |
| Interaction with other people | 60 | 31 | 29 | 1.4833 | .919 | .50394 |
| a useful tool for studies | 62 | 22 | 40 | 1.6452 | 1.000 | .48237 |
| Easy access to information | 25 | 17 | 8 | 1.3200 | .433 | .47610 |

Table 10: *Tests of Between-Subjects Effects* (Dependent Variable: Country)

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---------------------|-------------------------|-----|-------------|----------|------|
| Corrected Model | 6.096 ^a | 7 | .871 | 3.636 | .001 |
| Intercept | 710.976 | 1 | 710.976 | 2967.965 | .000 |
| Experience Positive | 6.096 | 7 | .871 | 3.636 | .001 |
| Error | 93.904 | 392 | .240 | | |
| Total | 1000.000 | 400 | | | |
| Corrected Total | 100.000 | 399 | | | |

a. R Squared = .061 (Adjusted R Squared = .044)

Tables nine and ten elaborate on the answer to above hypothesis two and research question two which show Pakistani and South Korean children's Positive experiences of using the internet. Pakistani children have a different positive experience of using the internet from South Korean children (50) Pakistani children use social media for chatting, (31) for Interaction with other people, (29) for movies and Tv programs. On the other hand, the maximum number of South Korean children use social media (40) for email and (40) for studies, (29) for Interaction with other people (27) for chatting. The findings of this table also reject the Null Hypothesis and accept Hypothesis 2 which shows Pakistani and South Korean Children have significant ally positive experiences with the internet.

H3: It is more likely that Pakistani and South Korean children do have a different positive experiences with the internet.

Table 11: *Country Versus Negative experience with internet*

| Negative Experience | N | Pakistan | South Korea | Mean | Std. Deviation | Sig |
|--------------------------------|----|----------|-------------|--------|----------------|-------|
| Experienced Other harassment | 62 | 28 | 34 | 1.5484 | .50172 | .000 |
| Sexual harassment | 56 | 52 | 4 | 1.0714 | .25987 | .000 |
| Exposure to Pornography | 75 | 53 | 22 | 1.2933 | .45836 | .068 |
| Virus and computer crash | 32 | 16 | 16 | 1.5000 | .50800 | 1.000 |
| Bullying | 55 | 25 | 30 | 1.5455 | .50252 | 1.000 |
| Physical issues | 17 | 16 | 1 | 1.0588 | .24254 | .008 |
| Misleading or fake information | 47 | 10 | 37 | 1.7872 | .41369 | .243 |
| Mental health issues | 56 | 0 | 56 | 2.0000 | .00000 | .000 |

Table 12: *Tests of Between-Subjects Effects*

Dependent Variable: Country

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-----------------|-------------------------|-----|-------------|----------|------|
| Corrected Model | 34.934 ^a | 7 | 4.991 | 30.067 | .000 |
| Intercept | 715.685 | 1 | 715.685 | 4311.775 | .000 |
| Experience | 34.934 | 7 | 4.991 | 30.067 | .000 |
| Negative | | | | | |
| Error | 65.066 | 392 | .166 | | |
| Total | 1000.000 | 400 | | | |
| Corrected Total | 100.000 | 399 | | | |

a. R Squared = .349 (Adjusted R Squared = .338)

Table 12 elaborate on the answer to above Hypothesis 3 and the research question which shows Pakistani and South Korean children's Negative experience of using the internet. Pakistani children have a different negative experience of using the internet from South Korean children like (53) Pakistani experienced exposure to Pornography, (52) and on the other hand Higher number of South Korean children (56) have Mental issues and (37) experienced misleading or fake information. (34) South Korean experienced other harassment. There is a great difference between the negative experience of Pakistani and South Korean children experience. So, we reject the null hypothesis and accept H3.

Discussion

The basic aim of this study was to examine the difference between Pakistani and South Korean children's expectations of internet usage. Firstly, demographic data was presented in the form of tables. Table 3 describes the frequency of respondents as below: It was found that there were 200(50%) respondents from Pakistan and 200(50%) from South Korea. Table 4 describes respondents' gender frequency as below: It was found that there were 400 respondents: 200(50%) were males and 200(50%) were females. Table 5 describes respondents' age as below: It was found that there were 52(12.8%) children below 10 years, 118(29.5%) 10 to 12 years old and 106(26.5%) 12 to 14 years old and 125 (31. %) is above 14. Table 6 describes respondents' time spent using the internet as below: It was found that there was 146 (36.5%) respondents use the Internet for up to three hours 135(33.8%) use the internet for up to one hour and 90(22.5%) for up to up to 30 min and only 29(7.2%) respondents use the internet for 15 min. Table 7 elaborates on the answer to the above research question and Hypothesis 1 which shows Pakistani and South Korean children's expectations of using the internet. Pakistani children's expectations of using the internet are different from South Korean children like a greater number of Pakistani children use social media (30) for social interaction (21) to find homework information (20) as time passes and (19) to make new friends. On the other hand greater number of South Korean children use social media(27) to make new friends,(24) for time to pass and (an escape from worries and (19) use social media to take rest which shows a great difference between South Korean and Pakistani children expectations and motives of using social and p-value is less than .05 so we reject the null hypothesis and accept H1.that shows the greater difference between Pakistani and South Korean children expectations of using the Internet.

Table 8 elaborates on the answer to above Hypothesis 2 and the research question which shows Pakistani and South Korean children's Positive experiences of using the internet. Pakistani children have a different positive experience of using the internet from South Korean children (50) Pakistani children use social media for chatting, (31) for Interaction with other people, (29) for movies and Tv programs. On the other hand, the maximum number of South Korean children use social media (40) for email and (40) for studies, (29) for Interaction with other people (27) for chatting. The findings of this table also reject the Null Hypothesis and accept Hypothesis 2 which shows Pakistani and South Korean Children have significant ally positive experiences with the internet. Table 9 elaborates on the answer to above Hypothesis 3 and the research question which shows Pakistani and South Korean children's Negative experiences of using the internet. Pakistani children have a different negative experience of using the internet from South Korean children like (53) Pakistani experienced exposure to Pornography, (52) and on the other hand Higher number of South Korean children (56) have Mental issues and (37) experienced misleading or fake information. (34) South Korean experienced other harassment. There is a great difference between the negative experiences of Pakistani and South Korean children experience. So, we reject the null hypothesis and accept H3.

Conclusion

The sample of this survey-based research was comprised of 400 children; 200 children were selected from Pakistan and 200 were selected from South Korea having ages from below 10 years to above 14 years. The basic aim of this study was to analyze the difference in motives for using the internet among Pakistani and South Korean children and their positive and negative experiences with the internet. Results of this study showed that most children were above 14 years and a large number of children use the internet for up to three hours. The greatest number of children use social media and the internet to make new friends, as time pass, social interaction and a smaller number of children use social media when there is nothing else to do. It was found that children from both countries have positive and negative experiences with the internet. Commonly faced issues include online bullying, sexual harassment, and exposure to pornography. It is concluded that children's negative experience with internet usage is worrying and needs to be addressed by parents, academia, and other stakeholders.

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Conflict of Interest

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