

MASTER

Access and use of e-government services the case of Iranian and Turkish immigrants in the Netherlands

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Eindhoven, 12-09-2014

**Access and use of e-government services:
The case of Iranian and Turkish
immigrants in the Netherlands**

by Asal Razvi Far

identity number 0637950

in partial fulfilment of the requirements for the degree of

**Master of Science
in Innovation Sciences**

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Elephant in the Dark

Some Hindus have an elephant to show.
No one here has ever seen an elephant.
They bring it at night to a dark room.

One by one, we go in the dark and come out saying how we experience the animal.

One of us happens to touch the trunk: “A water-pipe kind of creature.”

Another, the ear: “A very strong, always moving back and forth, fan-animal.”

Another, the leg: “I find it still, like a column on a temple.”

Another touches the curved back: “A leathery throne.”

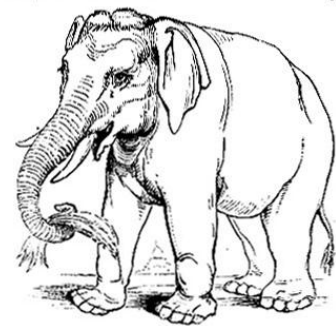
Another, the cleverest, feel the tusk: “A rounded sword made of porcelain.”

He’s proud of his description.

Each of us touches one place and understands the whole in that way.

The palm and the fingers feeling in the dark are how the senses explore the reality of the elephant

If each of us held a candle there,
and if we went in together,
we could see it.....



Written by the 13th century Persian poet, Jalal ad-Din Muhammad Molavi Rumi

Translated by Coleman Barks

Preface/Acknowledgment

...My Academic rollercoaster ride...

Two major personal things happened during this master thesis. First, because of the sanctions against Iran, the IND did not extend my fiancée's residence permit. He could lose his job and return back to Iran without me. Eventually, after two stressful years and with the support of our attorneys, we managed to fix everything. Then I had to take my mom to a hospital. I stayed by her side for months translating everything in the hospital and taking care of all the responsibilities. I took my laptop everywhere and I worked as much as I could on my thesis. It was not an easy road. It seems I was in a rollercoaster. I wanted to finish everything perfectly, but I kept going up and down during the different phases of this master thesis. However, the rollercoaster ride is finished and resulted in this master thesis.

There are a lot of people that I would like to thank, but my special thanks goes to....

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Asal Razvi Far

12-09-2014

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1. Introduction

“Today’s internet is already a remarkable catalyst for creativity, collaboration and innovation, providing opportunities that would have been impossible to imagine just two decades ago. If one had predicted then that, in 2010, children would freely access satellite images of any place on earth, interact with people from everywhere and search trillions of data with a simple click on their PCs, one would have been taken for fool” (quote of European Commission, 2009b, in Misuraca, Broster, & Clenteno, 2012, S121).

Our world has extremely changed from 1971, when the fifth technological revolution – age of information and telecommunications – emerged with the advent of the first Intel microprocessor in California, USA. This paradigm shift gradually paved its way from the USA to Europe (Perez, 2002, 2009). Later, in the 90s, the development of the World Wide Web (WWW), started to influence and transform the world in countless ways. One example is the captivation of the retailers by the phenomenon of electrical commerce (e-commerce) (Park and Lee, 2008). E-commerce is an electronic customer-oriented service, which gives even small companies, with even less than five employees, the chance to offer their products/services through website (Suri, Lung, and Monroe, 2003). However, while the ‘technological elite’ is entrained with all kind new emerging and existing technical innovations, the digital divide – i.e. the gap between the ‘technology haves’, who have access to computer and internet, and the ‘technology have-nots’, who do not have access to computer and internet – enlarged within the society (Sipior and Ward (2005); Bélanger and Carter (2009); Stiakakis and Alexandropoulou-Egyptiadou (2009); Stiakakis, Kariotellis and Vlachopoulou (2009); Ferro, Helbig, and Gil-Garcia (2011); Armenta, Serrano, Cabrera, and Conte (2011); Hargittai (2011); Hall and Owens (2011); Choudrie, Ghinea, and Songonuga (2013); (Zhong, 2011); Salman and Rahim (2012)). In the meanwhile, the governments realized the innumerable benefits of e-commerce. They started not only to provide information and services to citizens and business, but also to try to enclose the digital divide (Dawes, 2009). This lead to the new phenomenon called electrical government (e-government). E-government is a very broad, complex and dynamic concept, made up of different and underlying issues, perspectives, patterns and relationships, but one of the most used definitions of e-government is “the use of information and communication technologies in public administrations combined with organizational change and new skills in order to improve public services and democratic processes and strengthen support to public policies” (Commission of the European communities (2003, p.7); Alruwai (2011, p. 5)).

Moreover, the Netherlands is currently facing a number of major transformations and challenges in the e-government domain. First, in order of the Digital Agenda, all of the European countries need to achieve 13 goals, distributed from broadband, e-commerce, internet access & usage, e-government service usage and investment, research and sustainability topics, within the timeframe 2013 to 2020 ([About our goals, 2013](#)). Second, the implementation of the National Implementation Programme for Services and E-government (i-NUP), which is a basic infrastructure for the central Dutch government, the water boards, municipalities and provincial government to deliver e-government services. The current i-NUP goals with their building blocks are in line with the European Commission's e-Government action plan and need to be reached in 2015 ([Ministerie van Binnenlandse Zaken en Koninkrijksrelaties \(2011\)](#); [The i-NUP project office \(2011\)](#)). Finally, the new Vision document on e-government 2017 is installed in 2013 to increase as much as possible digital contact with citizens and the companies, which will save the government €300 to €350 million per year. This means that the option to contact the government agencies through phone or face-to-face will be strongly reduced, to only exceptions where citizens need to identify themselves or for passport applications. Nonetheless, the government will still support the disadvantaged citizens, who cannot or do not want to contact the government digital, face-to-face in town halls, community centers or public libraries ("[Digitale overheid levert](#)" (2013, May 27); "[NL: Vision document](#)" (2013)).

However, in 2012, the Netherlands achieved the first place in Europe and second place in the world for establishing the greatest e-government development ([United Nations, 2012](#)). However, this does not automatically mean that everyone is using the Dutch e-government services equally and in the same manner. Not every single citizen can handle and keep up the speed of change. Van Ingen, De Haan, & Duimel (2007) study identifies that due to their insufficient internet skills, the elderly, low educated, immigrants, and non-internet users are further behind in the Dutch society ([Van Ingen, De Haan, & Duimel, 2007](#)). This is in line with Van Dijk, Hanenburg, and Pieterse (2006), who mention that the elderly, low educated, and citizens with insufficient internet experience, are skeptical about the Dutch e-government system ([Van Dijk, Hanenburg, and Pieterse, 2006](#)). Other studies highlight the gender difference within the internet skills domain, whereby the male participants not only have higher internet skills than the female participants ([Ferro et al. 2011](#)), but also seek less support to accomplish their internet tasks ([Van Deursen, Courtois, and Van Dijk, 2012](#)). Additionally, considering the disadvantages of having Dutch as a second language, like the immigrants, makes the divide even larger to visit and use e-government services ([Hall and Owens, 2011](#)). Hence, the citizens, who cannot access the e-government services based on their socio-demographic differences, will not only enlarge the digital divide, but also cannot fully benefit from the e-government services ([Alruwaie, El-Haddadeh,](#)

and Weerakkody (2012); Helbig et al. (2009); Bélanger and Carter (2006)). While the largest group of e-government services users is exactly the group who faces the most socio-economic disadvantages (Dugdale, Daly, Papandrea, and Maley, 2005).

1.1 Statement of the problem

The Netherlands is a multicultural society with various citizens with immigrant backgrounds. As already mentioned, the new changes in the e-government services domain will eventually reduce the choice to seek for face-to-face or to call the government agencies. Consequently, what could be the long-term consequences for the Dutch immigrants? Unfortunately, there is limited data available specific related to immigrants' e-government services access and usage. The available e-government studies and the internet skills studies in the Netherlands are merely about the socio-demographic characteristics like gender, age, education level, and income to distinguish the level of ICT ownership, access and use, without considering the ethno-cultural and language aspects as well (Van de Wijngaert, Van Dijk and Ten Tije (2010); Van der Geest and Beldad (2010); Van Deursen, Van Dijk, and Peters (2011); Van Deursen and Van Dijk (2008b, 2009a, 2009b, 2010a, 2010b)). Only, Van Deursen and Van Dijk (2008a) mention that their study could not make any suggestion in favor of the Dutch immigrants, because their study did not have a representative sample of participants with an immigrant background (Van Deursen and Van Dijk, 2008a). Schmeets, Reep and Snijkers (2003) explain that immigrants do not participate easily in different studies, which make them hard to reach for the most scholars (Schmeets, Reep, and Snijkers, 2003).

1.2 Iranian and Turkish immigrants in the Netherland

However, not all the different immigrants in the Netherlands can be included in this study. The Iranian and Turkish immigrants form two ideal groups to investigate. They do not only have interesting cultural similarities and differences with each other, but also because of their different background and culture compared to the native Dutch. First, the similarities between the Iranian and Turkish immigrants are their traditional family values and the Dutch language barrier, and the way they can rely on their (young) children after immigration to the Netherlands (Morales and Hanson (2005); Villanueva and Buriel (2010); Weisskirch (2007)). Second, they differ in their immigration purpose and time. Finally, the Turkish are one of the largest immigrant groups in the Netherlands, whereby the Iranians belong to one of the smallest non-western immigrants in the Netherlands. It is interesting to explore if these similarities and differences influence their visiting and using of e-government services positive or negative through different perspectives like education level, internet skills, seeking for support, relying on their children, and age.

1.3 Background need

Exploring and finding possible answers for this study require an exploratory case study with the use of snowball sampling technique. Sending surveys, will exclude a part of the immigrants that are having Dutch language problems and/or have insufficient internet problems. It is also important to find out how the immigrants, who are not connected, are taking care of themselves in the digital world. Thus, semi-structured interviews provide a greater chance to lower the possible language barrier, e.g. due to a translator, whereby the immigrants with Dutch language problems can also be reached.

1.4 Purpose of the study

The purpose of this study is to get a clear visible picture of how Iranian and Turkish adult immigrants deal with the (mandatory) e-government service tasks. For example, how they solve the possible problems they face, and by whom they seek support. More importantly, what are the consequences for their child immigrants when they need to fulfil their parent's (mandatory) e-government services tasks? As a result, the goal is to reveal the network and methods that these immigrants use to walk along with the rest of the Dutch society before the digitalization of the Dutch public sector.

1.5 Research question and sub-questions

The research question is: **“How do Iranian and Turkish immigrants access and use the e-government services in the Netherlands?”**

In order to provide to answer the research question the following five sub-questions are formulated:

1. How large is the gender difference for internet skills for the Iranian and Turkish adult immigrants?
2. How does the level of language, trust, having children, and being unemployed influence the e-government services and DigiD usage?
3. How do Iranian and Turkish adult immigrants seek for support to accomplish their (mandatory) e-government services?
4. Do the Iranian and Turkish child immigrants between 12-17 years in the Netherlands experience any undesirable side-effects, such as stress, when they support their parents and/or other adults with their (mandatory) e-government services tasks?
5. How to attract and approach the Iranian and Turkish immigrants in the Netherlands to participate e-government studies?

1.6 Significance of this research

First, the research provides more (new) insight, data and information about the two immigrant groups within the e-government service, internet skills, and digital divide research domain in the Netherlands. This can lead further (broader) scientific studies. Second, this research shows also how to attract and approach difficult to reach immigrant groups. This can provide other scholars to do following up studies about immigrants e-government access and use in the Netherlands. Finally, this study contributes also to a better understanding of the way the Dutch immigrants interact to the (fast) emerging technological innovations. This is very important and relevant for the innovation sciences field. The innovation science field tries to understand the underlying factors to provide better policies and to connect the society to the technology and vice versa. In case of this study, understanding the (new) discovered insights about the access and use of e-government services by immigrants may lead to better policies for e-participation in the future. Especially in an innovation sensitive areas like the e-government services where the inequality of access are continuously shifting with every innovation.

1.7 Report structure

The research background, importance, problem statement, research question and sub-questions, and the relevance of this research to different fields are already explained in this first chapter. The second chapter presents a literature review devoted first to e-government services and the needed to have sufficient internet skills. Second part is about the e-government services and immigrant studies, whereby the background of Iranian and Turkish immigrants the Netherlands is also described. Finally, the literature review chapter will end with presenting all the hypotheses needed to explore, understand, and to answer the research and sub-questions. Chapter 3 describes the research methodology. Chapter 4 provides first information about the derived descriptive findings, and then it presents and discusses the underlying reasons for all the hypotheses results. Finally chapter 5 discusses the conclusion, the limitations, implications and elaborates about further research.

2. Literature review: Defining & connecting the important pillars

This chapter provides an overview of the literature regarding the digital divide, e-government services, and immigrants. The purpose of this chapter is to highlight the common thread of what is missing in the e-government service access and usage domain for immigrants. The first section presents the background information of the Iranian and the Turkish immigrant groups in the Netherlands. The second section presents the definition and challenges of e-government services. The third section will elaborate the role of the access and skill divide phenomenon. The next section discusses the lack of research of immigrants' e-government access and usage. Finally, the last section provides all created hypotheses in order to explore and understand e-government access and usage for immigrants from different perspectives.

2.1 Background of the Iranian and Turkish immigrants in the Netherlands

This paragraph gives some background information around the immigration of the Iranian and Turkish immigrants to the Netherlands.

2.1.1 Immigrating to the Netherlands

The first Turkish immigrant groups arrived in the 1960s, as so-called 'guest-workers' to reduce the unskilled and low-skilled labor shortage in the Netherlands. They were employed from the lowest socio-economic level of Turkey. The majority of these first generation Turkish men and woman were low educated from no formal education to primary school (Crul and Doornik, 2003). Although the labor market recruitment ended in 1973, the Turkish population in the Netherlands kept growing mostly due to family reunification and formations (Crul and Doornik (2003); Bevelander and Veenman (2006), ACB Kenniscentrum (2011); Havekes, Uunk, and Gijsberts (2011)). The Iranian immigrated to the Netherlands due to several reasons, from the commencement of the Iranian revolution (1979) (Van den Bos, 2006), the Iran-Iraq war (1980- 1988) (Ghorashi and Boersma, 2009), to education purposes and family reunification (Outhof, and Van der Vliet (2010); Nicolaas, Womba, and Ooijevaar (2010)). These first generation immigrants carry a backpack full of their own culture, feelings, family values, religion, behavior and actions, with them when they immigrated to the Netherlands. The Netherlands is an individualist society (Tabesh, 2012), while the Turks come from a collectivistic society (Yaman, Mesman, Van IJzendoorn, Bakermans-Kranenburg, and Linting, 2010). It is not clear if the Iranians belong to individualistic or collectivistic culture (Hessels (2004); Novin, Banerjee, Dadkhah, and Rieffe (2009); Tabesh (2012)). According to Mesquita (2001) individualism and collectivism can be defined as: "Collectivism is a set of meanings and practices that emphasize the relatedness of a person to his or her in-group and, more generally, to the world. Individualism is a set of meanings and practices that

underline the individual as bounded, unique, and independent” (Mesquita, 2001, p.68). However, immigrants who travel from a collectivistic country to an individualistic country, like the Netherlands, face many challenges like, a new culture, new customs, new environment, new language, and new policies. These immigrants try to match their identity with the new Dutch society, but that is not easy to do for everyone (Nicolaas, et al. (2010); Khorrami (2006); Yaman et al. (2010); Sam and Virta (2003)).

2.2 E-government services: definition and challenges

Some scholars include service into e-government term and do not especially emphasize the service part separately (Tan, Benbasat, and Cenfetelli, 2010). Chen, Yuan and Mingins (2012) state “e-services in the e-government context are referred as e-services are intended to develop the public administration’s services and exercise of authority via electronic channels” (Chen, Yuan, and Mingins, 2012, p. 211). However, simply, e-government services can be defined as electronic interface to connect governments and its citizens (Lindgren and Jansson, 2013).

Moreover, one of the major challenges of e-government services is not only to trigger the demand side (citizens) to increase the e-government service usage, but also to keep and improve the satisfaction and expectations continuously in line with the speed of technology and the capability of users’ skills (Helbig et al. (2009); Alruwaie et al. (2012)). Subsequently, it is important that every citizen has the same opportunity to access and use the provided e-government service websites. However, not every citizen, who has sufficient internet skills and/or has access to internet, is automatically capable of accessing and using all the available e-government services (Barth and Veit (2011); Van Deursen and Van Dijk (2009b); Hall and Owens (2011)). Implementing the digital divide research into the e-government service domain will create possible new perceptions as to why some social groups are not using internet and thereby cannot take full benefit of provided e-government services (Barth and Veit (2011); Helbig, Gil-Garcia and Ferro (2009)).

2.3 The needed internet skills: The access and skill divide

This paragraph will elaborate more into the two fundamental basics of the digital divide, i.e. access divide and skills divide. Skills are needed to have access to the internet and to establish and gain economic opportunity through internet applications and services. However, even when there is access to the internet, differences by ethnicity, education, and income may create an access divide. Lack of technical competence and information literacy may in their turn create a skill divide (Salman and Rahim, 2012).

2.3.1 Access divide

Different studies examine variables, such as age/generation, gender, income, education, location/geography/nation, race/ethnicity, rural residence, skills, culture, training, employment, network infrastructure, ICT costs, use of ICT, language, intelligence, and household, very important to explore and understand the digital access divide within the society (Hüsing and Selhofer (2002); Hargittai (2002); Hacker and Mason (2003); Helbig et al. (2009); Barth and Veit (2011); Van Dijk (2005a); Hargittai (2010); Stiakakis et al. (2009); Hall and Owens (2011)). On the one hand, recent research mentions that the digital divide is closing in the western countries (Barth and Veit, 2011). On the other hand, other studies express the importance to explore the demand side more accurate by studying diverse intersections of different digital divide determinants, like race/ethnicity, gender, and income, for access and use, also for the disadvantage groups in the digital divide (Helbig et al. (2009); Salman and Rahim (2012); Aldraehim, Edwards and Watson (2012); Hacker and Steiner (2002)). These disadvantaged groups are 1) demographic groups (older generations, females), 2) socio-economic groups (low education, low income and low wealth), 3) geographic groups (rural areas and other disadvantaged regions), 4) physiological/mental groups (handicapped persons), and 5) ethnical/cultural groups (people with migration background, race) (Barth and Veit, 2011, p 4-5). In other words, scholars shift from the first level of digital divide, the dichotomous perception of digital divide, into the second level of digital divide perception, the multi-dimensional phenomenon. Compared to the dichotomous perception, the second level of digital divide looks also to different factors – like how individuals adopt and use technology in their own way, connected to their histories and social locations, the socio-economic indicators, regulatory factors, skills, knowledge of information technology (IT) literacy – which can influence the digital divide (Helbig et al. (2009, p.92); Ferro et al. (2011, p.4); Armenta et al. (2011); Wynne and Cooper (2007); Abu-Shanab and Khasawneh (2013)). However, Armenta et al. (2011) mention that the second level of digital divide was still not enough to reduce the digital divide gap and that there is a third level of digital divide (Armenta et al., 2011). Compared to the second level digital divide, this third level of digital includes also factors like ethnicity, gender and culture to create a better general understanding of digital divide. Ferro et al. (2011) identify that this third perception opened up the door to many studies about digital divide. Mostly to reduce as well as to understand more about the combinations and (inter-) relationships between digital divide and all these different indicators, like ethnicity, gender, groups, individuals in social, environment and economic contexts within a country or between countries (Ferro et al. (2011, p.4); Cruz-Jesus, Oliveira, and Bacao (2012)).

2.3.2 Skills divide

Van Dijk (2003; 2005a) presents an access model with four access stages, to make different experiments in each area of the model possible and eventually to fill in the gaps in the digital divide theory (Van Dijk, 2003; 2005a). The first two stages, the motivational and material access, illustrate the first dichotomous digital divide phenomenon i.e. the ‘technology haves’ and ‘technology have-nots’. Although, having motivation and material access is not enough to benefit from the internet, when one does not know how to use the internet. The third stage presents four skills stages, in particular digital skills, towards the last access stage called the usage stages. Whereas, the digital skills embrace the skills to use all kind of digital technology knowledge from using the internet, to mobile phone and digital television usage (Van Deursen et al. (2011); Van Deursen, Van Dijk, and Peters (2012)). Eventually, Van Deursen and Van Dijk (2008, 2009b, 2010a) presented four types of digital internet skills, in order of basic to advanced skills, operational, formal, information, and strategic internet skills (Van Deursen and Van Dijk (2008, 2009b, 2010a); Van Deursen et al. (2011, 2012)). Later, Van Deursen, Courtois, and Van Dijk (2012) add communication internet skills, next to the information and the strategic internet skills, as fifth important needed internet skill to elucidate the conditional nature of the internet skills (Van Deursen et al., 2012). The definition and characteristics of each of the five internet skills is provided in table 2.1.

Internet skills definitions	Being able to do
<p>Operational skills*: the skills to operate digital media</p>	<p>Operating an Internet browser, meaning**:</p> <ul style="list-style-type: none"> ▪ Opening websites by entering URL in a browser’s location bar; ▪ Navigating forward and backward between pages using browser buttons; ▪ Saving files on the hard disk; ▪ Opening various common file formats (e.g., PDFs); ▪ Bookmarking websites; ▪ Changing the browser's preferences; <p>Operating internet-based search engines, meaning**:</p> <ul style="list-style-type: none"> ▪ Entering keywords in the proper field; ▪ Executing a search operation; ▪ Opening search results in the search result lists; <p>Operating internet-based form, meaning**:</p> <ul style="list-style-type: none"> ▪ Using the different types of fields and buttons; ▪ Submitting a form
<p>Formal skills*: the skills to handle the special structures of digital media such as menus and hyperlinks</p>	<p>Navigating the internet, meaning**:</p> <ul style="list-style-type: none"> ▪ Using hyperlinks (e.g. menu links, textual links and image links) in different menu and website layouts. <p>Maintaining a sense of location when on the Internet, meaning**:</p> <ul style="list-style-type: none"> ▪ Not becoming disoriented when navigating within a

<p>Information skills*: the skills to search, select and evaluate information in digital media*</p> <p>Communication skills**: the skills to communicate online</p> <p>Strategic skills*: the skills to employ the information contained in digital media as a means to reach a particular personal or professional goal.</p>	<p>website;</p> <ul style="list-style-type: none"> ▪ Not becoming disoriented when navigating between a websites; ▪ Not becoming disoriented when opening and browsing through search results.;
	<p>Locating required information by**:</p> <ul style="list-style-type: none"> ▪ Choosing a website or search system to seek information; ▪ Defining search options or queries; ▪ Selecting information (on Websites or in search results); ▪ Evaluating informational sources
	<p>Communicating when on the internet by**:</p> <ul style="list-style-type: none"> ▪ Searching, selecting, reaching and evaluating contacts online; ▪ Exchanging messages online and exchanging meaning; ▪ Attracting attention online; ▪ Adopting alternative online identities for discovery or improvisation; ▪ Pooling knowledge and exchanging meaning with others in peer-to-peer networking
	<p>Taking advantage of the internet by**:</p> <ul style="list-style-type: none"> ▪ Developing an orientation toward a particular goal; ▪ Taking the right actions to reach this goal; ▪ Making the right decisions to reach this goal; ▪ Gaining the benefits that result from this goal.

*Quoted from Van Deursen, & Van Dijk (2009b, p.334)

** Quoted from Van Deursen, Courtois, & Van Dijk (2012, p.5-6)

Table 2.1: Overview of the definitions and characteristics of the five internet skills

2.4 E-government services for everyone: the story of immigrants

One of the major challenges of e-government services is not only to trigger the demand side (citizens) to increase the e-government service usage, but also to keep and improve the satisfaction and expectations continuously in line with the speed of technology and the capability of users' skills (Helbig et al. (2009); Alruwaie et al. (2012)). Subsequently, it is important that every citizen has the same opportunity to access and use the provided e-government service websites. However, there is still lack of research how immigrants access and use e-government service websites. Therefore, this paragraph highlights first, the underlying reason for lack of immigrants in e-government service websites access and usage. The second subparagraph will elaborate more into the different studies about ICT and immigrants, which can reveal (new) insights as well as explanations into the e-government services access and use research domain.

2.4.1 The lack of immigrants in e-government service studies

Different generation immigrants are spread all over the world, where they are for example a (large) part of the American, New Zealand's, Dutch, German, and United Kingdom societies (Nwosu, Batalova,

Auclair (2014, April 28); Vasileva (2012, 1-3); Redecker, Haché, and Centeno (2010); Barth and Veit (2011); Kissau (2008); Kabbar and Crump (2006); D’Haenens (2003)). However, studies about immigrants and ICT are limited, and the ones that are carried out are about general internet access and usage do not contain anything specific about immigrants and their e-government access and use (Kabbar and Crump (2006); Barth and Veit (2011); D’Haenens (2003)). One important barrier for the absence of these studies is the low participation level of immigrants in (national) studies (Schmeets, 2004, p.92), which makes them a difficult group to investigate (Schmeets et al. 2003). This lower participation level is sometimes due to a reason that the participants are not willing to reveal their nationality/origin in studies, like in (web-) surveys. Another reason is that the immigrants feel ‘a large distance gap’ between their selves and the local government; they prefer to stay within their community (Hemmes, Jamari, and Van Neerbos, 2009). Thereby scholars fail to discover and analyze (new) traits with respect to immigrant’s access and usage of the internet (Kissau, 2008). However, scholars in other research branches use snowball sampling, semi-structured interviews as reasonable techniques to obtain information from the ethnic societies (Kabbar and Crump (2006); Higgins (2004)).

2.4.2 The limited immigrant literature reveals factors to access and use the internet

As highlighted in the introduction and mentioned in the last subparagraph, there are limited ICT and immigrant studies available. They show some insights and possible different perspectives of ICT and immigrants, which can be used in perspective to the e-government access and use domain. D’Haenens (2003) mentions that all of the well-known socio-demographic characteristics like age, gender, income, and education in other e-government and internet skills studies are also applicable to immigrants, but there might be more unexpected or obvious factors, which can explain the lack of immigrant participants in studies (D’Haenens, 2003). Therefore, she studied next to age, education, gender and income level differences, how the ethno-cultural characteristics, like religious, ethnic, national and culture, can influence the attitude towards ICT, media ownership and use for 53 Turkish, Moroccans, and Surinamese in 12-19 year age group in the Netherlands. The writing assignment and in-depth interviews resulted in several policy guidelines for the Dutch media and minority policy, like broadcasting news via internet to actively involve all the citizens (D’Haenens, 2003). Another study, analyzes the reasons behind the IT access and usage differences between natives and immigrants in the USA. They used data from Current Population Survey (CPS) for the years 1997, 1998, 2000, 2001 and 2003, which concluded a sample of 402,778 observations of individuals of 18 years and older. Ono and Zavodny (2008) look at the determinants age, education level, ethnicity, language skills, computer ownership, gender, year’s migrated, and marital status of the immigrants. The study revealed that compared to the natives, the immigrants with weak English language skills have less access and usage

of their computer and internet (Ono and Zavodny, 2008). Furthermore, through semi-structured and open-end questions, Barth and Veit (2011) explore the influence of migration background, age, gender and educational level, on the ability to use e-government services for 28 participants in Germany. They found that the limited language skills and different cultural background causes a barrier for the immigrants. Compared to the native Germans, the immigrants' internet skills are not turned into the required skills to use e-government services (Barth and Veit, 2011). Next, Kabbar and Crump (2006) studied the perception, process, and the factors influencing adoption and non-adoption of ICT for recent 32 arrived immigrants, who are living in 15 households and are between 12 and 65 years old in New-Zealand. They mention that insufficient English language skills, poor computers and skills literacy, lack of local information, and cultural background can create barriers for access and use of ICT for immigrants. Therefore, Kabbar and Crump (2006) explore the determinants age, language skills, ethnicity, gender, computer ownership at home, and the educational level of the immigrants in the study. Their semi-structured interview results illustrate first that the majority of immigrants have insufficient computer experience, whereby not the material access level, but the skills and usage level is important for ICT adoption. Second, they show that the process of adopting or not adopting ICT is very much influenced by their peers and community (Kabbar and Crump, 2006). Finally, this research highlights that using the internet to communicate with family, friends and others abroad does not guarantee that one can also fully benefit from all internet advantages, like improving their English, applying for jobs, internet banking, using e-government services etc. (Kabbar and Crump, 2006). Thus, these studies illustrated that the most common standard control determinants, which often explain the difference immigrants' level of internet access and usage, are age, ethnicity, education level, and language skills.

However, people acquire their digital skills in various ways. Many internet users acquire them by trial-and-error learning on their own (Van Dijk, 2005; Matzat & Sadowski, 2012). Immigrants also acquire them in a variety of ways. Some rely on family, friends, or colleagues to support them with their internet tasks, whereas others learn through trial and error, or they may search for formal education to learn the sufficient internet skills (Van Deursen et al. 2012). In some of these immigrant families – where there is still a language barrier present and family obligation values are high – the children serve as a translator for their parents and in some cases for other adults (Cline, De Abreu, O'Dell, and Crafter, 2010). It is very important to consider that through informal support and learning by family, friends and/or colleagues, users can learn the least efficient procedures to achieve their goals on the internet. However, if they achieve more or less their goal, they keep making this same mistake each time (Van Deursen and Van Dijk, 2010a). In case of e-government services, performing the least efficient

procedures may lead to not being able to find the wanted and right information due to, for example, inserting wrong search requests (Van Deursen, Courtois, and Van Dijk, 2012). This situation is also applicable for children. In the first place, the children may not only struggle with finding the right e-government information, but also may struggle with understanding the e-government service context and procedure. In the second place, they need to translate and inform their parents, which also can lead to the wrong understanding and choices regarding (official) obligated e-government services tasks (Cline et al. 2010).

2.5 Hypotheses

This paragraph contains all of the hypotheses needed to explore and understand more about how Iranian and Turkish immigrants' access and use the e-government service websites and DigiD works.

2.5.1 Adult immigrants internet skills versus gender difference in the Netherlands

The paragraphs 2.2 and 2.3 have already mentioned various important determinants, like education, race, gender, income, ethnicity, language, culture, which can explain inequalities of internet access and usage among citizens. However, education is considered one of the more important determinants, which has the capacity to influence all four internet skills, with exception of the communication internet skills (Van Deursen et al. (2011)). Moreover, different e-government and internet skills studies results illustrate that the females are among the disadvantaged groups. In one study reports that the female immigrants, along with the older immigrants and very low educated citizens lack to use the opportunities that brings ICT in job or work-related activities (Kabbar and Crump, 2006). Another study reveals that males will access and use internet more than females, because males have a greater number of devices to access the internet than females (Ferro et al., 2011). With respect to gender differences in digital skills, findings are ambiguous. On the one hand, Van Deursen, Courtois and Van Dijk (2012) find that females and low-educated internet users rely more on their direct social network of family and friends for support with internet tasks, while the male and the medium- and high-educated internet users are more completely self-reliant individuals (Van Deursen et al., 2012). On the other hand, Hargittai (2002) research did not encounter any gender difference, when she observed how long and whether participants are able to find the wanted information effectively online (Hargittai, 2002). Additionally, other studies indicate also that there is no gender difference, but due to lack of self-efficacy, female participants, even when their performance is better than the male participants, tend to evaluate their online skills significantly lower (Hargittai and Shafer (2006); Lim and Kwon (2010); Li and Kirkup (2007)).

Conversely, it is important to see how much of this claimed gender difference between the male and female immigrants affects the potential difference between the five internet skills, i.e. operational, formal, information, communication, and strategic internet skills. First, the operational internet skills are needed for example to open and send emails to family and friends abroad. Females appear to use email more often than their male counterparts (Boneva, Kraut, and Frohlich, 2001). Second, the formal internet skills are related to the level of disorientation on various websites. Next, the information internet skills are needed to find information through different search techniques online. Two studies mention that compared to females, the males are not only less disoriented on the internet, but also more confident and obtain less problems (Li and Kirkup, 2007, p. 301). Fourth, the communication internet skills are needed to communicate online to for instance post messages, using social media and keep contact with family and friends. Females are more likely to use the internet to talk to family and friends, whereby the male adults like to use internet for information, entertainment, and commerce (Odell, Korge, Schumacher, and Delucchi (2000); Boneva et al. (2001); Jackson, Zhao, Kolenic III, Fitzgerald, Harold, and Von Eye (2008)). Finally, the strategic internet skills are merely about creating benefits from the internet for example using found information to make a decision (Van Deursen et al., 2012). Based on the previous studies, where females feel more discomforted, are less confident, and have lower self-assessed skills than their male counter parts, males are assumed to have higher strategic internet skills than females. On the one hand, it seems that females use their operational and communication internet skills more often than males do. As a result, females are better in both operational and communication internet skills than males, but due to their low self-assessment skills they will not reveal their full ability during studies. Therefore, there will be no gender difference obtained for operational and communication internet skills. On the other hand, compared to females, the males use the formal, information and strategic internet skills more often than females do. Thereby, males are also much more confident and do not have low-assessment skills, hence males will perform better in formal, information and strategic internet skills. This results in the first hypothesis:

~ • ~ Hypothesis 1 ~ • ~

“The Iranian and Turkish adult male immigrants perform better in the formal, information and strategic skills than the Iranian and Turkish adult female immigrants in the Netherlands; while there is no gender difference for the operational and the communication skills”

2.5.2 The need for support and its consequences

As section 2.1 already had highlighted, the process of acculturation, i.e. adapting a new culture and language, begins from the first moment that the Turks and Iranians immigrate to the Netherlands. This is known as a very intense period full of change, stress and insecurities, for these adult immigrants, before they really can settle down. Gijsberts and Dagevos (2007) study shows that education, employment, and learning a second language are interconnected (Gijsberts and Dagevos, 2007). On the one hand, being employed and have sufficient education will speed up the second language proficiency for the adult immigrants (Te Riele, S., Huijnk, and Schmeets, 2012). On the other hand, having sufficient language skills opens the door to education and will improve the chance to find work (Gijsberts and Dagevos, 2007).

However, it is very common phenomenon among immigrant families, for parents to seek more support from their children (Morales and Hanson (2005); Esquivel (2012)). First, because of the Iranian and Turkish traditional and cultural parent-child relationship background, children are assumed to obey, respect, and support their parents (Mahdi (1999); Merz, Özeke-Kocabas, Oort, and Schuengel (2009)). Second, due to schooling, immigrant children not only learn the language and culture of the host country much faster than their parents, but also learn, adopt, and familiarize themselves much easier with new technology like navigating the internet, e-commerce, e-banking (Hall and Guéry (2010); Hall and Sham (2007); Esquivel (2012); Livingstone (2003); Grossbart, McConnell Hughes, Pryor, and Yost (2002)). Nevertheless, environments which require certain sufficient knowledge and use unique jargon, like e-government service websites, are not directly appropriate for children (Buriel, Love, and Villanueva (2011); Morales and Hanson (2005)). Furthermore, next to the struggle with new language, internet skills, immigration, and/or integration issues, the immigrants with less years of education depend more on their children to support them (Morales and Hanson (2005); Buriel, Perez, DeMent, Chavez, Moran (1998)). This is because education, employment, and learning a second language are interconnected. One can say that an immigrant with already a high achieved educational degree immigrating to the Netherlands will easier learn to speak Dutch, find work, and be merely more independent than one that has no sufficient educational background. However, considering the highest achieved educational degree of the adult immigrant in Turkey, Iran, or the Netherlands, it is expected that the Iranian and Turkish adult immigrant parents with low education degree level shift their e-government service tasks more to their children, than the ones with a high education degree level. This results in the second hypothesis:

~ • ~ Hypothesis 2 ~ • ~

“The Iranian and Turkish parents with a low education degree level tend to need more support from their children to fulfill their e-government service tasks, than the ones with a high education degree level”

Conversely, the children do not choose to be a language broker, but they are caught by the obligations that they feel towards their parents to support them in all kind of tasks (Weisskirch and Alva, 2002). There are two reasons why this phenomenon exists within the immigrant children. The first reason is that there is a difference between being obligated and having rights within the family. On the one hand, being obligated represents more authority, responsibilities, and duties between parents and children. This belongs more to the collectivist countries like Turkey. On the other hand, rights are more about the level of autonomy and independence in the family. These rights are stronger in individualistic countries, like the Netherlands (Sam and Virta, 2003). In either way, according to Liefbroer and Mulder (2006) it is important to acknowledge that, the level of obligation to support other family members not only differs between collectivistic and individualistic cultures, but also within cultures (Liefbroer and Mulder, 2006). These differences within culture depend on several factors such as gender, life course stage, family position, socioeconomic position and value orientation. Still, very few of these factors show an actual stable relationship with feeling obligated to support family, perhaps this is due to the very scarce research about the ethnic differences in feeling obligated (Liefbroer and Mulder, 2006). However, the Turkish immigrant parents in the Netherlands teach and pass on their country’s culture, traditional family values, language and child obligations to their children, but they do not pass on the importance of the academic achievement values (Idema and Phalet (2007); Daglar, Melhuish, and Barnes (2011)). This emphasizes the present and strong collectivistic traditional family values within individualistic society as the Netherlands, whereas the immigrant parents from more collectivist countries like Turkey tend to consider family obligation values more important (Sam and Virta, 2003). This explains why it is very normal for children to help, respect and obey their parents in the traditional adult-oriented Iranian and Turkish families (Mahdi (1999); Merz et al. (2009); Villanueva and Buriel (2010)). The second reason is that it is a shame and disgrace within the family and community, when children neglect or refuse to support their parents in need with for example healthcare (Yerden (2000); Hijnekamp (2009)). Therefore, immigrant children take their duty seriously. The children obtain their original culture and some of them even in favor to adopt the same norms and values as their parents (Merz et al., 2009).

Nevertheless, this obligated duty seems to slowly fade away with the next passing generation in the Netherlands (Vallejo (2012)). In case of healthcare, the second generation immigrants feel slightly less obligated towards taking care of all of their parent's needs, than the ones from the first generation. Although, these second generation immigrants will still support their parents not only out of respect, but also to prevent their parents from losing face within their community (Impuls (2010); Hijnekamp (2009,)). The third generation of Turkish women does not consider the obligated duty to support their parents in healthcare as so obvious anymore (Impuls, 2010)). A possible explanation for this is that these third generation Turkish women are born and raised in an individualistic environment like the Netherlands, with parents who are also born in the Netherlands. Thus, the feeling of family obligation may weaken in time when next generation(s) mingles their origin culture more and more with the new culture (Phinney, Ong, and Madden (2000); Fuligni, Tseng, and Lam (1999); Vallejo (2012)). On the other hand, the literature indicates that the level of feeling obligated to support parents will influence the amount of given support within generations. However, in this thesis, I will focus only on the possible relationship between the level of family obligation feeling and the amount of given support. This is because the Iranian community consists merely of first and second generation immigrants (Nicolaas, Loozen and, Annema, 2012).

~ • ~ Hypothesis 3a ~ • ~

“The more children feel obligated to support their parents, the more they will support their parents/other adults.”

Furthermore, Daglar, Melhuish, and Barnes (2011) mention that compared to the native Dutch children, psychological difficulties, like emotional and behavioral problems, occur not only more among first-generation Iranian children, who immigrated at young age (6-15 years), but also among the Turkish adolescent immigrants in the Netherlands (Daglar, Melhuish, and Barnes, 2011). A possible reason to explain these emotional and behavioral problems is that immigrant children, no matter immigrated with parents or born in the Netherlands, adopt all the new customs and language much easier and sooner than their parents, which turns them into so-called language brokers (Morales and Hanson (2005); Villanueva and Buriel (2010); Weisskirch (2007)). Language brokers are informal interpreters or translators, who help their parents with for example, writing/reading letters, filling in forms for different authorities, providing support in government offices, school, job applications, legal authorities, hospitals, banks, and in grocery stores (Cline et al. (2010); Morales and Hanson (2005); Villanueva and Buriel (2010); Wu and Kim (2011); Weisskirch and Alva (2002)). Additionally, Parke and Buriel (2008) mention that child immigrants are also cultural brokers, because they serve as a bridge between

two cultures for their parents (Parke and Buriel, 2008, p.120). Next, Grossbart, McConnell Hughes, Pryor, and Yost (2002) describe children who teach their parents about internet as child internet brokers (Grossbart et al., 2002). However, children turn into language brokers within 1 to 5 years after immigration when they are 8-9 years old (Morales and Hanson (2005), Wu and Kim (2011)). Other studies show that child language brokering starts between an average age of 10.4 years and 10.9 years old (Buriel et al., 1998). In overall, immigrant children turn very young into language brokers, whereas for example they encounter problems like lack of sufficient vocabulary. Some children struggle first with interpreting the requested information then they struggle again with explaining it to the concerned person, which causes stress (Weisskirch and Alva, 2002). This occurs especially in not immediately appropriate situations for children, like supporting parents with their (mandatory) e-government service tasks, because of the combination of their unique vocabularies and the need of the acquired prior knowledge (Buriel et al. (2011); Morales and Hanson (2005)). This raises an important question: What are the advantages and disadvantages for these child language brokers? Morales and Hanson (2005) literature review shows that on the one hand there are some scholars, who believe that children will benefit from being a language broker. Children will feel pride, joy, learn their own culture, develop stronger language skills in two languages, and achieve higher educational achievements in time. On the other hand, there are also other scholars, who believe the opposite. Children language brokers will feel levels of frustration, embarrassment, pressure, stress, burden, poor socio-emotional health and low academic achievements, when they need to translate (Morales and Hanson (2005); Alejo (2013)). Furthermore, Weisskirch and Alva (2002) studied the environment where child language brokers translate and the feelings they experience, in order to explore the relationship between language brokering and the levels of acculturative stress and self-perception (Weisskirch and Alva, 2002). Therefore, 36 bilingual (Spanish-English) female and male immigrant children in the United States within approximately 9 to 11 years old filled in questionnaire in a large room at school (Weisskirch and Alva, 2002). First, the results show that children have a twofold feeling. They are uncomfortable to translate for family and friends, but at the same time, they also feel popular and more socially accepted by parents and other adults. Second, this social acceptance is positive related to acculturative stress, whereby the boys had a higher level of acculturate stress than the girls (Weisskirch and Alva, 2002). These results may also occur for child immigrants who support their parents and/or other adults. Grossbart et al. (2002) conducted in-depth semi-structured interviews with 18 mothers and children between 7 and 16 years old to understand how parents' and children's internet use affects the parent-child relationship and vice versa. The participants were selected through snowball sampling, whereby the children needed to be internet users in different age categories. However, they obtain no explicit proof that there is a pattern between being a child internet broker related to age or to gender. In

conclusion, the studies above suggest that it is more likely that a child language and internet broker obtains stress while fulfilling their parents and/or other adults' e-government service tasks. This results in the next hypothesis:

~ • ~ Hypothesis 3b ~ • ~

“The more Iranian and Turkish children in the Netherlands support their parents and other adults to accomplish e-government service tasks, the more stress they endure.”

Some of the Iranian and Turkish immigrants do not have children, or their children are not living nearby, or they want to take care of their own e-government service tasks. How are they obtaining support for performing their (mandatory) e-government service tasks? Are they seeking support inside their community i.e. by their family and/or friends? Or they choose to seek support outside their community i.e. by government agencies and/or organizations? Due to the different immigration dates, integration and cultural behavior, the Iranian and Turkish immigrants can differ in seeking support inside or outside of their community to accomplish their (mandatory) e-government service tasks. First, the Turkish immigrants have a more coherent community than the Iranian immigrants in the Netherlands. This is partly due to the Dutch government. In the 1970s, the Dutch government expected the Turkish immigrants to return to Turkey after they finished their work in the Netherlands. Therefore, there was no push for the Turks to integrate into the Dutch society. The Dutch government rather encouraged them to live closely together, and to keep their culture and language alive to send the Turkish immigrants easily to Turkey. However, mostly due to family reunification and formations, the Turkish population kept growing in the Netherlands (Crul and Doornik (2003); Bevelander and Veenman (2006); ACB Kenniscentrum (2011); Havekes et al. (2011)). Consequently, most of the Turkish immigrants feel often more Turk than Dutch and have less contact with others outside their own community. They are more directed on Turkish media and are less interested in Dutch politics (Te Riele et al., 2012); Havekes et al. (2011)).

Second, in the 1980s and 1990s, the Dutch government spread the Iranian asylum seekers over the Netherlands. This made it not only hard for the Iranians to find each other, but also to have closer and better contact with family and/or friends. As a result, the Iranians neither did have the chance to develop a coherent Iranian community in the Netherlands, nor to create a network of support (Te Lindert, Korzilius, Van de Vijver, Kroon, and Arends-Tóth, 2008), as the Iranians in America and Canada did (Hessels, 2004). Therefore, the Iranian immigrants in the Netherlands have a lower collective identity feeling. They like to adapt a new environment and interact with social relations outside their own ethnic society, like mingling with the native Dutch (Hessels (2004); Te Riele et al. (2012); Havekes et al. (2011)). Finally, it seems that the Turkish immigrants tend to seek more support

by their family and friends, whereby the Iranian immigrants incline to seek more support by government agencies and/or organizations. This results in the following two hypotheses:

~ • ~ Hypothesis 4a ~ • ~

“The Turkish adult immigrants seek their support to accomplish their e-government service tasks in the Netherlands more inside their community by other family and/or friends than the Iranian immigrants.”

~ • ~ Hypothesis 4b ~ • ~

“The Iranian adult immigrants seek their support to accomplish their e-government service tasks in the Netherlands more outside their community by government agencies and/or organizations than the Turkish immigrants.”

2.5.3 What triggers the immigrants to visit and use e-government service and DigiD in the Netherlands

The user needs to read and understand the information to precede the necessary steps to obtain their goal. This makes language as one of the keys to integration into the new society. Ferro et al. (2011) denote that speaking English is positively associated with internet access and usage (Ferro et al., 2011). Immigrants, who their second language was English in USA, but were still not able to speak, write and understand sufficient English, had lower computer ownership, internet use, and problems with participating online (Fairlie (2003); Ferro, et al. (2011)). In case of the Iranian and Turkish immigrants, Dutch is their second and in some cases their third language. Thus, these adult immigrants may encounter problems, like understanding the e-government jargon online and uncertainty to fill in the forms, when they attempt to use the Dutch e-government services to fulfill their tasks (Ferro et al., 2011).

However, it is important to indicate how to measure and compare the language level needed to understand and use the internet, in particular the e-government services. The language levels in Europe are determined by the Common European Framework of Reference for Languages (CEFR). CEFR describes six levels, namely the basic levels: A1 and A2, the independent levels: B1 and B2, and the proficient levels: C1 and C2 (Council of Europe, 2014). On the one hand, BureauTaal (2006) reports that merely all of the Dutch government forms are based on the high language level C1. As a result, only 40% of the Dutch society is able to fill these forms in. If the Dutch government forms will be

created on a B1 language level, 95% of the Dutch society could fill them in (BureauTaal, 2006). On the other hand, the highest state examination for immigrants is NT2 which is equal to the B1-B2 language level (Commissie staatsexamens NT2, 2014). This illustrates that the immigrants who passed their NT2 exam still have insufficient language level to understand and use the government forms. Thus, accessing and using e-government services requires a sufficient level of Dutch language skills. In other words, having strong Dutch language skills, i.e. being able to understand, write and read in Dutch can reduce the barriers to access and use e-government service websites for immigrants in the Netherlands (Khorrami, 2006). In addition, Turkish and the Iranian immigrants who want to fill and send their forms in online, can establish a secure connection with the e-government service websites to accomplish their personal tasks. To ensure this secure connection they need to log in their digital identity (DigiD). DigiD is personal, authorized username and password to log into government website for tax return, abstracts, for enrolments at college/university, and for searching for jobs on the werk.nl website (“About DigiD” (n.d.); “What is DigiD” (n.d.)). However, e-government service websites can be visited and used independently, without the need to log in with DigiD. The Iranian and Turkish adult immigrants with stronger Dutch language will not only visit and use the e-government services websites, but also will use their DigiD account more often to accomplish their personal e-government service tasks. This leads to the following two hypotheses:

~ • ~ Hypothesis 5a ~ • ~

“The Iranian and Turkish immigrants with strong Dutch language skills visit the e-government service websites to accomplish their e-government service tasks in the past six months more often than those with weak Dutch language skills.”

~ • ~ Hypothesis 5b ~ • ~

“The Iranian and Turkish immigrants with strong Dutch language skills visit and use DigiD to accomplish their e-government service tasks in the past six months more often than those with weak Dutch language skills.”

The ministry of the Interior and Kingdom relations reports that almost 9.3 million Dutch have already a DigiD account in April 2012. Moreover, because of expiring and password lost there are about 16% DigiD re-applications each year (Automatiseringgids, 2012). This is still an achievement, despite of the many fundamental problems DigiD faced in 2011 where the DigiD information of hundred citizens were hacked due to the unsafe security certificates of the Dutch company Diginotar (Sanders, (2011, September 3, September 20), Honderden gedupeerde (2011, September 19)). The media announced also

that Diginotar was hacked and hackers used fake security certificates to get access to the Google e-mail ‘Gmail’ accounts of Iranians in Iran (Menn, 2011, August 30; 2011, August 31). Hack incidents of e-government applications damage the relationship between the users and the government (Khasawneh et al., 2013). A year before the DigiD hack incident, Van de Geest and Beldad (2010) studied the use of DigiD and its relationship with trust in the Netherlands. They made a distinction between DigiD users, DigiD owners (who have a DigiD account but do not use it), and the ones who know something about DigiD, but do not have DigiD (Van der Geest and Beldad, 2010). Moreover, Van der Geest and Beldad (2010) also looked if negatively media publicity influenced the trust in DigiD and the actual DigiD usage. They presented 2202 participants an online survey one week after the media hype around DigiD’s technical disturbance. The results show that the negatively publicity around the technical DigiD problems did not affect the DigiD usage behavior of the DigiD users and their trust is high. The DigiD owners were not affected either, but their trust is neither high nor low. This suggests that the ones that use DigiD more often will trust the DigiD system more, than the ones that do not use it. Moreover, the participants without DigiD are more influenced by the negative media attention around DigiD and their trust level is low (Van der Geest and Beldad, 2010).

Even though the Iranians in Iran were affected, it is possible to expect that after hearing this incident not only the Iranians, but also the Turkish immigrants in the Netherlands lost their trust in DigiD. They might react exactly like the participants in Van der Geest and Beldad (2010) study, who did not have DigiD and where negatively influence by the media and their trust level was low. Consequently, if Iranian and Turkish immigrants hear through the media about the DigiD hack incident, their level of trust in DigiD will decrease. Consequently, when the immigrants do not trust to use their DigiD accounts to log in e-government service websites, they will automatically not trust the e-government websites neither (Beldad, De Jong, and Steehouder, 2011). Thus, negative media can decrease the trust in both DigiD and e-government service websites leads to the next following hypothesis:

~ • ~ Hypothesis 6a ~ • ~

“The Iranian and Turkish immigrants in the Netherlands that heard about the DigiD hack incident will have less trust in DigiD, than the ones that did not hear about the DigiD hack incident.”

~ • ~ Hypothesis 6b ~ • ~

“The Iranian and Turkish immigrants in the Netherlands that heard about the hack incident will have less trust in e-government service websites, than the ones that did not hear about it.”

The Dutch social security system gives all of the citizens equally opportunity to play an active role in the Dutch society. However, government.nl mentions that some citizen groups, who belong to one of more of these groups like, the older people, families with low income, ethnic and other minorities, the disabled, homeless, and the ones with addition problems, may need some more assistance from the government (“The principles of,” n.d.). In other words, the Iranian and Turkish immigrants, next to all native Dutch, are qualified to use the various e-government services for support. These e-government services are not only the tax services like income tax return, health care subsidy, house rent subsidy, childcare subsidy, but also the social services and benefits, like information and transactions of unemployment, vacancies and job search at UWV, study grants, old age pension, and child benefits (Van Dijk et al., 2007). These e-government services can be applied through the Social Insurance Bank (SVB), Institute for Employee Benefit Schemes (UWV), the UWV WERKBedrijf, and the Dutch tax authority (Ministerie van Sociale Zaken en Werkgelegenheid, 2013). The level of the home and health subsidies depends on the participants’ income and the amount rent or insurance they need to pay. Moreover, everyone in the Netherlands is obligated to have at least a basic health insurance, however only citizens 18 years and older need to pay the monthly contribution (Ministerie van Sociale Zaken en Werkgelegenheid, 2013). Parents receive automatically General Child benefits when they register their baby’s birth, but immigrant parents with children who were not born in the Netherlands, need to apply for the General Child benefits an application at SVB (Ministerie van Sociale Zaken en Werkgelegenheid, 2013). The participants who want to apply or change (personal) information details in various government agencies online need to have a DigiD account. DigiD is not mandatory and looking up information and reading rules and assumptions does not require a DigiD access (“What is DigiD,” 2014). However, applying and changing personal information with a DigiD account is much faster, cheaper ta the written applications, and in case of the income tax returns easier, because the Tax Authority will use all of the already known information in the e-form (Blankena, 2013, February 27). Van Dijk, Pieterse, Van Deursen, and Ebbers (2007) study mention that families with children are using the e-government services more than others (Van Dijk, Pieterse, Van Deursen, and Ebbers (2007). Thus, we expect that the adult immigrants, who have one or more children, will not only visit and use the e-government service websites, but also make more use of their DigiD account to take care of their personal tasks. This results in the next two hypotheses:

~ • ~ Hypothesis 7a ~ • ~

“The Iranian and Turkish adult immigrants in the Netherlands who have children use the e-government services more intensively than the ones without children.”

~ • ~ Hypothesis 7b ~ • ~

“The Iranian and Turkish adult immigrants in the Netherlands who have children use DigiD more intensively than the ones without children.”

As already mentioned briefly in the introduction, in the previous section 2.1, and in subsection 2.5.2, it is not always easy for these immigrants to start again in a new country with a new language. The immigrants struggle with unemployment, loss of social status, being far away from their loved ones, their community, and in some cases the uncertainty about getting their residence permit (Tabesh, 2012). Some of them, who finished their education in their home countries, cannot re-enter the Dutch job market in their own occupation. They struggle with their high expectation levels before immigrating and the actual goals they achieved, for instance most of the Iranian immigrants thought they could acquire the same high-level status in the Netherlands, as they were used to before the war in Iran (Te Lindert et al. (2008); Hessels (2004). This is partly because their diplomas are not (fully) accepted and legalized by the Dutch system. They can start with a new occupation or follow the required modules in the Netherlands before their diploma is accepted (Desain and Hello, 2006). This is obvious for some professions, like medical professions, who not only need to take additional exams and redo some courses to prove their knowledge and abilities, but also because of the differences in professional jargon in different countries. This also counts for other professions like lawyers, who are not familiar with the Dutch law system and may not be able to speak fluent Dutch (Hessels, 2004).

However, during the economic crisis the employment rates of the non-western ethnic groups decreased faster than the employment rates of the native Dutch (Mars, Dankmeyer, Van der Vliet (2012); Huijnk, (2014)). This is because the non-western ethnic groups have more often flexible contracts, and when the economy is bad the employees with flexible contract are the first ones to lose their jobs (Mars et al., 2012). This is visible in table 2.2, whereas the Iranian immigrants (13%) and the Turkish immigrants (15%) are representatively 2.6 times and 3 times more unemployed than the native Dutch (5%). Furthermore, in case of social security, table 2.2 shows that the Iranian immigrants (20%) and the Turkish immigrants (9%) are representatively 10 times and 4.5 times more depended on social security than the native Dutch (2%).

Subsequently, the unemployed Iranian and Turkish immigrants, who are not 65 years or older and physically and mentally healthy to work can apply and receive unemployment benefits (welfare) from the Dutch government. The unemployed individuals need first to register and log in with their DigiD as job seeker at www.werk.nl and apply for welfare by the UWV WERKbedrijf (Ministerie van Sociale Zaken en Werkgelegenheid (2013); Van Ruitenbeek (2014)). They need to use their DigiD each time

they adjust their profile, search and apply for jobs through the UWV WERKbedrijf i.e. the www.werk.nl website to receive and retain their welfare.

Dutch citizens between 15-64 year old	Netto Labor participation in %	Unemployment in %	Youth unemployment (15-24 year) in %	Occupation level elementary/low in %	Social security (bijstand) in %	Poverty (2011) in %
The four largest non-western total	53	16	28	42	12	19
Turks (n= 3696)	52	15	26	54	9	10
Moroccans (n= 2978)	46	20	37	45	14	23
Surinamers (n= 5504)	61	14	27	35	9	10
Antilleans (n= 2328)	57	16	28	36	12	16
The other non-western total	52	15	25	40	15	22
Afghans (n= 501)	42	21	.	56	24	32
Iraqis (n= 547)	39	20	.	31	34	36
Iranians (n= 478)	60	13	.	27	20	19
Somalis (n= 206)	26	37	.	.	49	53
Native Dutch (n= 257549)	70	5	10	28	2	5

Table 2.2: The socio-economic indicators of ethnic groups in 2012 (Huijnk (2014); Huijnk, Gijsberts, and Dagevos (2014))

In line with the last two hypotheses, visiting and using e-government service website and DigiD is also important for the unemployed Iranian and Turkish immigrants. As a result these immigrants, who have requested and receive welfare, will use the e-government service websites as well as DigiD more than other immigrants, who do not have requested and/or received welfare. This result in the two following hypothesis:

~ • ~ Hypothesis 8a ~ • ~

“The Iranian and Turkish adult immigrants in the Netherlands, who applied/received welfare (WW) in the last 6 months, visit and use the e-government services websites more intensively than the ones without welfare.”

~ • ~ Hypothesis 8b ~ • ~

“The Iranian and Turkish adult immigrants in the Netherlands, who applied/received welfare (WW) in the last 6 months, use DigiD in the last 6 months more intensively than the ones without welfare.”

3. Research Methodology

This chapter is divided into five sections. The first section will describe the first observation and preparation to establish the research design, pilot tests, and the interview locations. The next section discuss the complete research setting divided into the sample, time, the translating interviews, and the experiences and results to interview in different interview settings. The third section is devoted to data collection procedure, and will be followed by the measurement, participants characteristic and the data analysis sections.

3.1 The first observations and preparations

Before starting this research, the researcher observed and talked to different adult immigrants in different places like international supermarkets, government organizations, municipalities, cafes etc. These observation and communication moments resulted in several important insights. The first one is that most of the immigrants complained about the problems they face with fulfilling their e-government service tasks in the Netherlands. One major problem was the Dutch language, which makes it hard for most of the immigrants to interpret what they mean and want in the government agencies, like municipalities. Another problem is that they do not know which services or forms they need to fill in for different social problems. Finally, some that are referred to the e-government services website find it confusing and consider it a burden to find the right forms online.

3.1.1 Research design

An online survey study would exclude the immigrants, who do not use the internet. Therefore, this research used a snowball sampling technique, which is more often used for immigrant (ethnic) studies (Higgins (2004 p.697); Turner, Rogers, Hendershot, Miller, and Thornberry (1996, p. 276)), to find a sufficient sample of Iranian and Turkish adult and child immigrants in the Netherlands to interview. The interviews are based on the semi-structured interview protocol to ask all of the important questions, but leave the possibility to elaborate over new ideas and insights with the interviewee open.

Before the data can be collected, the participants must meet certain criteria. First, the adult immigrants need to have a Turkish or Iranian background and they need to live in the Netherlands. Second, the child immigrants need to be within the 12-17 year age category, because below 12 years old it is difficult to obtain if they really understood the interview question topics. Finally, the child immigrant can only be interviewed, if one of his/her parents gives permission to interview the child, and the child is self-willing to participate in this study

Furthermore, there are two semi-structured interview questionnaires, one for the adults and one for the children. The adult interview contains five parts, see appendix 1. The first part consists of general questions about internet (items 1-7). The first three questions are related to having internet connection at home, what kind of internet connection, and finally if the participants are using internet, filters out all the non-internet user participants. These non-internet users will be directed to the third part of the questionnaire. The next part is dedicated to measure the internet skills (items 8-13). The third part is focused on how participants establish their (mandatory) e-government service tasks (items 14-15). Do they fulfill their own e-government service tasks or do they seek and need support to accomplish their e-government services? Furthermore, the following section is not only about the times one visits and uses the e-government service websites and DigiD (items 16-20), but also the influences that welfare, trust, and media have on e-government service websites and DigiD access and usage (items 21-24). The last part of the interview contains demographic questions (items 25-38). Additionally, item 39 is for the participants who like to receive a summary of the interview results. Finally, the items 40a-40j is for the researcher to fill in. These items are like the start and end time of the interview, interview location (city), and interview number.

The child interview is much shorter and consists of two small parts, see appendix 1. The first part is about supporting their parents and/or other adults and how they feel about supporting them with e-government service tasks (items 41-45). The second section is about the child's stress level (item 46). The last interview section consists of the demographic questions (items 47-49). Again, the items 50a-50h are for the researcher to fill in. These items are like the start and end time of the interview, interview location (city), and interview number.

3.1.2 Pilot Tests

Subsequently, from February till March 2013, the researcher organized two rounds of pilot interviews among Iranian and Turkish adult and child immigrants to validate the interview questions and to measure the time needed to interview. Each of pilot tests, not only led to minor adjustment of the interview questions, but also helped the researcher to choose the right interview approaches for various interview and behavior settings. Before starting and during the pilot tests, some ethnic similarities and differences between the Iranian and Turkish immigrant adults' behavior were revealed. First, both Iranian as well as the Turkish adult immigrants asked for the purpose of the research, sometimes a few times. Second, the first-generation Turkish immigrants, merely in café setting, are extremely anxious, stressed, and suspicious about the purpose of the research and the results. The Iranian immigrants are more relaxed, but curious about the research purpose. On the one hand, some of the Iranian immigrants

like to give advice, direction and share their opinion about a better research topic instead of answering the question. On the other hand, other Iranian immigrants use the interview to talk about all kind of problems, even the ones that are not specific to the interview subject. The best method is to give them their moment to tell about their problem, but try at the same time to change the subject polite and respectful towards the question to get them back on the interview track. Moreover, some of the Iranian and Turkish immigrants show nervous and uncomfortable behaviors and characteristics when they share their educational background. The same happens when the Iranian female immigrants are asked how old they are. Most of them are demotivated and not willing to answer, but instead they ask the researcher what do you think? How old do you think I am? The Turkish female immigrants had doubt to tell their exact age, and they did not appreciate the question. To avoid this kind of situations, the ages are divided into categories and are inserted in the demographic part of the interview. The age categories make them feel much more comfortable to tell the truth.

Furthermore, in case of supporting their parents with e-government services tasks, the Iranian and Turkish immigrant children can be divided into two different groups. The first group is completely not aware of their parents' e-government problems. They do not need to support their parents. The second group does not only support their parents, but also (if it is necessary) their younger or older siblings and other adults. In one case, the younger brother took care of all the e-government service tasks for his parents as well as his older brother.

Finally, in line with the immigrant studies in different research fields, the pilot tests illustrate that most of the Iranian and Turkish adult immigrants, feel more at ease and trust the researcher when the interview is in their own language, respectively Turkish or Farsi (Lu and Gatua (2014, p.11); Higgins (2004, p.702); Dastjerdi, Olso, and Ogilvie (2012, p. 2); McBride (2001)). This was not the case for the immigrant's children, they choose merely to be interviewed in Dutch (Higgins, 2004, p.702).

3.2 Research setting

First, the researcher tried to find the Iranian and Turkish immigrants in the Netherlands online through emailing different Turkish organization, placing ads in LinkedIn, asking forum operators permission to post ads to find Iranian and Turkish adult immigrants and children within 12-17 years in the Netherlands to interview. Neither of them worked. They did not reply or they gave the researcher no permission to come over or they did not send a date and time to visit. Hence, the key is having a great network with many different connections, or finding the key person of a multicultural organization and convince him/her, or in the last situation just walk point-black in different multicultural (Turkish or Iranian) public places.

Consequently, as mentioned in the beginning of this chapter, the immigrant participants for this research are mostly found through snowball sampling, advertising (word-of-mouth advertising), and by asking people directly to participate to this research in different locations, like international supermarkets, societies, religion groups, cafes, and mosques. Not only to avoid bias and (double) self-directed data, but also to randomly choose between spouses/partners, the immigrant spouses/partners were asked to roll the dice. The one with the highest score was interviewed. However, some of the adult immigrant participants (10.7%) preferred to be interviewed through telephone. If necessary, the same dice procedure took place for telephone interviews. The interviews went sequence for both adult and child immigrant groups. The same dice procedure will also be repeated when the adult immigrant has more than one child between 12 and 17 years old that likes to participate.

3.2.1 Sample/participants

In total, 210 interviews were conducted, which consist of 159 Iranian and Turkish adult immigrants and 51 child immigrants. Furthermore, the adult interviews (n= 159) were performed between 7 April 2013 and 21 May 2013. 59.7% of these adult immigrants (n=95) had children, whereas only 39.6% of the total adult immigrants (n= 63) had children within 12 and 17 years old. However, 12 parents (19%) give no permission to interview their children. Neither of these parents mentioned a reason for their choice. Consequently, 51 parents (80%) gave permission to interview their children. These child interviews (n= 51) were completed between 7 April 2013 and 25 May 2013. Moreover, these 210 adult and child interviews took place all over the Netherlands. The interview location for adults covered 14 Dutch cities, namely for *province Noord-Brabant*: Grave, Eindhoven, Boxmeer, Den Bosch and Cuijk; for *province Gelderland*: Nijmegen and Wijchen, for *province Utrecht*: Vianen; for *province Zuid-Holland*: Delft, Den Haag, Rotterdam; and for *province Noord-Holland*: Amsterdam, Zaandam, and Weesp. The child interviews were only spread over 8 of the Dutch cities, namely Grave, Nijmegen, Delft, Den Haag, Amsterdam, Eindhoven, Den Bosch, and Cuijk.

3.2.2 Time spent for interviewing adults and children

The measured time is excluding the introduction of the research, the possible needed dice roll, and the follow up questions, like the use of google translator. Depending on how many questions were suited for the participants, the adult immigrant interviews took from 4 minutes till 52 minutes, with an average of 16 minutes. Most of the long interviews were group interviews. These group interviews consist of 2-3 and in one case 5 participants together. The participants answered the question at the same time, which resulted sometimes in small discussion after they gave different answers to the same question. This indicates that interviewees were not influencing each other by giving the same answers for each question. In the case of the child immigrants, the time is also measured excluding the introduction,

possible dice roll, and the follow up questions. The child interviews were shorter and faster due to a few questions. These interviews were from 2 minute till 15 minutes, with an average of 5 minutes.

3.2.3 Translated interviews

Before starting the interview, the researcher always asked the participants if they want to be interviewed in Dutch or in their mother language. The chosen language is written down on the interview sheet. In case of the Iranian adult immigrants, the researcher is fluent in Farsi and is able to precede the whole interview in Farsi. For the Turkish immigrants, the researcher is assisted by a Turkish translator, who is fluent in Turkish. The Turkish translator was fully prepared with additional information to present exactly the same questions and examples, as by the Iranian adult immigrants, to the Turkish immigrants. Consequently, a total of 98 (61.6%) adult immigrants, 30 (16 females and 14 males) Turks and 68 (29 female and 39 male) Iranian, preferred the interview to be in their own native language, Farsi or Turkish. The other 38.4%, divided in 50 (14 female and 36 male) Turkish, and 11 (4 female and 7 male) Iranian, preferred the interview to be in Dutch. For the child immigrants the figures were vice versa, only one (2%) (Iranian girl) of the children chooses the interview to be in her mother language, while 50 (98%) of the children, 24 (13 female and 11 male) Turks and 26 (13 female and 13 male) Iranians, chose the interview to be in Dutch.

3.2.4 Different interview settings: experience and results

In general, the Iranian and Turkish immigrants react differently in various interview settings. The Iranian adult immigrants were found and recruited for the interview through snowball sampling, and less via contacting them in supermarkets or at public places. This is because there are barely Iranian organizations and communities in the Netherlands, which makes them difficult to locate. Conversely, this is not the case for the Turkish adult immigrants. They were found through finding the right key persons in Turkish organizations in the Netherlands, or by walking point-black into stores, mosques, supermarkets and public places.

However, these different interview locations illustrated different kind of human behaviors. First, in the Turkish supermarket the Turks were friendly, but they are not always very cooperative. They are too busy to make time for an interview, and they are not very willing to re-schedule the interview to another time and place. Although, one supermarket owner was an important key person, who gave me few new leads and introduced me to another key person within one of the Turkish organizations. The Iranians in Iranian supermarkets are very interested and willing to participate, but like the Turks they have no time for an interview. However, most of the Iranians gave their contact information to be interviewed through telephone or to meet on neutral place. The telephone interviews with Iranian were without problems, but the disadvantage is that the participants' psychical behavior cannot be observed through

the telephone. Second, in the Turkish café locations there were not only no Turkish women present, but there was also a difference between the behavior of the first and second generation Turkish men. The first-generation men tended to be more often suspicious about the intention of the interviewer. However, after presenting my student card and giving them more information about the purpose of the research with the support of my Turkish translator, most of the men were prepared to be interviewed. The second-generation young Turkish male immigrants were friendly, very cooperative, more trustworthy towards the researcher intentions, and there was no essential need for a Turkish translator. Because of the small amount of time to stay in the cafés, the interviews were taken in small groups of two or three adults at the same time. As mentioned in section 3.2.2, the answers were given at the same time. Therefore the participants would not influence each other to give the same answer. The researcher could not find Iranian cafés. Therefore their behavior in café settings is missing. Furthermore, the next interview setting was the mosque. The Turks were very polite, nice and understanding in the mosques. They loved to participate and they helped us to find other (key) persons for the research. Nevertheless, the only disadvantage of interviewing of Turks in the mosque is that most of the Turks come to pray and leave directly after they prayed together. This makes it difficult to find the ones, who will stay and chat after the pray. Conversely, some of them stayed to talk and drank tea, which resulted in a few adult interviews in Turkish. Again, the Iranians cannot be found in mosques, and their behavior in this setting is missing to.

Additionally, the Turkish women were very hard to find. Through finding the right key persons within the Turkish (religious) organization, the researcher could interview more the Turkish female adult immigrants. One was before annual meeting in Nijmegen, and the other was mother day party 2013 in Den Haag. The Turkish organizations were the last interview setting, which are also the most ideal interview setting. These organizations establish meetings, parties, and gatherings where many Turkish men, women, and children in different ages can be found. In addition, the Turks in these organization settings are friendly and very cooperative, mostly because the organizer has introduced the researcher and her translator. Thus, the key to interview the Turkish immigrants in different settings is trust and having a Turkish translator.

3.3 Data collection procedure

The previous section already mentioned that before entering public places, like the Turkish cafés, most of the Turkish adult immigrants asked to see my student card to be sure I was not an undercover government official or police. My Turkish translator played an important role in creating this mutual trust. In line with Ganga and Scott (2006) study about qualitative approach in migration research, communicating in the immigrants' native language made most of the Iranian and Turkish immigrants

more relaxed and cooperative to participate in the interviews (Ganga and Scott, 2006). Likewise, using a laptop, or recording material, or even laying a mobile phone on the table made most of the participants anxious and suspicion. They would easily stop the interview if the researcher audio-taped the interviews. Therefore, all of the interview data was collected on paper.

Furthermore, to validate that the individuals have understood what the interview is about, the e-government services and DigiD were generally discussed before starting the interview. If it was necessary, some of the e-government examples were mentioned and in case of DigiD, the logo was presented on the example card, see figure 3.1. The same counted for the child immigrant interviews. Before the interview started, not only DigiD logo was shown to the child immigrants, but also a smiley card was presented and explained to make it easier to answer the interview questions. The purpose of the smiley card was to make it easier for the children to express their feelings and give a more accurate answer to the 5-Likert scale questions. The smileys on the card contained the numbers 1-5, which corresponded with 5-Likert scale system, see figure 3.2. Again, no recording materials were used, not because the child immigrants did not wanted to, but merely their parents did not give permission to record the interview.



Figure 3.1: DigiD logo (“DigiD”, n.d.)

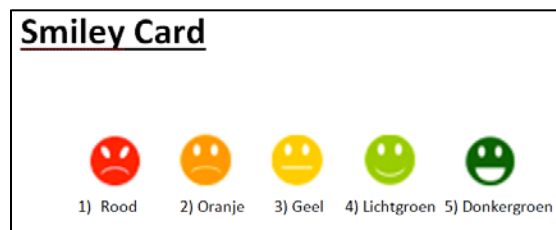


Figure 3.2: Smiley card used for the child immigrant interviews

3.4 Measurement

This section consists of two subsections. These subsections present the dependent and independent variables and mention how they are measured in the semi-structured interview questionnaire.

3.4.1 Dependent variables

The first dependent variables for this study are the five internet skills, i.e. operational, formal, information, communication, and strategic internet skills. Each of these skills is constructed from different items, see subsection 2.2.2. These five internet skills are tested through 5-likert scale questions. These internet skills question are inspired by Van Deursen and Van Dijk (2008, 2009a, 2009b, 2010a), Van Deursen, Van Dijk, and Peters (2011, 2012), Van Deursen, Courtois, and Van Dijk (2012), but they are slightly changed to meet the subject of this research. (Van Deursen and Van Dijk (2008, p. 4; 2009a, p.399; 2009b, p.334; 2010a, p. 894-897); Van Deursen, Van Dijk, and Peters (2011, p.127; 2012, p.828; p.836); Van Deursen, Courtois, and Van Dijk (2012, p.2; p.4)).

First, to measure the operational internet skills, 124 Iranian and Turkish adult immigrants were asked to answer items 8a-8g on 5-Likert scale using the following categories: 1) strongly disagree; 2) disagree; 3) neutral; 4) agree; and 5) strongly agree. A reliability test is performed for the items 8a-8g, to construct one variable for the operational internet skills. None of the items is removed, and the reliability test Cronbach's alpha is 0.856. Second, the formal internet skills (items 9a-9d) were answered by the 124 immigrants on 5-likert scale using the following categories: 1) never; 2) rarely; 3) sometimes; 4) often; and 5) always. Likewise, a reliability test is performed for the items 9a-9d, to construct one variable for the formal internet skills. All of the items are reversed, and item 9d is removed. The reliability test Cronbach's alpha is 0.895. Furthermore, the information skills (items 11a-11d) are answered through 5-Likert scale with the same categories as formal internet skills. None of the items is removed, and the reliability test Cronbach's alpha is 0.805. Next, the communication internet skills (item 12a-12f) are answered based on two different 5-Likert scales. The first one, items 12a, 12c, and 12e, is to establish how often the participants use the communication internet skills. These items are measured with the categories: 1) strongly disagree; 2) disagree; 3) neutral; 4) agree; and 5) strongly agree. The second one is how they experience the communication internet skills for the items 12b, 12d, and 12f. These three items are measured based on the next categories: 1) very easy; 2) easy; 3) not easy/not difficult; 4) difficult; and 5) very difficult, but are reversed before performing the reliability test. After the reliability test, item 12e is removed, whereby the reliability test Cronbach's alpha is 0.797. Finally, the strategic internet skills (items 13a-13d) are also measured through 5-Likert scale with the subsequent categories: 1) never; 2) monthly; 3) weekly; 4) daily; and 5) few times a day. After the reliability test, no item is removed and the Cronbach's alpha is 0.725.

Next, the level of receiving support from children to fulfill the (mandatory) e-government service tasks (item 14c) were answered by 159 immigrants on 5-Likert scale, with the following categories: 1) strongly disagree; 2) disagree; 3) neutral; 4) agree; and 5) strongly agree. However, the spread of the

answers is small and will create empty cells and violate the assumptions for further analysis. Therefore, the item 14c will turn from a 5-Likert scale answer into a dichotomous variable of 0) no support from children to fulfil their e-government service tasks and 1) receiving support from children to fulfil their e-government service tasks for 159 adult immigrants. The same accounts for both seeking support inside their community (family and friends) (item 14d) and seeking support outside their community (government agencies and/or organizations) (item 14e). All of the 159 Iranian and Turkish immigrants have answered both of the items 14d and 14e via 5-Likert scale, with the categories: 1) strongly disagree; 2) disagree; 3) neutral; 4) agree; and 5) strongly agree. However, their spread is too small. Thus, both item 14d and 14e will turn into dichotomous variables with each 0) no support and yes 1) support.

Fourth, 127 adult immigrants answered the level of trust in the e-government service websites (items 23a-23b) via 5-Likert scale with the subsequent categories: 1) strongly disagree; 2) disagree; 3) neutral; 4) agree; and 5) strongly agree. The Pearson correlation for items 23a and 23b is $r = 0.796$, $p = 0.000$ (1-tailed), $N = 127$. Due to the assumptions for the logistic regression, the dependent variable, level of trust in e-government service websites needs to be turned into dichotomous variable with 0) no trust and 1) trust. The same account for the level of trust in DigiD (items 23c and 23d). Again, 127 adult immigrants answered the level of trust in DigiD through 5-Likert scale the same categories as the trust level of e-government services website. The Pearson correlation for items 23c and 23d is $r = 0.793$, $p = 0.000$ (1-tailed), $N = 127$. Once more, due to the assumptions of the logistic regression, the dependent variable, level of trust in DigiD needs to be turned into dichotomous variable with 0) no trust and 1) trust.

The next dependent variable is answered by 124 immigrants for the amount of visit and use e-government service websites (item 16) via 5-Likert scale with categories: 1) never; 2) 1-2 times; 3) 3-5 times; 4) 6-8 times; and 5) more than 8 times. The last group of the 5-Likert scale contains very few participants, to avoid empty cells which can cause problems in further analysis the 5-Likert scale is changed into 4-Likert scale with the following categories: 1) never; 2) 1-2 times; 3) 3-5 times; and 4) 6+ times. However, due to the assumptions for the logistic regression, the dependent variable, level of visit and use of e-government service websites needs to be turned into dichotomous variable with 0) not visiting and using e-government service websites in the past 6 months and 1) visiting and using e-government service websites in the past 6 months. Finally, the last dependent variable for the adult immigrants is the use of DigiD. The same procedure as the previous dependent variable applies to the amount of DigiD use. The DigiD users are less ($n=82$) than the e-government service websites, because e-government service websites can also be used without DigiD. These 82 adult immigrants have

answered the 5-Likert scale with the following categories 1) never; 2) 1-2 times; 3) 3-5 times; 4) 6-8 times; and 5) more than 8 times. Again the same last two groups will be merged together due to less participants into 4-Likert scale with the following categories: 1) never; 2) 1-2 times; 3) 3-5 times; and 4) 6+ times. Although, due to the assumptions for the logistic regression, the level of DigiD use level needs to be a dichotomous variable with 0) not using DigiD in the past 6 months and 1) using DigiD in the past 6 months.

The dependent variable for children is the level of willing to support parents and/or other adults (items 42 and 44) presented two dichotomous questions with yes and no. The Pearson correlation for items 42 and 44 is $r = 0.863$, $p = 0.000$ (1-tailed), $N = 12$. The last dependent variable for child immigrants is the level of stress (item 46a-46i). The items 46a-46i are nine statements, whereas the child can specify according 5-likert scale how much they agree or disagree with the given statement. These items inspired by Fliege, Rose, Arck, Walter, Kocalevent, Weber and Klapp (2005) to measure the child's stress level. Not all of the questions from Fliege et al. (2005) study are used, only the ones which were more suited for this study (Fliege, Rose, Arck, Walter, Kocalevent, Weber, and Klapp, 2005, p. 81). All of the 51 children immigrants were asked to answer the items 46a-46i on 5-Likert scale using the following categories: 1) strongly disagree; 2) disagree; 3) neutral; 4) agree; and 5) strongly agree. However, after reversing the items 46a-e and 46g, and removing the items 46f and 46h, the Cronbach's alpha is 0.842.

3.4.2 Independent variables

The first independent variable is gender (item 25). This variable is a dichotomous question, which is not asked but recorded by the researcher during the interview. Second, the Iranians and the Turkish participants answered two questions related to the highest education achieved degree. One of these questions was about the highest achieved education degree in the Netherlands (item 38a), which consists of all possible educational answers, see appendix 1. The other is about the highest achieved education degree in their home country and/or the Netherlands (item 37a). This interview questions is a multiple-choice questions, where both the Iranian and the Turkish educational systems are enumerated, see Appendix 1. In other words, the location of the educational achievement is not important, but the highest educational degree is. However, each country has its own education system with different levels and names. This makes it difficult to distinguish where exactly low-, medium- and high- educational degrees start and stop in three different countries, like Iran, Turkey and the Netherlands. Fortunately, the United Nations Educational, Scientific and Cultural Organization (UNESCO) developed an International Standard Classification of Education (ISCED). The ISCED 2011 draft of new classification has already taken place this year. The most important change for this analysis is that the

high education levels like bachelor and master degree belong to level 5 (A and B) and Ph.D. level 6. ISCED 2011 made a broader distinction by assigning associated degrees to level 5, bachelor to level 6, master to level 7 and finally Ph.D. to level 8 (UNESCO, 2010, p.3). Conversely, the researcher graded first the entire Iranian, Turkish and Dutch educational systems separately with the help of the ISCED levels. Next, these levels were matched for each adult immigrant to see, who improved their educational level in the Netherlands, who stayed the same, and who was disadvantaged by the Dutch foreign diploma Dutch legalization and was acknowledge a person with not high educational level, see appendix 2. However, it was not possible to create three categories of highest education degree, such as low, medium and high education, because it is not exactly clear where the Dutch Intermediate Vocational Education (MBO) belong. The MBO degree is divided in 4 levels which are evenly spread on the low and the medium education levels. The researcher did not ask the participants to explicitly mention which kind of MBO they finished. Therefore, to prevent a bias into the education levels low and medium, the highest education achieved degree in item 37a and 38a is strictly denoted as dichotomous variable for low and high educational degree. The cutting point between the high and low education degree in the Netherlands is HBO and higher. In other words, everything lower than accomplished HBO degree in the Netherlands is consider low education degree, and HBO degree and higher is considered high education degree in the Netherlands. The cutting point for Iranian and Turkish education system is higher education, but that is lower than the Dutch HBO degree. Therefore, all analysis is done with the highest educational degree in the Netherlands with exception of hypothesis 2. The researcher wants to explore the receiving support from their children phenomenon, independently of where the highest achieved education degree is obtained.

The next independent variable is ethnicity. This variable is consists of items 27, 28, and 29. The Turkish and the Iranians adult immigrants were asked to report separately in which country their parents were born (items 27 and 28), using the next categories: 1) the Netherlands; 2) Turkey; 3) Iran; or 4) somewhere else. The same is asked (item 29), but this time it is about where the participant is born for the same mentioned categories, see appendix 4.

The fourth is the level of Dutch language skills (items 32a-32c) is based on 5-Likert scale with the next categories: 1) poor; 2) fair; 3) average; 4) good; and 5) excellent. After the reliability test item 32c is removed. The Cronbach's alpha is 0.926, and the Pearson's correlation for item 32a and 32b is $r = 0.862$, $p = 0.000$ (1-tailed), $N = 159$. Depending on which regression, the multiple linear regression or the logistic regression is suitable for the hypothesis, the Dutch language skills are respectively used in both 5-Likert scale model as well as dichotomous (weak vs. strong).

Another one is heard about the DigiD hack incident in 2011 (item 24), this is one dichotomous question. The sixth independent variable is the immigrants with children. In general, all Iranian and Turkish adult immigrants who have children (item 33) are counted. These are all part of multiple-choice questions. However, if looking specific at the parents, who have a child within 12-17 years old item 34 is needed. This item is also a simple yes and no variable. The last independent variable which is used in this study is receiving of welfare (item 21). The participants answered this question yes or no.

Finally, as already mentioned in section 2.3.2, the most common control variables used in the immigrant and ICT studies are the age groups, education degree level, ethnicity, and language skills. Hence, these four control variable will be used for each of the adult immigrant hypothesis with exception of the hypothesis 3a and 3b, which are related to the child immigrants. If one of these variables is occupied as independent variable, then merely the variable gender will be include in the regression model. Additionally, to avoid empty cells, the four age groups 1) 18-33 years; 2) 34-49 years; 3) 50-64 years; and 4) 65+ years are changed into 3 age groups, namely 1) 18-33 years; 2) 34-49 years; and 3) 50+ years. However, due to the assumptions for the regression, the age groups may be further reduced to a dichotomous variable, focusing specific on the younger immigrants, i.e. 0) 18-33 years and 1) 34+ years or on the older immigrants, i.e. 0) 18-49 years and 1) 50+ years.

Moreover, the first independent variable for children is the feeling of being obligated to parents to support them and/or other adults with e-government service tasks (items 45a-45e). The items 45a-45e are inspired by Phinney, Ong, and Madden (2000) to measure the level of traditional family obligation values and feelings. Only five of the eight questions are taken, because they were more suited for this study and are presented as 5-Likert scale questions (Phinney, Ong, and Madden, 2000, p. 532).

All of the 51 children immigrants were asked to answer the items 45a-46e on 5-Likert scale using the following categories: 1) strongly disagree; 2) disagree; 3) neutral; 4) agree; and 5) strongly agree. However, after removing the item 45b, the Cronbach's alpha is 0.722. Second, the level of support of parent and/or other adults with e-government service tasks (items 41 and 43). All of the 51 of the children answered the dichotomous questions with yes or no. The Pearson correlation for items 41 and 43 is $r: 0.464, p = 0.000$ (1-tailed), $N = 51$.

Additionally, the gender of the child, age category, and ethnicity belong to the independent variables which are used as control variables. The gender of the child immigrant is a question (item 47), but it will be recorded by the researcher without asking. There are two age category, namely 12-14 years old and 15-17 years old, to cluster the 51 children in two age categories. Finally, the ethnicity is

already known through the parent who gave permission for the interview, but still item 49 asks where the child immigrant is born, in the Netherlands, Turkey, Iran or somewhere else.

3.5 Data analysis

The data was processed by using SPSS version 20. The procedure for each hypothesis was more or less in the same order. First, the data was explored and screened. Before testing each hypothesis, the frequencies, spread, normality, checks for outliers, and histograms were examined. If necessary, the variable is also checked through crosstabs to make sure there are no empty cells. The correlation and the VIF values are controlled to exclude multicollinearity. Furthermore, the homogeneity test is also performed, together with the checking the spread of the variable will indicate which statistic test to use. Depending on the type of variables, a bivariate test like Mann-Whitney test or t-test will be performed. Then a multiple linear regression or logistic regression analysis was conducted, including four standard control variables, namely age groups, ethnicity, Dutch language skills, and highest achieved education in the Netherlands as these were found to affect internet use in earlier research (see Chapter 2). It is important to see whether the obtained relationship is stable, even when control variables are moved in and out of the regression. Moreover, in case of multiple linear regression, again checking correlations (looking for multicollinearity), R-square, F change, significance of the model, the Durbin-Watson, again the tolerance and VIF sections, histogram, residuals, p-p plot. In case of logistic regression checking Nagelkerke R-square, Hosmer-Lemeshow test, significance of the model, residuals. Finally, in case of both regression the Cook's distance, Mahalanobic distance, and DFBETA limits are checked. Then, the Centered leverage values are calculated and checked in the case summaries. This is repeated for each hypothesis and regression model.

4. Results

This chapter consists of two sections. The first section pays attention to the descriptive findings of this study. The second section presents all the results and explanations around the hypotheses in chapter 2.

4.1 Descriptive Findings

This subsection starts with a general demographic overview, where the characteristics and any applicable differences between the two immigrant groups are discussed for the Iranian and Turkish adult immigrants. The next subsection will provide the differences between internet users and non-internet users. The third section provides a general demographic overview of the Iranian and Turkish child immigrants. Finally, this subsection will end with a summary with the important findings highlighted.

4.1.1 General demographic overview for the Iranian and Turkish adult immigrants

The snowball sampling technique has yielded a total of 210 interviews, of which 159 were conducted with adult immigrants. These 159 adult interviews are divided in 80 Turkish (50.3%) and 79 Iranian (49.7%) adult immigrants. In this subsection discusses briefly the characteristics of the Iranian and Turkish adult immigrants. If there is a significant, difference found between the Iranian and Turkish adult immigrants it will included.

Gender

The 159 adult immigrants are divided into 63 (39.6%) females and 96 (60.4%) males. This shows that the male participants are slightly over presented in this study.

Age

As already mentioned in previous chapter, to avoid empty cells, the 159 Iranian and Turkish adult immigrants divided in the four age groups of item 26 are reduced into three age groups: 1) 18-33 years; 2) 34-49 years; and 3) 50+ years old. The age group 18-33 years old consist 19 females and 35 males. The age group 34-49 years old consist 26 females and 33 males. The age group 50+ years old consist 18 females and 28 males. The average adult immigrants are within the first age group (18-33 years) and the second age group (34-49 years), but they incline more towards the 34-49 years groups. Therefore, the average age groups is approximately 34-49 years old ($M=1.95$, $SD =0.79$, $N= 159$).

Highest achieved education degree

In general, only 48 (30.2%) Iranian and Turkish immigrants have achieved a high education degree in the Netherlands, the remaining 111 (69.8%) belong to low achieved education degree in the Netherlands ($M= 0.3$, $SD =0.46$, $N=159$). As already mentioned in subsection 3.4.2, the high education in the Netherlands cutting point is HBO. These 48 immigrants with a high education obtained in the Netherlands are divided into 14 (22.2%) women and 34 (70.8%) are men. However, considering the highest education degree in their home country and/or in the Netherlands changes the amount. Now, 72 (45.3%) Iranian and Turkish immigrants has obtained a high achieved education degree, while the remaining 87 (54.7%) belong to low achieved education degree in their home country and/or the Netherlands ($M= 0.45$, $SD =0.5$). These 72 high educated immigrants are divided into 52 (72.2%) men and 20 (27.7%) women, whereby again the men are merely higher educated than the women.

Furthermore, an independent t-test is conducted to compare the Iranian and Turkish immigrants' highest achieved education degree in their home country or in the Netherlands. There was a significant difference in the scores for the Iranian adult immigrants ($M= 0.62$, $SD= 0.49$, $N= 79$) and the Turkish adult immigrants ($M= 0.29$, $SD= 0.46$, $N= 80$); ($t = -4.44$, $df = 155.9$, $p = 0.000$). These results suggest that the about 62% of the 79 Iranian immigrants have a higher education degree in their home country and/or in the Netherlands than around 29% of 80 Turkish immigrants.

Dutch language skills

Generally, looking at the dichotomous variable of Dutch language skills, 74 (46.5%) Iranian and Turkish immigrants have strong Dutch language skills, while the remaining 87 (53.5%) belong to weak Dutch language ($M= 0.47$, $SD =0.5$). The strong Dutch language skills indicate scores above the average level to excellent Dutch language skills, whereby the weak Dutch language skills belong to participants who reported that they have poor to average Dutch language skills.

However, the independent t-test compares the level of Dutch language skills for the Iranian and Turkish immigrants. There is a significant difference the Turkish immigrants ($M= 0.61$, $SD= 0.49$, $N= 80$) and the Iranian immigrants ($M= 0.32$, $SD= 0.47$, $N= 79$); ($t = 3.89$, $df = 157$, $p = 0.000$). Around 61% of Turkish immigrants have strong Dutch language skills, while approximately 32% of the Iranian immigrants have strong Dutch language skills. Therefore, the results show that the Turkish adult immigrants have stronger Dutch language skills than the Iranian adult immigrants.

Internet Skills

All the internet skills are measured on 5-Likert scale. The higher the reported average scores on this 5-Likert scale, the higher the level of internet skills. Thus, the average level of the operational internet skills for 124 (78%) participants is 3.79 (SD = 0.88). Thus, the average of 3.79 on a 5 point scale is higher than the average 3 and thereby is denoted as higher operational internet skill. The male participants have with an average of 3.96 (SD=0.78, N=79) higher operational skills than the female participants with an average of 3.49 (SD=0.96, N=45). The average level of the formal internet skills is 3.86 (SD = 0.99, N=124) means that the participants have higher formal internet skills. Moreover, the male participants have higher score than the female participants, which means that males get less disoriented (M = 4.03, SD = 0.89, N=79), than the females (M = 3.57, SD = 1.1, N=45) using the internet in different situations. In case of the information internet skills, the average is 3.15 (SD =1.03, N=124). This indicates that the overall information skills are neither high nor low for the 78% of the immigrants. This counts also for the female and male adults, however, the male adults have slightly higher information internet skills (M = 3.22, SD = 1.02, N=79) than the females (M = 3.02, SD = 1.05, N=45). The same trend occurs also for the communication internet skills. The average level is 3.49 (SD = 0.74, N=124), which shows that they have slightly high communication internet skills. Again the average male adults (M = 3.57, SD = 0.76) have slightly higher communication internet skills than the average female adults (M = 3.37, SD = 0.71). The average strategic internet skills for the adult immigrants is 2.04 (SD= 0.71), which indicate that, in generally, they have low strategic internet skills. Although, the male adults (M = 2.14, SD = 0.67) have higher average strategic internet skills than the females (M = 1.88, SD = 0.67), but both are still low. Finally, in overall there are two interesting conclusions. The first is that generally the male adult immigrants are better in internet skills than the female adult immigrants. The second one is that the overall average scores were higher for the first two internet skills and the communication skills, but they slightly decreased for the information and strategic internet skills. This is in line with Van Deursen and Van Dijk (2009b, p.338), when they mention that the information and strategic internet skills the most problematic and unequally divided digital skills are among the Dutch society.

Internet experience and amount of internet usage

The 78% of the adult immigrants have not only sufficient experience with the internet, but they are also high internet users in the last 3 months. Their average internet experience is between the 6 years and less than 8 years (M= 4.29, SD =1.13, N=124), which is high. Moreover, their average internet use in days per week is 4.65 (SD = 0.87, N=124), which is means that they use the internet between 4 days and more than 6 days in the last 3 months. Finally, each of these years have an average of 3.10 (SD =

1.28, N=124). Thus, the immigrants tend more to use the internet around 3 hours – less than 6 hours per using day in the last 3 months.

Visit and use of e-government service websites and DigiD

As mentioned in section 3.4, the visit and use of e-government service website in the last 6 months is divided in dichotomous variable instead of a 5-Likert scale. This means that the average score will be within 0) not using the e-government service website and 1) using the e-government service website. This is applicable to the use of DigiD. Therefore, 59% of the 159 adult immigrants (M=0.59, SD=0.49, N= 159) have visit and used the e-government service websites at least more than once in the last 6 months. Respectively, procedure applies to the amount of DigiD use. The DigiD users are less (n=82) than the e-government service websites, because e-government service websites can also be used without DigiD. Thus, 41 (50%) of the adult immigrants used DigiD more than once in the last 6 months (M=0.5, SD=0.5, N= 82). However, the independent t-test compares the level of using DigiD for the Iranian and Turkish immigrants. There is a significant difference between the Iranian immigrants score (M = 0.7, SD = 0.46, n = 44) and the Turkish immigrants score (M = 0.26, SD = 0.45, N = 38); (t = -4.39, df = 80, p = 0.000). The results show that the Iranian immigrants use the DigiD more often than the Turkish adults. This is because almost 70% of the 44 Iranian immigrants compared to 26% of the 38 Turkish immigrants used DigiD in the past 6 months. Could this be related to the level of trust and the awareness of the hack incident for one group more than the other? The independent t-test compares the level of trust to use DigiD for the Iranian and Turkish immigrants. There is a significant difference between the Iranian immigrants score (M = 0.59, SD = 0.5, n = 64) and the Turkish immigrants score (M = 0.35, SD = 0.48, n = 63); (t = -2.82, df = 125, p = 0.006). The results show that the Iranian immigrants trust DigiD more often than the Turkish adults. This is because almost 59% of the 64 (n=38) Iranian immigrants compared to 35% of the 63 (n=22) Turkish immigrants used DigiD in the past 6 months.

Support

As mentioned in section 3.4, all the support items are due to small variable spread divided dichotomous variable instead of a 5-Likert scale. Only 58 (36.5%) of the adult immigrants receive support from children to fulfil their e-government service tasks (M= 0.36, SD = 0.48, N =159). These 58 adult immigrants are divided into 30 (51.7%) internet users and 28 (48.3%) non-internet users. Both of the internet users and non-users receive approximately the same amount of support from their children.

The average of seeking support inside their community by family and friends is 0.13 (SD =0.33, N=159). This means that only 20 (12.6%) of the adult immigrants seek support inside community by other family and/or friends. These 20 adults are divided into 16 (80%) internet users and 4 (20%) non-internet users. Twenty-five (15.7%) adult immigrants seek for support outside community by government agency and/or organizations. These 25 immigrants are divided into 19 (76%) internet users and 6 (24%) non-internet users. These results are interesting. There are no differences between being internet users and non-internet users for seeking support for e-government service tasks, by children, inside and/or outside their community. However, the independent t-test compares seeking support outside the community by government agencies and/or organizations for the Iranian and Turkish immigrants. There is a significant difference between the Iranian immigrants score (M = 0.25, SD = 0.44, N = 79) and the Turkish immigrants score (M = 0.06, SD = 0.24, N = 80); ($t = -3.39$, $df = 121.8$, $p = 0.001$). The results show that the Iranian immigrants seeking more often support outside the community by government agencies and/or organizations than the Turkish adults. This is because almost 25% of the 79 (n=20) Iranian immigrants compared to 6% of the 80 (n=5) Turkish immigrants seek support outside the community by government agencies and/or organization.

4.1.2 The differences between internet users versus non-internet users

Nevertheless, from these 159 adult immigrants, 124 (78%) adult immigrants are using the internet, whereas the other 35 (22%) is not using the internet. This is in line with the Van Dijk, Peters, and Ebbers (2006) research, were they included 20% of non-internet users into their dataset to obtain a better natural divided result (Van Dijk, Peters, and Ebbers, 2008). Yet, there are two kinds of non-internet users. First, this dataset has 6 non-internet users, who neither have internet at home nor use the internet. Five of them are male immigrants. Second, the other 29 non-internet users have internet at home, but they do not use the internet. They are more equally divided into 14 (48.6%) male and 15 (51.4%) female immigrant adults.

On the one hand, there is no difference between the non-internet users (M = 0.46, SD = 0.51, N =35) and the internet users (M = 0.51, SD = 0.5, N =124) with respect to ethnicity ($t = -0.53$, $df = 157$, $p = 0.6$). There is also no gender difference between the non-internet users (M = 0.49, SD = 0.51, n =35) and the internet users (M = 0.64, SD = 0.48, n =124), ($t = -1.62$, $df = 157$, $p = 0.11$). On the other hand, an independent t-test was conducted to compare the age categories to which the non-internet users and the internet user belong. There is a significant difference in the scores for age categories for the non-internet users (M = 2.69, SD = 0.58, N =35) and the internet users (M =1.74, SD =0.72, N=124); ($t = 8.01$, $df = 66.2$, $p = 0.000$). The age categories are divided in 1) 18-33 years; 2) 34-49 years; 3) 50+

years. These results illustrates that the non-internet users with an average score of 2.69 are within the second and third age category, while the internet users are within the first and the second age category with an average score of 1.74. Thus the non-internet users are in average older than the internet users. Additionally, another independent t-test was conducted to compare educational degree levels achieved in the Netherlands for the non-internet users and internet users. There is a significant difference between the score of the internet users ($M = 0.38$, $SD = 0.49$, $N = 124$) and the score of the non-internet users ($M = 0.03$, $SD = 0.17$, $N = 35$), ($t = - 6.71$, $df = 150.9$, $p = 0.000$). The result shows that about 38% of the internet users have achieved a high education degree in the Netherlands. As already mentioned in subsection 3.4.2, the high education degree is from HBO and above, while everything under HBO degree is considered as low education. And only 3% of non-internet user has obtained a high education degree in the Netherlands. Therefore, the internet users have higher education degree than the non-internet users.

Finally, the last independent t-test is conducted to compare the level of Dutch language skills between the internet users and non-internet users. There is a significant difference between the score of the internet users ($M = 0.56$, $SD = 0.5$, $N = 124$) and non-internet users ($M = 0.11$, $SD = 0.32$, $N = 35$), ($t = - 6.38$, $df = 84.5$, $p = 0.000$). The result shows that about 56% of the internet users have strong Dutch language skills. When the average Dutch language skills and above are considered to be strong Dutch language skills and all scores under the average Dutch language skills are obtained to be weak Dutch language skills. The around 11% of non-internet users has also strong Dutch language skills. However, the results show that the internet users have stronger Dutch language skills than the non-internet users.

Finally, this last part illustrates that the internet users are younger, higher educated, and have stronger Dutch language skills than the non-internet users.

4.1.3 General demographic overview of the Iranian and Turkish child immigrants

Fifty one interviews of the 210 interviews yield through snowball sampling technique are children interviews. These 51 child interviews are divided into 24 Turkish (47.1%) and 27 (52.9%) Iranian child immigrants.

As mentioned in section 3.4, both the level of stress as well as the level of feeling obligated to support parents are divided into dichotomous variable instead of a 5-Likert scale. The average stress level for the child immigrants is 0.47 ($SD = 0.5$, $N=51$). This means that 24 (47%) of the children have stress, while the 27 (53%) children have no stress.

Furthermore, the average feeling of being obligated to support parents (and/or other adults) with their e-government services tasks children feel is 0.73 ($SD = 0.45$, $N=51$). This means that 37 (72.5%)

of the children feel obligated to support their parents, while the remaining 14 (27.5%) children don't. This is in line with the traditional family obligation mentioned in section 2.5.2, which is passed on from parents to their children.

Like in the previous section it is important to explore the similarities and differences within both immigrant groups. Table 4.1 presents a general overview of the Iranian and Turkish child immigrants for the variable gender and age. There is no difference between the Iranian and Turkish child immigrants with respect to gender ($t = -1.16$, $df = 49$, $p = 0.872$) and age ($t = 0.098$, $df = 49$, $p = 0.923$).

Demographic Profile Overview: Iranian and Turkish child immigrants				
Variable	Iranian child immigrants		Turkish child immigrants	
	N	%	N	%
<u>Gender (item 47):</u>				
Female	14	51.9	13	54.2
Male	13	48.1	11	45.8
<u>Age groups (item 48):</u>				
1) 12-14 years	15	55.6	13	54.2
2) 15-17 years	12	44.4	11	45.8

Table 4.1: Iranian and Turkish child immigrants

4.1.4 Summary

In this study, 22% of the Iranian and Turkish adult immigrants are non-internet users. However, only 6 (3.8%) adult immigrants have no internet connection at home. Thus, 96.2% of the Iranian and Turkish adult immigrants have internet at home, but a percentage of 18.2% does not use it. Within the 78% internet users, first the male immigrants have slightly better scores than the female immigrants. Second, the overall average scores for the internet skills, like operational, formal, and communication internet skills are high, but these scores decrease slowly when the higher internet skills like information and strategic internet skills are reached. Moreover, 61% Turkish immigrants have higher than the average Dutch language skills (strong Dutch language skills) compared to 32% of the Iranian adult immigrants.

The Iranian adult immigrants not only trust the DigiD system, but also used the DigiD more often in the last 6 months than the Turkish immigrant adults. This is not the case for e-government services use and visit. However, 58 of the Iranian and Turkish adult immigrants receive support from their children to fulfill their (mandatory) e-government service websites. It is interesting to see that slightly more than the half (51.7%) of the adults who receive support from their children are internet users, while the remaining part are non-internet users. Thus, even internet users need support. Perhaps, this is due to

their traditional family obligation background or it is due to low-education. Almost 75% of the child immigrants feel obligated to support their parents. Slightly more than the half of the children (52.9%) has no stress.

Looking close to the other ways to receive support, we see that although a small percentage is seeking support inside and outside of their community, respectively 12.6% and 15.6%. However, both the majority of the immigrants who receive support from inside and outside of their community are internet users. A very small percentage is non-internet users. Finally, the Iranian adults seek more support from outside their community than the Turkish adults.

4.2 Results

In this section all of the presented hypothesis will be answered in individual subsections. Each used statistic test will first be mentioned fully, but after the first time their abbreviation will be repeated.

4.2.1 Hypothesis 1

H1: “The Iranian and Turkish adult male immigrants perform better in the formal, information and strategic skills than the Iranian and Turkish adult female immigrants in the Netherlands; while there will be no significant gender difference for the operational and the communication skills”

This hypothesis exists of five internet skills, H1a-H1e, which will be tested individually.

H1a: Operational internet skills

The assumptions for t-test are met, which illustrates that on average, the male participants have a higher operational internet skills (M= 3.96, SD= 0.78, N= 79), than the female participants (M= 3.49, SD= 0.96, N= 45); (t = -2.799, df = 76.7, p= .006). The assumptions for the multiple linear regression (MLR) are checked.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.479	.266		9.310	.000
	Male Adults	.381	.118	.211	3.214	.002
	High Education Degree achieved in NL	.765	.117	.426	6.538	.000
	34-49 years	-.513	.125	-.291	-4.114	.000
	50+ years	-.774	.164	-.331	-4.728	.000
	Iranian Adults	.243	.127	.140	1.918	.058
	Dutch Language Skills	.294	.057	.382	5.164	.000

a. Dependent Variable: Operational Internet Skills. N= 121

Table 4.2: H1a Operational internet skills output

A MLR was conducted to predict the operational internet skills from gender, education degree in the Netherlands, two age groups, ethnicity, and Dutch language skills. These variables statistically, with exception of ethnicity, significantly predicted the operational internet skills, $F(6,114) = 24.118$, $p < 0.001$, $R^2 = .527$. All variables with exception of ethnicity added statistically significantly to the prediction, $p < 0.01$. The difference in operational skills between men and women stays significant, even when controlling for the variables age groups, ethnicity, high education, and Dutch language skills. Similarly, the interaction between ethnicity and gender did not change the outcome. In conclusion, the bivariate t-test and the MLR show that there is a significant difference between male and female adult immigrants, whereby the males have higher operational internet skills than the females. Consequently, the hypothesis H1a is rejected.

H1b: Formal internet skills

The assumptions for t-test are met, which illustrates that the male participants have a higher formal internet skills ($M = 4.03$, $SD = 0.89$), than the female participants ($M = 3.57$, $SD = 1.1$); ($t = -2.527$, $df = 122$, $p = .013$). Also, the assumptions for the MLR are also checked.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.890	.350		8.256	.000
	Male Adults	.220	.159	.113	1.383	.169
	High Education Degree achieved in NL	.349	.155	.183	2.252	.026
	34-49 years	-.194	.166	-.103	-1.166	.246
	50+ years	-.711	.218	-.284	-3.261	.001
	Iranian Adults	-.026	.169	-.014	-.152	.880
	Dutch Language Skills	.276	.074	.344	3.733	.000

a. Dependent Variable: Formal Internet Skills. N = 122

Table 4.3: H1b Formal internet skills output

The MLR was run to predict the formal internet skills from gender, education degree in the Netherlands, two age groups, ethnicity, and Dutch language skills. These variables statistically, with exception of gender, age (34-49 years old), and ethnicity, significantly predicted the formal internet skills, $F(6,115) = 6.654$, $p < 0.001$, $R^2 = .258$. All variables with exception of gender, age (34-49 years old), and ethnicity added statistically significantly to the prediction, $p < 0.05$. The t-test showed that the male immigrants have higher formal skills than female immigrants, but the MLR outcome does not support this. This difference can be explained by the difference in the achieved education degree in the Netherlands and the Dutch language skills. An independent t-test to compares the score of high education degree achieved in the Netherlands for male and female immigrants. There is a significant difference between the male ($M = 0.35$, $SD = 0.48$, $N = 96$) and female immigrants score ($M = 0.22$, $SD = 0.42$, $N = 63$); ($t = -1.83$, $df = 144.8$, $p = 0.0035$ (1-tailed)). This results show that 35% of the male

immigrants compared to 22% of the female immigrants has a high education degree, which stands for HBO degree and higher. The same account for Dutch language skills, an independent t-test illustrates that male immigrants (M = 3.37, SD = 1.23, N = 96) have stronger Dutch language skills than female immigrants score (M = 2.94, SD = 1.09, N = 63); (t = -2.23, df = 157, p = 0.027). This means that the male immigrants have a score of 3.37 on a 5-Likert scale, whereas the female immigrants have a score of 2.94. It is close to each other, but the male immigrants are slightly better in both Dutch language skills and have higher education degree. Running a MRL without Dutch language skills and high education degree illustrates that the gender difference for formal internet skills appear, $F(4,119) = 5.265$, $p < 0.001$, $R^2 = .150$. Thus, when we control for these factors, there is no longer a significant difference between male and female adult immigrants, thus hypothesis H1b is not supported.

H1c: Information internet skills

The assumptions for t-test are met, however there was no significant gender difference obtained, (t = -1.050, df = 122, p = .296). Furthermore, the assumptions of the MLR are met. The MLR was run to predict the information internet skills from gender, education degree in the Netherlands, two age groups, ethnicity, and Dutch language skills. These variables statistically, with exception of gender and ethnicity, significantly predicted the information internet skills, $F(6,115) = 9.744$, $p < 0.001$, $R^2 = .337$. All variables with exception of gender and ethnicity added statistically significantly to the prediction, $p < 0.05$. In summary, both bivariate t-test and the MLR show that there is no significant difference between male and female adult immigrants, thus the H1c part is rejected.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.091	.355		5.885	.000
	Male Adults	.093	.161	.045	.581	.562
	High Education Degree achieved in NL	.675	.158	.329	4.264	.000
	34-49 years	-.442	.170	-.219	-2.603	.010
	50+ years	-.836	.224	-.310	-3.739	.000
	Iranian Adults	.163	.172	.081	.948	.345
	Dutch Language Skills	.297	.075	.343	3.952	.000

a. Dependent Variable: Information Internet Skills. N = 122

Table 4.4: H1c Information internet skills output

H1d: Communication internet skills

The assumptions for t-test are met, however the t test was not significant (t = -1.459, df = 122, p = .147). There is no significant difference between male and female adult immigrants, and the whole MRL model is not significant. Thus, there are no significant differences between male and female adult immigrants with respect to communication skills. Hypothesis H1d part is supported.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.118	.270		11.557	.000
	Male Adults	.215	.122	.163	1.757	.082
	High Education Degree achieved in NL	.040	.119	.031	.334	.739
	34-49 years	.091	.128	.070	.707	.481
	50+ years	-.261	.168	-.152	-1.549	.124
	Iranian Adults	.141	.130	.111	1.085	.280
	Dutch Language Skills	.063	.057	.115	1.113	.268

a. Dependent Variable: Communication Internet Skills. N = 121

Table 4.5: H1d Communication internet skills output

H1e: Strategic internet skills

Again the assumptions for t-test are met, which illustrates that on average, the male participants have a higher strategic internet skills (M= 2.14, SD= 0.73), than the female participants (M= 1.88, SD= 0.67) (t = -1.939, df = 122, p= .00275 (1-tailed). The assumptions for the MLR are also met.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.204	.240		5.015	.000
	Male Adults	.123	.107	.091	1.154	.251
	High Education Degree achieved in NL	.593	.106	.438	5.583	.000
	34-49 years	-.078	.112	-.059	-.693	.490
	50+ years	-.390	.151	-.217	-2.592	.011
	Iranian Adults	.178	.115	.136	1.547	.125
	Dutch Language Skills	.152	.051	.268	3.007	.003

a. Dependent Variable: Strategic Internet Skills. N = 121

Table 4.6: H1e Strategic internet skills output

The MLR was run to predict the strategic internet skills from gender, education degree in the Netherlands, two age groups, ethnicity, and Dutch language skills. These variables statistically, with exception of gender, age group 34-49 years old, and ethnicity, significantly predicted the strategic internet skills, $F(6,114) = 9.111$, $p < 0.001$, $R^2 = .324$. All variables with exception of gender, age group 34-49 years old, and ethnicity added statistically significantly to the prediction, $p < 0.01$. Again, like for formal education skills, there is no significant difference between male and female adult immigrants after controlling for the highest achieved education degree in the Netherlands and the Dutch language skills. This means that the highest achieved education degree in the Netherlands and the level of Dutch language skills make the gender differences disappear. Therefore, the hypothesis H1e is not supported.

Summary of Hypothesis 1a-1e

First, only H1d, the communication internet skills, is supported. There is no gender difference for communication internet skills. This is in agreement with Odell, Korge, Schumacher, and Delucchi (2000), Boneva, Kraut, and Frohlich (2001), and Jackson, Zhao, Kolenic III, Fitzgerald, Harold, and

Von Eye (2008), who mentioned that female will use the internet more likely to talk with family and friends [Odell et al. \(2000\)](#); [Boneva et al. \(2001, p.533\)](#); [Jackson et al. \(2008\)](#)). The underlying reasons of the amount of practice and interest could explain why there is no gender difference for communication internet skills. Although, these underlying reasons are not measured and are therefore beyond this study.

Second, in multivariate models, only the operational internet skills illustrate a significant difference between male and female adult immigrants, whereby the male adult immigrants have higher operational internet skills than the female adult immigrants. However, there is no significant difference between male and female adult immigrants for formal, information, and strategic internet skills in multivariate models. In the case of formal and strategic internet skills, when we control for high education skills and strong Dutch language skills, there is no longer a significant gender difference. Then, the male adult immigrant would be score better in three of the five internet skills than female adult immigrant.

Second, the most important control variables for internet skills in this study, excluding communication internet skills are the highest education degree achieved in the Netherlands, age, and the Dutch language skills. The higher the Dutch language skills and achieved education degree in the Netherlands, the higher the four internet skills scores. The control variable age shows the opposite, i.e. the younger the participants, the higher the four internet skills. However, nor ethnicity, neither the interaction between ethnicity and gender seem to differ, or change the results. This is in line with [Van Deursen and Van Dijk \(2008a, 2009a, 2009b, 2010a, 2010b\)](#) and [Van Deursen, Van Dijk, and Peters \(2011\)](#), who not only mention education and age as main predictors of internet skills, but also that the amount of internet experience is only important for operational and formal internet skills ([Van Deursen and Van Dijk \(2008a, p.5-6; 2009a, p.397-399; 2009b, p.5; 2010a, p. 909-910; 2010b, p.893, p. 902-906\)](#); [Van Deursen, Van Dijk, and Peters \(2011, p.12-13\)](#)). On the other hand, running all of the internet skills multiple linear regressions again, replacing ethnicity with the amount of internet experience in years. The amount of internet experience was significantly positive for all four internet skills, but did not change the outcome. Only the highest education degree achieved in the Netherlands can influence the formal internet skills outcome.

Nevertheless, neither control variable could explain the gender difference in the operational internet skills. This is in agreement with [Hargittai and Shafer \(2006\)](#), [Lim and Kwon \(2010\)](#), and [Li and Kirkup \(2007\)](#), who mention that there is no gender differences, but females tend to be less confident than men in self-assessments of their own internet skills. This may explain why there is a gender difference, in favor of the males, in the operational internet skills. Therefore, item 7 in the questionnaire is measuring

the confident adult immigrants have in themselves. The adult immigrants need to answer how much they agree on a 5-Likert scale, with the following statement: “I consider myself a very good internet user”. Thus, an independent t-test is conducted to compare the self-assessment level of being a very good internet user between the male and female adult immigrants. There is a significant difference between the score of male adult immigrants ($M = 3.71$, $SD = 1.08$, $N = 79$) and the score of the female adult immigrants ($M = 3.07$, $SD = 1.23$, $N = 45$); ($t = -3.030$, $df = 122$, $p = .003$). This results show that the male participants have a higher self-assessment level of being a good internet user with a score of 3.71 on a 5-Likert scale, than the female adult immigrants with a score of 3.07. This confirms even more Hargittai and Shafer (2006), Lim and Kwon (2010), and Li and Kirkup (2007) perspective.

4.2.2 Hypothesis 2

H2: “The Iranian and Turkish parents with a low education degree level tend to need more support from their children to fulfil their e-government service tasks, than the ones with a high education degree level”

For this hypothesis, only the immigrant parents ($N=95$) were selected. However, to be sure that the children are not too young, not adults that live far away, and they can really support their parents, the researcher only include parents who have one of more children within the 12-17 years old. This brings the total sample immigrant parents for this hypothesis on 63. The assumptions for Mann-Whitney Test (M-W test) are met, however the M-W test was not significant ($U = 385.50$, $df = 63$, $p = .063$ (1-tailed)). The logistic regression’s Omnibus test of model coefficients, model summary, and the Hosmer and Lemeshow test are all good. There is no significant difference between the level of highest education degree achieved in their home country or in the Netherlands, and receiving support from their children to fulfil the (mandatory) e-government service tasks. Even including operational skills as control variable does not change the hypothesis outcome. First, the descriptive findings in subsection 4.1.1 illustrated that 58 parents received support from their children, whereby 28 parents were non-internet users. Thus, there is no difference when it comes to receiving support. Second, subsection 4.1.3 illustrates that 72.5% of the children feel obligated to support their parents. Perhaps, the key for the parents to receive support from their children is based on traditional family obligation, where children feel obligated to support their parents and parents are expecting it. This explains why nor being an internet user or not, neither the level of education makes a difference. In conclusion, neither the bivariate M-W test, nor the LR is significant, therefore the hypothesis 2 is not supported.

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a HighEducation degree_achieved home country/NL by parents with children between 12-17 years old	1.057	1.558	.460	1	.498	2.876
HighEducation degree_achieved home country/NL	-1.94	1.412	1.891	1	.169	.143
Parents with children between 12-17 years old	.963	.975	.975	1	.323	2.619
High_Operational internet skills	-.673	.761	.784	1	.376	.510
StrongDutch_LanguageSkills	-1.27	.737	2.982	1	.084	.280
Constant	.582	.889	.429	1	.513	1.790

a. Variable(s) entered on step 1: HighEducation_Home_or_NL *With_12until17years_Children , HighEducation_Home_or_NL, With_12until17years_Children, High_OpSki, StrongDutch_LanguageSkills. N = 63

Table 4.7: H2 output

5.2.3 Hypothesis 3a

H3a: “The more children feel obligated to support their parents, the more they will support their parents/other adults.”

The assumptions for M-W test are met, however the M-W Test was not significant ($U = 85.00$, $df = 30$, $p = .350$ (1-tailed)). The assumptions for the logistic regression (LR) are met, but the whole model is not significant. Therefore, hypothesis 3a is not supported.

5.2.4 Hypothesis 3b

H3b: “The more Iranian and Turkish children in the Netherlands support their parents and other adults to accomplish e-government service tasks, the more stress they endure.”

The assumptions for M-W test are met ($U = 124.50$, $df = 51$, $p = .000$ (1-tailed)), which shows that the children, who support their parents and other adults (Median = 1.00) are having more stress than the ones, who do not support (Median = 0.00). The logistic regression’s Omnibus test of model coefficients, model summary, and the Hosmer and Lemeshow test are all good.

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a Supporting_Parents_OtherAdults	1.513	.683	4.902	1	.027	4.540
Iranian_Children	-.665	.635	1.096	1	.295	.514
Children_Age_Groups	-.738	.677	1.191	1	.275	.478
Constant	.669	1.197	.312	1	.576	1.952

a. Variable(s) entered on step 1: Supporting_Parents_OtherAdults, Iranian_Children, Children_Age_Groups. N=51

Table 4.8: H3b output

Hence, hypothesis 3b is supported. The more children support their parents and/or other adults with e-government services tasks, the higher stress the children endure. This is in line with subsection 4.1.3

illustrate that 24 (47%) of the children has stress, while the 27 (53%) children have no stress. Thus, the part of the stress and negative feelings of language broker, mentioned by Morales and Hanson (2005), Alejo (2013), and Weisskirch and Alva (2002) in section 2.5.2 is supported (Morales and Hanson (2005, p. 489-490); Alejo (2013, p.3); Weisskirch and Alva, 2002, p.376).

4.2.5 Hypothesis 4a

H4a: “The Turkish adult immigrants seek their support to accomplish their e-government service tasks in the Netherlands more inside their community by other family and/or friends than the Iranian immigrants.”

The assumptions for M-W test are met, however the result was not significant ($U = 3075.50$, $df = 159$, $p = .394$ (1-tailed)). The assumptions for the LR are also checked, and the logistic regression’s Omnibus test of model coefficients, model summary, and the Hosmer and Lemeshow test are all good.

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Iranian_Adults	-.519	.712	.532	1	.466	.595
	High_Operational internet skills	-.261	.828	.099	1	.753	.771
	HighEducation_NL	-.713	.687	1.075	1	.300	.490
	Adult_Age			6.714	2	.035	
	Adult_Age(1) (34-49 years)	-2.968	1.147	6.694	1	.010	.051
	Adult_Age(2) (50+ years)	-.778	.840	.857	1	.355	.459
	StrongDutch_LanguageSkills	-.140	.730	.037	1	.847	.869
	Constant	-.374	.990	.142	1	.706	.688

a. Variable(s) entered on step 1: Iranian_Adults, High_OpSki, HighEducation_NL, Adult_Age, StrongDutch_LanguageSkills. N = 124

Table 4.9: H4a output

There is no significant difference between the Iranian and Turkish adult immigrants seeking support inside their community, i.e. by family and friends, to accomplish their e-government service tasks. The question arises if operational internet skills may explain why they seek support inside their community in the first place? Table 4.9 illustrates that including the operational internet skills as an extra control variable in the model will not change the outcome, nor does it significantly contribute to the model. Neither the bivariate M-W test, nor the LR found any significant relationship that the Turkish adult immigrants are seeking more support from inside their community (family and friends) to accomplish their e-government service tasks than the Iranian adult immigrants. In summary, both bivariate M-W test as well as LR was not significant. As a result the hypothesis 4a is not supported.

4.2.6 Hypothesis 4b

H4b: “The Iranian adult immigrants seek their support to accomplish their e-government service tasks in the Netherlands more outside their community by government agencies and/or organizations than the Turkish immigrants.”

The assumptions for M-W test are met ($U = 2557.50$, $df = 159$, $p = .001$ (1-tailed)), which shows that the Iranian adult immigrants seek more support outside their community, by government agency and/or organization (Median = 0.00) than the Turkish adult immigrants (Median = 0.00). Before analysing the LR for this hypothesis, it is important to look at the divisions in the both Iranian and Turkish adult immigrant group in matter of seeking support outside their community or not. Table 4.10 shows that the majority is not seeking support outside of their community by government agency and/or organization. In total 25 (15.7%) adult immigrants seek seeking support outside of their community by government agency and/or organization, whereby divided in 5 Turkish (20%) and 20 Iranians (80%) adult immigrants. These small groups prevent from performing different regression models. As already explained in subsection 3.4.2, to reduce the total numbers of control variable for this hypothesis, the three age categories (18-33 years, 34-49 years, and 50+ years) are reduced to two age categories. The youngest age group (18-33 years) forms the first age group and the rest of the age groups are combined into the second age group (34+ years).

Support outside community by government agency and/or organization * Iranian Adults Crosstabulation

			Iranian Adults		Total
			Turkish Adults	Iranian Adults	
Support outside community by government agency and/or organization	No support outside community by government agency and/or organization	Count	75	59	134
		% within Iranian Adults	93.8%	74.7%	84.3%
	Support outside community by government agency and/or organization	Count	5	20	25
		% within Iranian Adults	6.2%	25.3%	15.7%
Total		Count	80	79	159
		% within Iranian Adults	100.0%	100.0%	100.0%

Table 4.10: H4b the small groups

The logistic regression’s Omnibus test of model coefficients, model summary, and the Hosmer and Lemeshow test are all good. Controlling for the highest achieved education level in the Netherlands, the level of Dutch language skills, age (only in two categories), and operational internet skills level shows that there is a significant difference between the Iranian and Turkish immigrant adults for seeking support outside their community (by government agencies/organizations). Both the bivariate M-W test as well as the LR shows that the Iranian adult immigrants are seeking more support outside their

community, by government agencies/organizations, than the Turkish adult immigrants. As a result, hypothesis 4b is supported. Moreover, the model reveals that the immigrants with a low achieved education degree level in the Netherlands and/or the ones that have weak Dutch language skills tend to seek more support from outside their community. Additionally, the level of operational internet skills did not change the outcome and it did not contribute significantly to the model.

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a						
Iranian_Adults	2.459	1.139	4.658	1	.031	11.697
High_Operational internet skills	1.678	.883	3.608	1	.057	5.355
HighEducation_NL	-2.837	1.111	6.520	1	.011	.059
18-33 years_versus_34+ years	-.398	.847	.220	1	.639	.672
StrongDutch_LanguageSkills	-2.514	1.014	6.149	1	.013	.081
Constant	-2.987	1.308	5.212	1	.022	.050

a. Variable(s) entered on step 1: Iranian_Adults, High_OpSki, HighEducation_NL, Age_18_33Years_versus_34plusYears, StrongDutch_LanguageSkills. N = 119

Table 4.11: H4b output

4.2.7 Hypothesis 5a

H5a: “The Iranian and Turkish immigrants with strong Dutch language skills visit and use the e-government service websites to accomplish their e-government service tasks in the past six months more often than those with weak Dutch language skills.”

As already mentioned in section 3.4.1, the visiting and using e-government service websites in the last 6 months scale is converted to a dichotomous variable to meet the assumptions. Likewise, the three age groups are reduced to a dichotomous variable, see subsection 3.4.2 for further explanation. The assumptions for M-W Test are met ($U = 1932.50$, $df = 159$, $p = .000$ (1-tailed)), which illustrates that the Iranian and Turkish adults, who have strong Dutch language skills (Median = 1.00) visit and use e-government service websites more than the ones with weak Dutch language skills (Median = 0.00). The logistic regression’s Omnibus test of model coefficients, model summary, and the Hosmer and Lemeshow test are all good.

Indeed, the Iranian and Turkish immigrants with strong Dutch language skills visit and use the e-government service websites more often than those with weak Dutch language skills do, see table 4.11. Hence, the question arise will the level Dutch language skills still matter if the participants have high operational skills? First, the operational skills and the level of Dutch language skills correlate, $r = 0.372$, $p = 0.000$, $N = 124$. Second, including an interaction of operational internet skills and Dutch language

skills is not significant. However, as table 4.12 is illustrating, including the operational internet skills into the model is significant. This means that the adult immigrant with high operational internet skills will visit and use the e-government service websites more often than those with low operational internet skills. Same accounts for the level of education degree achieved in the Netherlands and the Iranian adult immigrants. In other words, the ones that achieved a high education degree in the Netherlands and/or are from Iranian descent will visit and use e-government services more often.

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a						
StrongDutch_LanguageSkills	1.555	.620	6.291	1	.012	4.733
High_Operational internet skills	1.221	.583	4.393	1	.036	3.391
HighEducation_NL	1.270	.639	3.959	1	.047	3.562
18-49 years_versus_50+ years	.462	.677	.465	1	.496	1.587
Iranian_Adults	1.324	.590	5.045	1	.025	3.759
Male_Adults	.099	.515	.037	1	.848	1.104
Constant	-1.263	.659	3.676	1	.055	.283

a. Variable(s) entered on step 1: StrongDutch_LanguageSkills, High_OpSki, HighEducation_NL, Age_18_49Years_versus_50plusYears, Iranian_Adults, Male_Adults. N = 121

Table 4.12: H5a output

In conclusion, the bivariate M-W test and the LR show that the Iranian and Turkish immigrants with strong Dutch language skills visit and use the e-government service websites more often than those with weak Dutch language skills do. Stronger Dutch language skills will automatically create more opportunities for the Iranian and Turkish adult immigrant to read and understand the options provided by e-government service website, than the ones that cannot understand what is written on the website. Hypothesis 5a is supported.

4.2.8 Hypothesis 5b

H5b: “The Iranian and Turkish immigrants with strong Dutch language skills visit and use DigiD to accomplish their e-government service tasks in the past six months more often than those with weak Dutch language skills.”

As already mentioned in subsection 3.4.1, the using DigiD in the last 6 months scale is converted to a dichotomous variable to meet the assumptions. The assumptions for M-W test are met ($U = 624.00$, $df = 82$, $p = .035$ (1-tailed)). Surprisingly, the results shows that the Iranian and Turkish adults, who have weak Dutch language skills (Median = 1.00) use DigiD more than the ones with strong Dutch language skills (Median = 0.00). The logistic regression’s Omnibus test of model coefficients, model summary,

and the Hosmer and Lemeshow test are all good. There is no significant difference obtained between the Iranian and Turkish adult immigrants with strong Dutch language skills and using DigiD in the past six months. Although the model shows that, the Iranian adult immigrants have used DigiD more in the last six months than the Turkish adult immigrants did. This is in agreement with the subsection 4.1.1., whereas the Iranian use and trust DigiD more than the Turkish counterparts.

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a						
StrongDutch_LanguageSkills	-.673	.669	1.013	1	.314	.510
High_Operational internet skills	2.032	.824	6.089	1	.014	7.630
HighEducation_NL	-.222	.623	.127	1	.722	.801
Adult_Age			4.164	2	.125	
Adult_Age(1) (34-49 years)	1.140	.647	3.103	1	.078	3.125
Adult_Age(2) (50+ years)	1.446	.846	2.923	1	.087	4.245
Iranian_Adults	2.511	.683	13.518	1	.000	12.323
Constant	-2.844	.963	8.715	1	.003	.058

a. Variable(s) entered on step 1: StrongDutch_LanguageSkills, High_OpSki, HighEducation_NL, Adult_Age, Iranian_Adults. N = 81

Table 4.13: H5b output

Additionally, do operational internet skills play an important role to use DigiD more? Adding operational internet skills as an extra control variable in the logistic regression will not change the outcome. The Iranian adults are still using DigiD more than their Turkish counterparts, but also the ones with high operational skills are using DigiD more than the ones with low operational internet skills. Consequently, citizens can visit and use, for instance the information written on the e-government service website without necessarily needing DigiD. However, logically e-government service website would require more reading and understanding of the content than logging in with DigiD. In conclusion, the bivariate M-W test shows the opposite outcome, while LR is not significant. Hence, the hypothesis 5b is not supported.

4.2.9 Hypothesis 6a

H6a: “The Iranian and Turkish immigrants in the Netherlands that heard about the hack incident will have less trust in DigiD than the ones that did not hear about it.”

As already explained in subsection 3.4.1, the using DigiD in the last 6 months scale is converted to a dichotomous variable to meet the assumptions. The assumptions for M-W test are met, but the result is

not significant ($U = 1631.50$, $df = 127$, $p = .067$ (1-tailed)). The logistic regression's Omnibus test of model coefficients, model summary, and the Hosmer and Lemeshow test are all good.

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a Aware_DigiD_Hack_Incident	-1.051	.442	5.647	1	.017	.350
High_Operational internet skills	.625	.520	1.447	1	.229	1.869
HighEducation_NL	.558	.454	1.509	1	.219	1.748
Adult_Age			2.528	2	.282	
Adult_Age(1) (34-49 years)	-.156	.475	.108	1	.742	.855
Adult_Age(2) (50+ years)	.844	.660	1.634	1	.201	2.326
Iranian_Adults	1.180	.459	6.614	1	.010	3.256
StrongDutch_LanguageSkills	.087	.485	.032	1	.858	1.090
Constant	-.930	.638	2.127	1	.145	.394

a. Variable(s) entered on step 1: Aware_DigiD_Hack_Incident, High_OpSki, HighEducation_NL, Adult_Age, Iranian_Adults, StrongDutch_LanguageSkills. N = 112

Table 4.14: H6a output

Table 4.13 illustrates that the adult immigrants, who were not aware of DigiD hack incident trust DigiD more. In other words, the level of trust in DigiD decreases when the adult immigrants know about the DigiD hack incident. Additionally, both the descriptive findings in subsection 4.1.1 as well as the regression output in table 4.14, illustrate that the Iranian immigrants are using and trusting DigiD more than their Turkish counterparts. This is in line with Van der Geest and Beldad (2010) study that the ones that use DigiD more often will trust the DigiD system more, than the ones that do not use it (Van der Geest and Beldad, 2010).

However, the result of the bivariate M-W test was no significant, but controlling for operational internet skills, education degree achieved in the Netherlands, age, ethnicity and Dutch language skills in the LR shows that there is a significant difference between being aware of the DigiD hack incident and the level of trust in DigiD. This observed significant difference in the LR is small, because it is not shown in the bivariate M-W test. In other words, hypothesis 6a is supported when other control variables are taken in account.

4.2.10 Hypothesis 6b

H6b: “The Iranian and Turkish immigrants in the Netherlands that heard about the hack incident will have less trust in e-government service websites than the ones that did not heard about it.”

The using DigiD in the last 6 months scale is converted to a dichotomous variable to meet the assumptions, see subsection 3.4.1. The assumptions for M-W Test are met, but the result is not significant, ($U = 1847.00$, $df = 127$, $p = .396$ (1-tailed)). In addition, the assumptions for LR are also met, but the whole model is not significant. Moreover, could operational internet skills create a higher trust in e-government service websites? Including the operational internet skills, as control variable as well as interaction aware of the DigiD hack incident * operational internet skills, do not change the outcome. The whole logistic model is still not significant. Consequently, hypothesis 6b is not supported.

4.2.11 Hypothesis 7a

H7a: “The Iranian and Turkish adult immigrants in the Netherlands who have children use the e-government services more intensively than the ones without children.”

Again, as already explained in subsection 3.4.1, the visiting and using e-government service websites in the last 6 months 5 Likert-scale is turned into a 4-likert scale to meet the assumptions. The assumptions for t-test are met ($t = 3.157$, $df = 153$, $p = .002$) and surprisingly show that the adult immigrants without children visit and use e-government service websites ($M = 2.33$, $SE = 0.13$), more than the ones with children ($M = 1.80$, $SE = 0.1$). The assumptions for the MLR are checked.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.025	.502		-.049	.961
	With children	.170	.185	.082	.918	.360
	Operational Internet Skills	.379	.121	.326	3.137	.002
	High Education Degree achieved in NL	.195	.196	.092	.994	.322
	Iranian Adults	.633	.198	.308	3.198	.002
	Dutch Language Skills	.114	.091	.128	1.254	.212

a. Dependent Variable: Visiting and using e-government service websites in the past 6 months. N = 120

Table 4.15: H7a output

The MLR was run to predict the visiting and using e-government service websites from having children, operational internet skills level, education degree in the Netherlands, ethnicity, and Dutch language skills. In this model all of the children are included; because large parts of the child care benefits are for babies and young children. Only the variables operational internet skills and ethnicity statistically significantly predicted the visiting and using e-government service websites, $F(5,114) = 6.487$, $p < 0.001$, $R^2 = .221$. Both of the variables add individually statistically significantly to the prediction, $p < 0.01$. Nonetheless, there is no significant difference between visiting and using the e-

government service websites and having children. In summary, the bivariate t-test shows the opposite results and the MLR is not significant. Accordingly, hypothesis 7a is not supported.

4.2.12 Hypothesis 7b

H7b: “The Iranian and Turkish adult immigrants in the Netherlands who have children use DigiD, are more intensively than the ones without children.”

As already explained in subsection 3.4.1, using DigiD in the last 6 months 5 Likert-scale is converted into a 4-likert scale to meet the assumptions. The assumptions for t-test are met ($t = 2.66$, $df = 153$, $p = .009$), which illustrates that adult immigrants without children use DigiD ($M = 2.12$, $SE = 0.13$), more the ones with children ($M = 1.68$, $SE = 0.1$). The assumptions for the MLR are checked.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.012	.499		.024	.981
	With children	.204	.183	.100	1.115	.267
	Operational Internet Skills	.350	.120	.304	2.921	.004
	High Education Degree achieved in NL	.330	.195	.158	1.694	.093
	Iranian Adults	.571	.197	.280	2.901	.004
	Dutch Language Skills	.065	.090	.074	.726	.469

a. Dependent Variable: Using DigiD in the past 6 months. N = 120

Table 4.16: H7b output

The MLR was run to predict using the DigiD from having children, operational internet skills level, education degree in the Netherlands, ethnicity, and Dutch language skills. Like the previous hypothesis, in this model are all of the children are included; because large parts of the child care benefits are for babies and young children. Only the variables operational internet skills and ethnicity statistically significantly predicted the visiting and using e-government service websites, $F(5,114) = 6.265$, $p < 0.001$, $R^2 = .216$. Both of the variables add individually statistically significantly to the prediction, $p < 0.01$. Nonetheless, there is no significant difference between using DigiD and having children. In summary, the bivariate t-test shows the opposite results and the MLR is not significant. Accordingly, hypothesis 7b is not supported.

4.2.13 Hypothesis 8a

H8a: “The Iranian and Turkish adult immigrants in the Netherlands, who applied/received welfare (WW) in the last 6 months, visit and use the e-government services websites more intensively than the ones without welfare.”

The dichotomous variable of visiting and using e-government service websites in the last 6 months is used to meet the assumptions, see section 3.4 for further explanation. The assumptions for M-W test are met ($U = 684.00$, $df = 127$, $p = 0.001$ (1-tailed)), which illustrates that the one with request for and/or receiving welfare in the past 6 months (Median = 1.00) more visited and used e-government service websites in the last six months than the ones who did not request for and/or receiving welfare in the past 6 months (Median = 0.00). However, unfortunately the assumption of the LR is every time violated, by the cases that are seen as outliers. Excluding each case, which is considered as an outlier, and re-run the model will result in even more ‘outlier’ cases. Including operational internet skills into the model will not only be not significant, but also it will not change the outcome. As a result, there is no explicit support that there is a significant difference between receiving/requesting welfare in the last 6 months and the number of times visiting and using e-government service websites. Hypothesis 8a is only supported through bivariate M-W test.

4.2.14 Hypothesis 8b

H8b: “The Iranian and Turkish adult immigrants in the Netherlands, who applied/received welfare (WW) in the last 6 months, use DigiD in the last 6 months more intensively than the ones without welfare.”

As already explained in section 3.4, the dichotomous variable of using DigiD in the last 6 months is used to meet the assumptions. The assumptions for M-W test are met ($U = 330.00$, $df = 82$, $p = 0.001$ (1-tailed)), which demonstrates that the Iranian and Turkish adult, who applied/received welfare in the last 6 months (Median = 1.00) are using DigiD more than the ones, who do not applied/received welfare (Median = 0.00). The logistic regression’s Omnibus test of model coefficients, model summary, and the Hosmer and Lemeshow test are all good.

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a Received/Requested Welfare_in the past 6 months	3.975	1.253	10.057	1	.002	53.241
High_Operational internet skills	2.314	.874	7.015	1	.008	10.113
HighEducation_NL	.196	.655	.090	1	.764	1.217
Iranian_Adults	2.512	.738	11.578	1	.001	12.328
StrongDutch_LanguageSkills	.017	.743	.001	1	.982	1.017
Constant	-3.598	1.073	11.244	1	.001	.027

a. Variable(s) entered on step 1: Welfare_p6, High_OpSki, HighEducation_NL, Iranian_Adults, StrongDutch_LanguageSkills. N = 80

Table 4.16: H8b output

The immigrants, who applied/received welfare in the last 6 months, are using DigiD more than the ones, who did not applied/received welfare in the last 6 months. Including, operational internet skills did not change the outcome, but illustrate that one with higher operational internet skills will also more likely use DigiD. Moreover, the Iranians seem to use DigiD more often than their Turkish counterparts. This is in line with both the descriptive findings in subsection 4.1.1, as well as in subsection 2.5.3. Whereas, subsection 2.5.3 mentions if one wants to apply for welfare or update his/her work plan in the Netherlands needs to log in with his/her DigiD into the unemployment website ([Ministerie van Sociale Zaken en Werkgelegenheid \(2013\)](#); [Van Ruitenbeek \(2012\)](#)). In conclusion, both the bivariate M-W test as well as LR illustrate that the Iranian and Turkish immigrants, who applied/received welfare in the last 6 months, are using DigiD more than the ones, who did not applied/received welfare in the last 6 months. As a result, the hypothesis 8b is supported.

4.2.15 Summary of hypotheses outcomes

No.	Hypotheses overview	Outcome
Adult immigrants internet skills versus gender difference in the Netherlands		
H1	The Iranian and Turkish adult male immigrants perform better in the formal, information and strategic skills than the Iranian and Turkish adult female immigrants in the Netherlands; while there will be no significant gender difference for the operational and the communication skills	Not Supported
H1a	Operational internet skills	Rejected
H1b	Formal internet skills	Not Supported
H1c	Information internet skills	Rejected
H1d	Communication internet skills	Supported
H1e	Strategic internet skills	Not Supported
The need for support and its consequences		

H2	The Iranian and Turkish parents with a low education degree level tend to need more support from their children to fulfil their e-government service tasks, than the ones with a high education degree level	Not Supported
H3a	The more children feel obligated to support their parents, the more the will support their parents/other adults.	Not Supported
H3b	H3b: “The more Iranian and Turkish children in the Netherlands support their parents and other adults to accomplish e-government service tasks, the more stress they endure.”	Supported
H4a	The Turkish adult immigrants seek their support to accomplish their e-government service tasks in the Netherlands more inside their community by other family and/or friends than the Iranian immigrants.	Not Supported
H4b	The Iranian adult immigrants seek their support to accomplish their e-government service tasks in the Netherlands more outside their community by government agencies and/or organizations than the Turkish immigrants.	Supported
What triggers the immigrants to visit and use e-government service and DigiD in the Netherlands		
H5a	The Iranian and Turkish immigrants with strong Dutch language skills visit and use the e-government service websites to accomplish their e-government service tasks in the past six months more often than those with weak Dutch language skills.	Supported
H5b	The Iranian and Turkish immigrants with strong Dutch language skills visit and use DigiD to accomplish their e-government service tasks in the past six months more often than those with weak Dutch language skills.	Not Supported
H6a	The Iranian and Turkish immigrants in the Netherlands that heard about the hack incident will have less trust in DigiD than the ones that did not hear about it.	Supported, when other control variables are taken in account
H6b	The Iranian and Turkish immigrants in the Netherlands that heard about the hack incident will have less trust in e-government service websites than the ones that did not heard about it.	Not Supported
H7a	The Iranian and Turkish adult immigrants in the Netherlands who have children use the e-government services more intensively than the ones without children.”	Not Supported
H7b	The Iranian and Turkish adult immigrants in the Netherlands who have children use DigiD, are more intensively than the ones without children.	Not Supported
H8a	The Iranian and Turkish adult immigrants in the Netherlands, who applied/received welfare (WW) in the last 6 months, visit and use the e-	Supported, only through

	government services websites more intensively than the ones without welfare.	bivariate M-W test
H8b	The Iranian and Turkish adult immigrants in the Netherlands, who applied/received welfare (WW) in the last 6 months, use DigiD in the last 6 months more intensively than the ones without welfare.	Supported

Table 4.18: Overview of the hypotheses results

5. Summary and Conclusion

The first section of this chapter summarizes and discusses all of the sub-questions and the research question. The second section presents the limitations of this study and the need for future research. Finally, the last section mentions the implications.

5.1 Summary and discussion

The Netherlands is busy implementing different e-government services programs, like achieving the 13 goals of the Digital Agenda by 2020, i-NUP program by 2015, and the Vision document by 2017. Especially the last one reduces strongly all kind of personal contact, like phone and face-to-face contact with government agencies. The citizens, who belong to disadvantage group, e.g. immigrants, can still go to town hall, public libraries, and community centers for support. The multi-channel system of the Dutch government is slowly disappearing, while the access and use of the e-government services by immigrants were not completely studied. There is little known about how Iranian and Turkish immigrants access and use the e-government service websites. The literature highlights that immigrants in general belong to hard to reach groups, they do not participate that often in studies. This can explain why most of the studies related to e-government services, or internet skills do not explicitly mention that their sample contains immigrants. As previously discussed, due to their immigration background, the language barrier, and their culture and tradition, the Iranian and Turkish adult immigrants may access and use e-government services differently than the native Dutch. Consequently, it is important to find and understand the possible problems they face and how and by whom they seek support to accomplish their (mandatory) e-government services tasks. More importantly, what are the consequences for the child immigrants when they need to fulfil their parent's (mandatory) e-government services tasks? As a result, the intention of this study is to fill in the knowledge gaps and offer further research directions in this area. Therefore, the study explores the access and use of the e-government by the Iranian and Turkish immigrants in the Netherlands. The related research question is:

“How do Iranian and Turkish immigrants access and use the e-government services in the Netherlands?”

Based on the e-government services, digital divide, and immigration studies, the following five sub-questions were formulated to answer the research question:

1. How large is the gender difference for internet skills for the Iranian and Turkish adult immigrants?

2. How does the level of language, trust, having children, and being unemployed influence the e-government services and DigiD usage?
3. How do Iranian and Turkish adult immigrants seek for support to accomplish their (mandatory) e-government services?
4. Do the Iranian and Turkish child immigrants between 12-17 years in the Netherlands experience any undesirable side-effects, such as stress, when they support their parents and/or other adults with their (mandatory) e-government services tasks?
5. How to attract and approach the Iranian and Turkish immigrants in the Netherlands to participate e-government studies?

The first four sub-questions above belong to one or more hypothesis, which are tested and re-tested to strengthen the internal validation to answer the associated sub-questions. The last sub-question is answered during the whole study. The snowball sampling process, the different location and settings, the do's and don'ts answer this last sub-question.

The first sub-question: **“How large is the gender difference for internet skills for the Iranian and Turkish adult immigrants?”** is tested by hypothesis 1a-1e. The literature was two folded. One group of scholars illustrated in their studies that there are gender differences for ICT users, while the other group showed there are no gender differences. In general, the studies did not specifically acknowledge including immigrants.

In this study only the basic skills, i.e. the operational internet skills, illustrated a gender difference in favor of the male adult immigrants. According to the literature, this related to the low self-assessment of the female participants. In this study, the self-assessment question in the adult interviews (item 7) showed exactly that males believe more in their internet skills and abilities. This phenomenon was merely visible during the interviews. The Iranian and Turkish female immigrants were too shy at the beginning of the interview. Most of them were not smiling and they were a little bit tense. After the first internet skills questions, they answered the subsequent questions faster and they also smiled. However, most of the male participants were more nonchalant and did not show different behaviour characteristics like the females. Another reason for not finding strong gender difference between the female and male immigrants is that there are no considerable differences in the Dutch language skills and the highest achieved education level. They share more or less the same background problems.

The second sub-question is: **“How does the level of language, trust, having children, and being unemployed influence the e-government services and DigiD usage?”** This sub-question is tested by

several hypotheses. First, the language level is tested in both hypothesis 5a and 5b. The level of language skills is very important for the access and use of the e-government services. The stronger the language skills of the immigrants, the more they access and use the e-government services (hypothesis 5a). Even though, this is not only accounting for the Iranian and Turkish immigrants, but also for the whole Dutch society. The overall language skills of the Dutch society are lower than what the government is using on the e-government service websites. The only service that does not require strong language skills is to log in with a DigiD account. As shown in hypothesis 5b, neither strong language skills nor high operational skills influence the DigiD use. The use of DigiD is more triggered by need, which I will discuss below.

The level of trust in the e-government service websites and DigiD is tested with respect to knowing or not knowing about the DigiD hack few years ago, in hypothesis 6a and 6b. In case of trusting DigiD, the media can influence the immigrants (hypothesis 6a). Even this effect was small, but the immigrants' level of trust in DigiD decreased when the participants knew about the DigiD hack incident. Conversely, being aware of the DigiD hack incident does not influence the level of trust in the e-government services websites (hypothesis 6b). Moreover, this hack was more directed to the Iranians, but the descriptive findings as well as the hypothesis 6a results show that the Iranians trust and use DigiD more than the Turkish counterparts.

However, being an Iranian immigrant and/or an immigrant who receives welfare increase the DigiD use. It is interesting to see that Iranian immigrants not only access and use the e-government service websites and DigiD more, but also trust them more than their Turkish counterparts. At the time of the interviews the Iranian participants requested and/or received more welfare than the Turkish immigrants (see hypothesis 8a-8b). As mentioned in chapter 2, the ones that are receiving welfare use more DigiD, which is due to the mandatory login and maintaining their profile on the UVW werkbedrijf website. This does not explicitly happen in accessing and using the e-government service websites. As discussed above, the level of language skills had no effect on using DigiD (hypothesis 5b). While, this is important to access and use the e-government service websites.

Moreover, having children does not trigger the access and use of the e-government service websites as well as the DigiD usage (hypothesis 7a and 7b).

The third sub-question is: **“How do Iranian and Turkish adult immigrants seek for support to accomplish their (mandatory) e-government services?”** There were three ways for seeking support,

namely by children, inside their community (family and/or friends), and outside their community (by governments agencies and/or organizations), respectively tested by hypothesis 2, 4a and 4b. In general, there is no clear pattern of how Iranian and Turkish immigrants seek for support to accomplish their e-government services tasks. It seems to be a mix of all the three support possibilities. First, the descriptive findings illustrate that there is no difference between the parents who are not using internet and those who are using internet. Hypothesis 2 shows exactly the same behaviour for parents with low and high education degree. As a result, it seems that the traditional family obligation is a key item that makes the parents ask and receive support from their children.

Second, as already mentioned the implementation of the Vision document on e-government 2017 will strongly reduce the face-to-face and telephone contacts between the citizens and the government. Hypothesis 4a illustrates that most of the Iranian and Turkish immigrants do not seek for support within their community i.e. by family and/or friends. Thus, this way of seeking support seems not to be popular. Conversely, seeking support outside the community by government agencies and/or organizations in hypothesis 4b is supported. The hypothesis results and the descriptive findings show that Iranian immigrants seek support outside their community more than the Turkish immigrants. And, exactly this way of seeking support will be reduced by the Vision document on e-government 2017. In this study the percentage of seeking support outside community is 15.7% of the 159 adult immigrants. According to the results of the seeking support, the implementation of the Vision document on e-government by 2017 may have two outcomes.

The first outcome is that in particular the Iranian immigrants, who are seeking support outside their community, will be disturbed by these implementations. These immigrants may lose their connection to the Dutch government, although there is an option in the Vision document on e-government 2017 for obtaining support in some locations like town hall, public libraries, and community centres. Nonetheless, the Turkish immigrants, who are not in favour of seeking support outside their community, may not be affected by this change. The second outcome is that the Iranian and Turkish immigrants are both triggered by this implementation, like the need of welfare triggered the DigiD use. As a result they could be 'pushed' to access and use the e-government service websites and their DigiD accounts more often.

The fourth sub-question is: **“How do the Iranian and Turkish immigrants children within 12-17 years in the Netherlands experience supporting their parents and/or other adults with their (mandatory) e-government services tasks?”** This is tested by the hypothesis 3a and 3b. There is no explicit outcome if the children are willing to support their parents and/or other adults. During the

interview, most of the child immigrants consider supporting their parents and/other adults to be normal. Together with hypothesis 2, the traditional family obligation feelings seem to be strong. Although, the correlation scheme shows that the traditional family obligation feelings are not correlating with any other variables (hypothesis 3a). However, hypothesis 3b shows that the children within 12-17 year, who help their parents, have more stress. This feeling of stress may emerge, because they can make easily a mistake which has considerable consequences, for instance when they are filling in their parents tax forms.

The last sub-question is: **“How to attract and approach the Iranian and Turkish immigrants in the Netherlands to participate in e-government studies?”** This is merely tested along the research methodology. It is crucial to find key persons in the Iranian and the Turkish immigrants’ communities and to convince these persons about the importance of the research. They empower the snowball sampling process. Furthermore, it is a pre if the researcher knows the language and cultural habits of the immigrant communities. However, a prepared translator can also break the cultural and language barriers for the researcher as well. It should be mentioned that the different interview settings exhibits a different kind of behaviour, which are explained in chapter 3.

The research question **“How do Iranian and Turkish immigrants access and use the e-government services in the Netherlands?”** shows first that there is not much difference between the both immigrant groups as expected. Second, the level whereby they seek support and take care of their e-government service tasks did not come strongly forward, because they mix and match different styles of support. For example, one time they seek support inside or outside their community, and in other times they seek support from their children. Thus, the Iranian and Turkish immigrants are using a multichannel system of support to take care of their (mandatory) e-government service tasks. Finally, the welfare system structure is a very good initiative to trigger immigrants and other citizens to access and use the e-government services and DigiD more. The Dutch policymakers can implement more of this kind of triggers into the Dutch society to slowly push people to learn and to participate in the society. This may already happen after the implementing the Vison document by 2017, achieving the 13 Digital Agenda goals, and implementing the i-NUP program. However, the Dutch policymakers need to be aware that many young child immigrants are supporting their parents in fulfilling their (mandatory) e-government services tasks. This study shows the level of stress increases whenever they help their parents and/or other adults. None of the language broker studies shows explicitly the side-effects of being a child language broker on a long term. Therefore, the government needs to try to unburden the child immigrants by supporting the immigrant parents to be more independent in taking care of their e-

government service tasks. The government needs to implement new policies to provide more training and support centers and creates simple instruction lists for the immigrant parents. Furthermore, they also need to adjust the language level of the e-government service websites from C1 to B1. This makes the e-government service websites more understandable for the majority of the Dutch society.

5.2 Limitations of this study and the need for future research

This study is an exploratory research where the researcher tried to include many perspectives together, like trust, internet skills, language skills, support, media influence, migration backgrounds, culture and ethnicity. Each of these perspectives can be a separate research field with a lot of research challenges in obtaining sufficient data from immigrant groups. The first limitation is that the internet skills of the Iranian and Turkish immigrants are not measured in a laboratory setting. One can argue that if a participant mentions he/she can perform one of the internet skills tasks, it does not necessarily mean that he/she can actually perform it. The same pattern exists for the next limitation. The level of Dutch language could be measured differently, but it will be a separate research about language. Moreover, during the interview the Iranian and Turkish immigrants mentioned google translator as a major support to perform their internet tasks. The researcher did not expect that they would use google translator to understand the e-government service websites. Thus, it was not included in the interview questionnaire. Although, they mentioned it does not translate everything, but it is better than nothing. Another limitation was time. If there was more time, more questions could be included in the interview questionnaire, such as what kind of e-government service websites the immigrants are using; how the multichannel support system works; how much stress the Iranian and Turkish adult immigrants experience when they need to seek for support to accomplish their (mandatory) e-government service tasks.

5.3 Implications

Nowadays, we cannot live without internet. Everywhere we go people are connected to the internet with their mobiles, laptops, and tablets. People expect and demand that their governments can provide them the same services that the private companies give. This study shows that the Iranian and Turkish immigrants are also connected to the internet, whereby 96.2% of the 159 interviewed adult immigrants had internet connection in their home. However, 35 (22%) of them are not using the internet, which is in line with the e-government and internet skills studies in the Netherlands.

My study shows that the level of trust in the e-government service websites and DigiD are low, partly due to the DigiD hack incident. When the researcher asked the immigrants about their trust to the e-

government services and DigiD, the Iranian immigrants were merely positive and their facial expression was happy. Contrary the Turkish male immigrants reacted not so positive. This was visible from their answers, behaviours, and facial expressions. Even they did not hear about the DigiD hack incident, they did not trust the e-government service websites and DigiD as much as the Iranian immigrants did. Therefore, besides developing a better and simpler e-government service websites, it is important that the Dutch government spends more time to earn back the lost trust. Moreover, a few Turkish adult immigrants told the researcher: “We will participate in your study, but what will happen to the results? They will never be revealed. The government does not make any effort to support us”.

Perhaps, the Dutch government needs to create campaigns to involve the immigrants into the e-government service websites, DigiD, and all related study fields and implementations. A first step could be subsidizing more studies related to the access and use of the e-government service websites, the use of DigiD, and the level of internet skills of the Dutch immigrants. The immigrants, especially the Turkish, may feel more appreciated and start to trust and participate more with the rest of the Dutch society. Finally, the Dutch government can create more training centers for the Iranian and Turkish adult immigrants to develop their own (mandatory) e-government service tasks. This also unburdens the tasks of the child immigrants as language and internet brokers.

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Appendix 1: Codebook of the adult and child immigrants interviews

Introductie Volwassen Interview:

Met behulp van dit interview wil ik graag weten hoe Iraanse en Turkse Nederlanders met hun (verplichte) elektronische overheidstaken (e-overheidstaken) omgaan. Hiervoor wil ik u graag als eerst een aantal vragen stellen betreft uw internet vaardigheden, uw internet gebruik en uw e-overheidsdienst en DigiD gebruik. Het interview zal ongeveer 10 tot 15 minuten van uw tijd innemen. Ten tweede, indien het van toepassing is, wil ik graag ook aantal korte vragen aan uw kind(-eren) (12 t/m17 jaar) stellen betreft de mate van betrokkenheid, hulp aanbod en gevoelens die zij ervaren als zij gebruik maken van e-overheidsdiensten. Dit gedeelte van het interview zal ongeveer 5 tot 10 minuten duren. Uiteraard wordt er zorgvuldig met al uw antwoordgegevens omgaan welk anoniem worden opgeslagen. Ten slotte aan het eind van het interview kunt u kenbaar maken of u na afloop van geheel onderzoek de onderzoeksresultaten wilt ontvangen.

Algemene vragen betreft internet en vaardigheden

1. Bent u in bezit van een internetaansluiting thuis?
 Ja
 Nee → ga verder met vraag 3 Item 1

2. Wat voor internet aansluiting heeft u thuis?
 AnalooG
 Breedband
 Glasvezel
 Ik weet het niet/Ik zeg het liever niet Item 2

3. Maakt u zelf gebruik van het internet?
 Ja
 Nee → ga verder met vraag 14 Item 3

4. Hoeveel jaar maakt u al gebruik van het internet?
 Minder dan 1 jaar
 1 jaar - minder dan 3 jaar
 3 jaar - minder dan 6 jaar
 6 jaar - minder dan 8 jaar
 Meer dan 8 jaar
 Ik weet het niet/Ik zeg het liever niet Item 4

5. In de afgelopen 3 maanden, hoeveel dagen per week maakt u gebruik van het internet?
 Minder dan 1 dag
 1 dag - minder dan 2 dagen
 2 dagen - minder dan 4 dagen
 4 dagen - minder dan 6 dagen
 Meer dan 6 dagen
 Ik weet het niet/ Ik zeg het liever niet Item 5

6. In de afgelopen 3 maanden, hoeveel uur **per gebruiksdaG** maakt u gebruik van het internet?
 Minder dan 1 uur
 1 uur - minder dan 3 uur
 3 uur - minder dan 6 uur
 6 uur - minder dan 8 uur
 Meer dan 8 uur Item 6

- o Ik weet het niet/ Ik zeg het liever niet
7. Geef a.u.b. aan in hoeverre u 1) helemaal mee oneens tot 5) helemaal mee eens bent met de volgende stelling: **“Ik vind mijzelf een heel goede internetgebruiker”**. Kruis a.u.b. de meest juiste optie voor deze stelling aan.
- 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens Item 7
- Aantal vragen betreft het soort gebruik van internet**
8. Hieronder ziet u een aantal stellingen over het uitvoeren van verschillende internet gerelateerde taken. U kunt elke stelling beantwoorden door aan te geven in hoeverre u 1) helemaal mee oneens tot 5) helemaal mee eens met de stelling bent. Kruis a.u.b. de meest juiste optie voor elke stelling aan.
- a) Ik kan heel gemakkelijk **bijlage uit mijn e-mail openen** Item 8a
 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
- b) Ik kan heel gemakkelijk een **bestand van het internetpagina downloaden en opslaan** op mijn computer Item 8b
 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
- c) Ik kan heel gemakkelijk **bestanden** van ene computer **naar een andere computer kopiëren** Item 8c
 (Hint: USB, Bluetooth, etc.)
 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
- d) Ik kan heel gemakkelijk gebruik maken van **internet zoekmachines** zoals Google, AltaVista, Yahoo! etc. Item 8d
 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
- e) Ik kan heel gemakkelijk **videobestanden** (vb. livestreams of YouTube etc.) op het internet **bekijken** Item 8e
 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
- f) Ik kan heel gemakkelijk een **http server onderhouden** Item 8f
 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
- g) Ik kan heel gemakkelijk **zelf een spam filter instellen** Item 8g
 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
9. Hieronder ziet u een aantal stellingen over **hoe vaak** u de onderstaande situaties meemaakt **als u online bent** (als u op het internet *actief* bent). U kunt elke stelling beantwoorden met een van de volgende vijf opties: 1) nooit 2) zelden 3) soms 4) vaak en 5) altijd. Kruis a.u.b. de meest juiste optie voor elke stelling aan.
- a) Hoe vaak vindt u dat **websites te verwarrend** zijn voor u? Item 9a
 1) nooit 2) zelden 3) soms 4) vaak 5) altijd
- b) Hoe vaak raakt u **de weg kwijt** wanneer u met het internet werkt? Item 9b
 1) nooit 2) zelden 3) soms 4) vaak 5) altijd
- c) Hoe vaak **voelt u uzelf gedesoriënteerd** wanneer u met het internet werkt? Item 9c
 1) nooit 2) zelden 3) soms 4) vaak 5) altijd
- d) Hoe vaak **ervaart u problemen met lay-out van een website?** (Hint: indeling en opbouw van websites) Item 9d
 1) nooit 2) zelden 3) soms 4) vaak 5) altijd
10. Hoe vaak zoekt u op het internet voor informatie? Item 10
- o Nooit → ga verder met vraag 12
 - o Maandelijks
 - o Wekelijks
 - o Dagelijks
 - o Meerdere keren per dag
11. Hieronder ziet u een aantal stellingen over **hoe vaak** u de onderstaande internet gerelateerde taken uitvoert **wanneer u op zoek naar informatie bent op het internet**. U kunt elke stelling beantwoorden

met een van de volgende vijf opties: 1) nooit 2) zelden 3) soms 4) vaak 5) altijd. Kruis a.u.b. de meest juiste optie voor elke stelling aan.

a) Hoe vaak **zoekt u verder dan de eerste drie top keuzes** die zoekmachines als Google leveren nadat u uw keuze ingevoerd heeft in de zoekmachine op internet?

1) nooit 2) zelden 3) soms 4) vaak 5) altijd

Item 11a

b) Hoe vaak **vindt u de gewenste informatie?**

1) nooit 2) zelden 3) soms 4) vaak 5) altijd

Item 11b

c) Hoe vaak **onderzoekt en vergelijkt u de gevonden informatie met andere resultaten op andere webpagina's?**

1) nooit 2) zelden 3) soms 4) vaak 5) altijd

Item 11c

d) Hoe vaak **gebruikt u meer dan één zoekwoord** om de gewenste informatie te vinden op internet?

1) nooit 2) zelden 3) soms 4) vaak 5) altijd

Item 11d

12. Hieronder ziet u een aantal stellingen over **hoe vaak en hoe u bepaalde internetvaardigheden ervaart**. Als eerst kunt u elke 'hoe vaak' stelling beantwoorden met een van de volgende vijf opties: 1) nooit 2) zelden 3) soms 4) vaak en 5) altijd. Indien van toepassing wordt u na elke vraag ook gevraagd 'hoe u deze bepaalde internetvaardigheden ervaart' u het vind om de gevraagde stelling uit te voeren. U kunt deze extra vragen beantwoorden met een van de volgende vijf opties: 1) erg makkelijk 2) makkelijk 3) niet makkelijk/ niet moeilijk 4) moeilijk 5) erg moeilijk. Kruis a.u.b. de meest juiste optie voor elke stelling aan.

a) Ik maak **heel vaak kennis met nieuwe contacten** via internet, bijvoorbeeld in chatrooms, forums

1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens

Indien (1) helemaal mee oneens → ga verder met vraag 12 c

Anders (2,3,4,5) → ga verder met vraag 12 b

Item 12a

b) Ik vind het **zeer makkelijk om** via het internet (bijvoorbeeld in chatrooms, forums) **kennis te maken met nieuwe contacten**

1) erg makkelijk 2) makkelijk 3) niet makkelijk/niet moeilijk 4) moeilijk 5) erg moeilijk

Item 12b

c) Ik gebruik **het internet heel vaak om contact met mijn familie/vrienden** te onderhouden (bijvoorbeeld in chatrooms, forums, Facebook, Messenger, Email)

1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens

Indien (1) helemaal mee oneens → ga verder met vraag 12 e

Anders (2,3,4,5) → ga verder met vraag 12 d

Item 12c

d) Ik vind het **zeer makkelijk om met mijn familie/vrienden op het internet contact te onderhouden** (bijvoorbeeld in chatrooms, forums, Facebook, Messenger, Email)

1) erg makkelijk 2) makkelijk 3) niet makkelijk/niet moeilijk 4) moeilijk 5) erg moeilijk

Item 12d

e) Ik bezoek **heel vaak forums voor het stellen van vragen of het zoeken van specifieke informatie**; bijvoorbeeld opzoek naar bepaalde muziekclip, videoclip, gedichten, boeken etc.

1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens

Indien (1) helemaal mee oneens → ga verder met vraag 13

Anders (2,3,4,5) → ga verder met vraag 12 f

Item 12e

f) Ik vind het **zeer makkelijk om op forums vragen te stellen en/of specifieke informatie te zoeken**; bijvoorbeeld opzoek naar bepaalde muziekclip, videoclip, gedichten, boeken etc.

1) erg makkelijk 2) makkelijk 3) niet makkelijk/niet moeilijk 4) moeilijk 5) erg moeilijk

Item 12f

13. Hieronder ziet u een aantal stellingen over de **hoe vaak u bepaalde internetwerkzaamheden gebruikt en uitvoert**. U kunt elke stelling als eerst beantwoorden met een van de volgende vijf opties: 1) nooit 2) maandelijks 3) wekelijks 4) dagelijks en 5) meerdere keren per dag. Kruis a.u.b. de meest juiste optie voor elke stelling aan.

- a) Hoe vaak gebruikt u **meerdere websites om informatie over een bepaald onderwerp te vinden en toe te passen op u dagelijks leven**, zoals gezondheid- en sporttips?
1) nooit 2) maandelijks 3) wekelijks 4) dagelijks 5) meerdere keren per dag Item 13a
- b) Hoe vaak gebruikt u **vergelijkingswebsites** om bijvoorbeeld vliegticketprijzen te **vergelijken en kopen**?
1) nooit 2) maandelijks 3) wekelijks 4) dagelijks 5) meerdere keren per dag Item 13b
- c) Hoe vaak gebruikt u **Google Maps** om een sneller en korter **routebeschrijving** te krijgen?
1) nooit 2) maandelijks 3) wekelijks 4) dagelijks 5) meerdere keren per dag Item 13c
- d) Hoe vaak gebruikt u **online zorgverzekeringpolis om schadeclaims en declaraties** in te sturen?
1) nooit 2) maandelijks 3) wekelijks 4) dagelijks 5) meerdere keren per dag Item 13d

E-overheidstaken verzorgen zelf of met behulp van anderen:

Toelichting: De overheid biedt de burgers graag de kans om hun zaken met overheid zo snel mogelijk, overal en zeker kunnen regelen. Daarvoor biedt de overheid de mogelijkheid om **online** informatie op te vragen, vragen te stellen, aanvragen in te dienen, persoonlijke gegevens inzien en wijzigen. Hierbij kunt u denken aan talloze voorbeelden reikend van bij uw gemeente tot aan andere overheidskantoren en –organisaties, zoals aanvragen van (bouw-) vergunningen en/of bijstand, maar ook afspraak maken voor bijvoorbeeld een nieuw paspoort, online belastingaangifte doen, registreren in een nieuwe gemeente en verhuizing doorgeven. Doordat deze overheidsdiensten online geregeld kunnen worden deze ook wel elektronische overheidsdiensten (e-overheidsdiensten) genoemd. De taken die u uitvoert op de e-overheidswebsites worden met e-overheidstaken aangeduid.

14. **Hoe** worden uw (verplichte) e-overheidstaken verzorgd en uitgevoerd?
(Meerdere antwoorden mogelijk, geef wel aan in hoeverre het (elk) antwoord van toepassing is door aan te geven in hoeverre u 1) helemaal mee oneens tot 5) helemaal mee eens met het antwoord bent)
- a) **Ik zorg altijd zelf** voor het verrichten van mijn (verplichte) e-overheidstaken
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens Item 14a
- b) **Mijn partner/echtgenoot** zorgt **altijd** voor het verrichten van mijn (verplichte) e-overheidstaken
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens Item 14b
- c) **Mijn kind (-eren)** zorgt (-gen) **altijd** voor het verrichten van mijn (verplichte) e-overheidstaken
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens Item 14c
- d) **Ander familieleden/vrienden** zorgen **altijd** voor het verrichten van mijn (verplichte) e-overheidstaken
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens Item 14d
- e) **Overheid- en/of organisatie instellingen** zorgen **altijd** voor het verrichten van mijn (verplichte) e-overheidstaken
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens Item 14e
- f) **Anders**
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens Item 14f
15. Hieronder ziet u vier stellingen over **hoe** u voor uw (verplichte) e-overheidstaken zorgt en **hoe vaak** u dat **op deze manier** oplost? U kunt elke stelling beantwoorden met een van de volgende vijf opties: 1) nooit 2) bijna nooit 3) soms 4) vaak en 5) altijd. Kruis a.u.b. de meest juiste optie voor elke stelling aan.
- a) Ik maak gebruik het internet voor het verrichten van mijn (verplichte) e-overheidwebsites (zoals www.belastingdienst.nl, www.duo.nl en gemeentelijke website)
1) nooit 2) bijna nooit 3) soms 4) vaak 5) altijd Item 15a

- b) Ik ga naar verschillende instanties om hulp te vragen voor het verrichten van de (verplichte) e-overheidstaken
 1) nooit 2) bijna nooit 3) soms 4) vaak 5) altijd Item 15b
- c) Ik ga of bel gelijk naar de instantie zodra ik een brief ontvangen om hulp te vragen voor het verrichten van de (verplichte) e-overheidstaken
 1) nooit 2) bijna nooit 3) soms 4) vaak 5) altijd Item 15c
- d) Anders
 1) nooit 2) bijna nooit 3) soms 4) vaak 5) altijd Item 15d

Aantal vragen betreft het gebruik van e-overheidswebsites en DigiD

16. **Hoe vaak** heeft u **e-overheidswebsites** in de **laatste 6 maanden** bezocht voor het verrichten van e-overheidstaken? (bijvoorbeeld: de websites van gemeente, belastingdienst, DUO)
- Geen enkele keer
 - 1 - 2 keer
 - 3 - 5 keer
 - 6 - 8 keer
 - Meer dan 8 keer
- Item 16

17. Bent u bekend met het concept van **DigiD**?

Toelichting: Wanneer u een overheidsinstantie zoals gemeente bezoekt dient u in de meeste gevallen uzelf te identificeren met u ID-kaart, paspoort of rijbewijs. Maar indien u uw overheid gerelateerde zaken online via e-overheid wilt regelen dan dient u zich ook online te identificeren. Om dit mogelijk te maken heeft de overheid een digitale identiteit (DigiD) account ontwikkeld waarmee men veilig en eenvoudig gebruik kan maken van de e-overheidsdiensten online.

- Ja → ga verder met vraag 18
- Nee → ga verder met vraag 25

Item 17

18. Heeft u al een DigiD account?

- Ja → ga verder met vraag 19
- Nee → ga verder met vraag 25
- Ik weet het niet → ga verder met vraag 25

Item 18

19. Heeft u in de afgelopen 6 maanden uw DigiD account gebruikt?

- Ja → ga verder met vraag 20
- Nee → ga verder met vraag 21

Item 19

20. Hoe vaak heeft u gebruik van uw DigiD account gemaakt in de afgelopen 6 maanden?

- Geen enkele keer
- 1 - 2 keer
- 3 - 5 keer
- 6 - 8 keer
- Meer dan 8 keer

Item 20

21. Heeft u nu of in het verleden (afgelopen 6 maanden) uitkering aangevraagd en ontvangen?

- Ja → ga verder met vraag 22
- Nee → ga verder met vraag 23

Item 21

22. De volgende twee stellingen zijn gebaseerd op moment dat u uitkering heeft ontvangen of nog steeds ontvangt.

- a) Ik gebruik mijn DigiD veel meer nu ik verplicht moet solliciteren bij Werk.nl voor behoud van mijn uitkering

- 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens

Item 22a

- b) Ik maak nu meer dan van te voren gebruik van de e-overheidswebsites voor informatie en/of invullen/wijzigen van bijvoorbeeld huursubsidie en zorgtoeslag
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens Item 22b

23. Hieronder ziet u een aantal stellingen over hoe sterk u vertrouwen is in het gebruik van DigiD en e-overheidswebsites is. U kunt de stellingen beantwoorden met een van de volgende vijf opties: 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens en 5) helemaal mee eens. Kruis a.u.b. de meest juiste optie voor elke stelling aan.

- a) Gebaseerd op **mijn ervaring met DigiD, geloof ik dat ik DigiD kan vertrouwen** Item 23a
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens

- b) Ik kan erop rekenen dat **DigiD mijn privacy beschermd** Item 23b
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens

- c) Gebaseerd op **mijn ervaring met e-overheidswebsites, geloof ik dat ik e-overheidswebsites kan vertrouwen** Item 23c
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens

- d) De **e-overheidswebsites** maken **gebruik van de juiste technologie** om **burgerpersoonsgegevens te beschermen** Item 23d
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens

24. In 2011 kwam het bedrijf Diginotar dat de beveiligingscertificaten bezorgde voor DigiD negatief in het nieuws. Wist u van dit voorval?

- Ja Item 24
 Nee

Demografische vragen

25. Wat is uw geslacht (*onderzoeker kan dit door middel van waarneming noteren*)

- Man Item 25
 Vrouw

26. In welke leeftijdscategorie behoort u?

- 18 - 33 jaar Item 26
 34 - 49 jaar
 50 - 65 jaar
 Ouder dan 65 jaar

27. Waar is uw moeder geboren?

- Nederland Item 27
 Turkije
 Iran
 Ergens anders

28. Waar is uw vader geboren?

- Nederland Item 28
 Turkije
 Iran
 Ergens anders

29. Waar bent u geboren?

- Nederland → ga verder met vraag 31 Item 29
 Turkije → ga verder met vraag 30
 Iran → ga verder met vraag 30
 Ergens anders → ga verder met vraag 30

30. Indien u **niet in Nederland bent geboren**. Hoe lang woont u al in Nederland?
 Jaar Item 30
31. Wat is/zijn uw moedertaal(-talen)?
 Nederlands Item 31
 Turks
 Farsi
 Anders
32. Hieronder ziet u een viertal stelling over hoe u uw Nederlandse leesvaardigheden – ten opzichte van een gemiddelde Nederlander – op zowel algemeen als op e-overheid informatie kan schatten. U kunt elke stelling beantwoorden een van de volgende vijf opties: 1) slecht 2) matig 3) gemiddeld 4) goed en 5) uitstekend. Omcirkel a.u.b. de meest juiste optie voor elke stelling.
- a) Ik kan, ten opzichte van een gemiddelde Nederlander, de **Nederlandse literatuur** (bijvoorbeeld kranten, boeken en tijdschriften) goed lezen en begrijpen Item 32a
 1) slecht 2) matig 3) gemiddeld 4) goed 5) uitstekend
- b) Ik kan, ten opzichte van een gemiddelde Nederlander, de **overheidsinformatie gestuurd per brief** goed lezen en begrijpen Item 32b
 1) slecht 2) matig 3) gemiddeld 4) goed 5) uitstekend
- c) Ik kan, ten opzichte van een gemiddelde Nederlander, de **overheidsinformatie geplaatst op de overheidswebsite** goed lezen en begrijpen Item 32c
 1) slecht 2) matig 3) gemiddeld 4) goed 5) uitstekend 6) Niet van toepassing
33. Wat is uw gezinssamenstelling?
 Getrouwd/geregistreerd partnerschap/samenwonend **met inwonende** kinderen → ga verder met vraag 34
 Getrouwd/geregistreerd partnerschap/samenwonend **met uitwonende** kinderen → ga verder met vraag 34
 Getrouwd/geregistreerd partnerschap/samenwonend **zonder** kinderen → ga verder met vraag 36
 Alleenstaande **met inwonende** kinderen → ga verder met vraag 34 Item 33
 Alleenstaande **met uitwonende** kinderen → ga verder met vraag 34
 Alleenstaande **zonder** kinderen → ga verder met vraag 36
 Student die thuis woont → ga verder met vraag 36
 Student die op zichzelf woont → ga verder met vraag 36
 Anders → ga verder met vraag 36
 Ik zeg het liever niet → ga verder met vraag 36
34. Heeft u kinderen in de leeftijdscategorie van 12 jaar t/m 17 jaar? Item 34
 Ja → ga verder met vraag 35
 Nee → ga verder met vraag 36
35. Is het mogelijk om, na onze interview, uw kind of één van uw kinderen die u helpt met het verzorgen en verrichten van uw (verplichte) e-overheidstaken aantal korte vragen te stellen? Item 35
 Ja
 Nee
36. Wat is uw dagelijkse werkzaamheden? Item 36
 Scholier/student
 Huisvrouw/Huisman

- Werkzaam (parttime)
- Werkzaam (fulltime)
- Zelfstandig (zoals ZZP-er)
- Werkloos/opzoek naar een baan
- Werkloos door/in verband met gehandicapt
- Gepensioneerd
- Anders
- Ik zeg het liever niet

37a. Indien u **niet in Nederland** bent geboren (zie vraag 29), **wat is de hoogste opleiding die uzelf heeft afgerond in uw eigen land?**

- Niet van toepassing
- **Iran: Geen opleiding gevolgd/afgemaakt**
- **Iran: Preprimair onderwijs**
- **Iran:** Primair onderwijs (Dabestan)
- **Iran:** Lagere secundair onderwijs (Rahnamayi)
- **Iran:** Hogere secundair onderwijs (Dabirestan)
- **Iran:** Technische / tertiair onderwijs (Foghe Diplom / Kardani)
- **Iran:** Pre-universiteit (Pish daneshgahi)
- **Iran:** Bacheloropleiding aan de universiteit (*Karshenasi /Licence*)
- **Iran:** Masteropleiding (*Karshenasiye Arshad / Fogh Licence*)
- **Iran:** Phd (Karshenasi arshad napayvasteh / Doctora)
- **Iran:** Anders
- **Turkije: Geen opleiding gevolgd/afgemaakt**
- **Turkije: Preprimair onderwijs** (*Okulöncesi Eđitim*)
- **Turkije: Primair onderwijs** (*İlköđretim*)
- **Turkije: Secundair onderwijs** (*Ortaöđretim*)
- **Turkije: Hoger onderwijs** (*Yüksek Öđretim*)
- **Turkije:** Bacheloropleiding aan de universiteit (*Lisans*)
- **Turkije:** Masteropleiding (*Yüksek Lisans*)
- **Turkije:** Phd
- **Turkije:** Anders

Item 37a

37b. Indien uw partner **niet in Nederland** is geboren (zie vraag 29), **wat is de hoogste opleiding die uw partner/echtgenoot¹ heeft afgerond in zijn/haar eigen land?**

- Niet van toepassing
- **Iran: Geen opleiding gevolgd/afgemaakt**
- **Iran: Preprimair onderwijs**
- **Iran:** Primair onderwijs (Dabestan)
- **Iran:** Lagere secundair onderwijs (Rahnamayi)
- **Iran:** Hogere secundair onderwijs (Dabirestan)
- **Iran:** Technische / tertiair onderwijs (Foghe Diplom / Kardani)
- **Iran:** Pre-universiteit (Pish daneshgahi)
- **Iran:** Bacheloropleiding aan de universiteit (*Karshenasi /Licence*)
- **Iran:** Masteropleiding (*Karshenasiye Arshad / Fogh Licence*)
- **Iran:** Phd (Karshenasi arshad napayvasteh / Doctora)
- **Iran:** Anders
- **Turkije: Geen opleiding gevolgd/afgemaakt**
- **Turkije: Preprimair onderwijs** (*Okulöncesi Eđitim*)

Item 37b

¹ Indien van toepassing

- **Turkije: Primair onderwijs (İlköğretim)**
- **Turkije: Secundair onderwijs (Ortaöğretim)**
- **Turkije: Hoger onderwijs (Yüksek Öğretim)**
- **Turkije:** Bacheloropleiding aan de universiteit (*Lisans*)
- **Turkije:** Masteropleiding (*Yüksek Lisans*)
- **Turkije:** Phd
- **Turkije: Anders**

38a. Wat is de hoogste opleiding die **uzelf** heeft **afgerond in Nederland**?

Item 38a

- Geen opleiding gevolgd/afgemaakt
- Erkende diploma uit land van herkomst
- Alleen Nederlandse taal cursussen
- Basisonderwijs
- LBO/MAVO/VMBO
- HAVO/VWO
- MBO
- HBO
- WO
- PhD
- Anders

38b. Wat is de hoogste opleiding die **uw partner/echtgenoot¹** heeft **afgerond in Nederland**?

Item 38b

- Geen opleiding gevolgd/afgemaakt
- Erkende diploma uit land van herkomst
- Alleen Nederlandse taal cursussen
- Basisonderwijs
- LBO/MAVO/VMBO
- HAVO/VWO
- MBO
- HBO
- WO
- PhD
- Anders

39. Wilt u de resultaten van dit onderzoek ontvangen?

Item 39

- Ja, noteer e-mailadres
- Nee

Hartelijk dan voor uw deelname en tijd

In te vullen door de onderzoeker

40a. ID nummer voor volwassenen

40b. Datum

40c. Dag van de week

- Maandag
- Dinsdag
- Woensdag
- Donderdag
- Vrijdag
- Zaterdag
- Zondag

Item 40
Item 40b
Item 40c

40d. Tijd Begin

Item 40d

40e. Tijd Eind

Item 40e

40f. Locatie

- Grave
- Nijmegen
- Delft
- Den Haag
- Rotterdam
- Amsterdam
- Zaandam
- Weesp
- Eindhoven
- Boxmeer
- Vianen
- Wijchen
- Den Bosch
- Cuijk

Item 40f

40g. Soort interview

- Face-to-Face
- Telefonisch
- Skype

Item 40g

40h. Gebruik van Google Vertalen om overheidsinformatie (brief of web) te vertalen

- Ja
- Soms
- Nee
- Niet van toepassing onvoldoende e-skills

Item 40h

40i. Is het interview vertaald?

- Ja
- Nee

Item 40i

40j. Toestemming om kind te interviewen (Het antwoord van deze vraag is al gegeven in vraag 35. Dit is alleen om te stoppen of door te gaan met kinderlijst).²

- Ja
- Nee
- Niet van toepassing

Item 40j

Introductie Interview Kinderen

Je gaat naar een nieuwe school en je moet een uittreksel halen bij de gemeente. Je paspoort of ID-kaart is verlopen en bij sommige gemeentehuizen moet je vaak een afspraak maken voor een nieuw paspoort of ID-kaart. Jouw ouders moeten elke jaar belastingformulieren invullen en opsturen naar belastingkantoor. Dit zijn enkele voorbeelden van e-overheidstaken. De E van overheidstaken staat voor elektronisch. Dit betekent jouw overheidstaak online helemaal of gedeeltelijk kunt doen wanneer en waar je wilt via het internet.

² (alleen in SPSS om interview kind te koppelen)

Dus ik wil jou graag als eerst een aantal vragen hiervoor stellen. Daarna wil ik je ook aantal algemene vragen stellen waar je alleen maar hoeft te zeggen of je er mee eens bent of niet. Dit kan je ook aangegeven door **één van de vijf smiley's** (zie aangereikte blaadje) te kiezen. Alle antwoorden worden zonder naam genoteerd, dus niemand weet welke antwoorden van jou waren. Alles blijft geheim. Dit interview zal ongeveer 5 -10 minuten duren.

Aantal vragen over e-overheid

De onderstaande vragen kun je met ja en nee beantwoorden.

41. Help jij **jouw** ouder(-s) met hun e-overheidstaken? Item 41
- o Ja → ga verder met vraag 42
 - o Nee → ga verder met vraag 43
42. Hoe voel je je als je **jouw** ouders helpt met hun e-overheidstaken? Als je het moeilijk vindt om te kiezen mag je deze vraag beantwoorden door **één van de vijf smiley's** kiezen voor de vraag.
1) helemaal niet leuk 2) niet leuk 3) neutraal 4) leuk 5) helemaal leuk Item 42
43. Help jij andere volwassenen met hun e-overheidstaken? (bijvoorbeeld familie, vrienden en/of kennissen)
- o Ja → ga verder met vraag 44
 - o Nee → ga verder met vraag 45
- Item 43
44. Hoe voel je je als je **andere volwassenen** helpt met hun e-overheidstaken? Als je het moeilijk vindt om te kiezen mag je deze vraag beantwoorden door **één van de vijf smiley's** kiezen voor de vraag.
1) helemaal niet leuk 2) niet leuk 3) neutraal 4) leuk 5) helemaal leuk Item 44
45. Hieronder staan een aantal uitspraken. Jij kunt voor elke uitspraak aangeven in hoever je het 1) helemaal oneens tot 5) helemaal eens bent. Kruis a.u.b. voor elke uitspraak het meest geschikte antwoord voor jou aan. Als je het moeilijk vindt om te kiezen mag je deze vraag beantwoorden door **één van de vijf smiley's** kiezen voor elke vraag.
- a) Kinderen moeten hun ouders gehoorzamen Item 45a
 - 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
 - b) Kinderen moeten niet terug praten met hun ouders Item 45b
 - 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
 - c) Kinderen moeten ouders helpen als zij hulp nodig hebben (Hint: vertalen, brief schrijven etc.) Item 45c
 - 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
 - d) Meisjes moeten in het huishouden mee helpen zonder betaling Item 45d
 - 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
 - e) Jongens moeten in het huishouden mee helpen zonder betaling Item 45e
 - 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens

Aantal algemene vragen

46. Hieronder staan een aantal uitspraken. Jij kunt voor elke uitspraak aangeven in hoever je het 1) helemaal oneens tot 5) helemaal eens bent. Kruis a.u.b. voor elke uitspraak het meest geschikte antwoord voor jou aan. Als je het moeilijk vindt om te kiezen mag je deze vraag beantwoorden door **één van de vijf smiley's** kiezen voor elke vraag.
- a) Ik heb veel problemen Item 46a
 - 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
 - b) Ik voel mijzelf alleen Item 46b
 - 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
 - c) Ik zit vaak in een situatie waarin ik niet weet wat ik als eerst moet doen Item 46c
 - 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
 - d) Ik voel me onrustig Item 46d

- 1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
- e) Ik voel dat ik dingen doe omdat ik moet en niet om dat ik het wil
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
- f) Ik voel me veilig en beschermd
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
- g) Ik voel dat ik alles moet doen voor iedereen
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
- h) Ik voel me relax
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens
- i) Ik heb genoeg tijd voor mijzelf
1) helemaal mee oneens 2) oneens 3) neutraal 4) eens 5) helemaal mee eens

Item 46e

Item 46f

Item 46g

Item 46h

Item 46i

Demografische vragen

47. Wat is uw geslacht (onderzoeker kan dit door middel van waarneming noteren)
- Vrouw
 - Man

Item 47

48. Hoe oud ben je?
- 12 jaar
 - 13 jaar
 - 14 jaar
 - 15 jaar
 - 16 jaar
 - 17 jaar

Item 48

49. Waar ben je geboren?
- Nederland
 - Turkije
 - Iran
 - Ergens anders

Item 49

Hartelijk dan voor je tijd en deelname

In te vullen door de onderzoeker

50a. ID nummer voor kind

Item 50a

50b. Datum

Item 50b

50c. Dag van de week

- Maandag
- Dinsdag
- Woensdag
- Donderdag
- Vrijdag
- Zaterdag
- Zondag

Item 50c

50d. Tijd Begin

Item 50d

50e. Tijd Eind

Item 50e

50f. Locatie

- Grave
- Nijmegen
- Delft
- Den Haag
- Rotterdam
- Amsterdam
- Zaandam
- Weesp
- Eindhoven
- Boxmeer
- Vianen
- Wijchen
- Den Bosch
- Cuijk

Item 50f

50g. Soort interview

- Face-to-Face
- Telefonisch
- Skype

Item 50g

50h. Is het interview vertaald?

- Ja
- Nee

Item 50h

Appendix 2: The highest achieved education degree

Every country has a different education system. The International Standard Classification of Education (ISCED) makes it easy to compare education levels among countries. Beck-Domazalska (2007) study shows that the ISCED 1997 consist of three educational levels, namely (Beck-Domazalska, 2007, p. 11):

- Low ('basic') – ISCED levels 0, 1, 2 and 3c short;
- Medium (upper secondary) – ISCED levels 3 (without 3c short) and 4;
- High (tertiary) – ISCED levels 5 and 6.

Moreover, these ISCED levels are defined as (Beck-Domazalska, 2007, p. 11):

- ISCED 0 – Pre-primary education
- ISCED 1 – Primary education or first stage of basic education
- ISCED 2 – Lower secondary education or second stage of basic education
- ISCED 3 – Upper secondary education
- ISCED 4 – Post-secondary education non tertiary education
- ISCED 5 – First stage of tertiary education
- ISCED 6 – Second stage of tertiary education (leading to an advanced research qualification)

The following steps are performed to compare the level of education for the Iranian and Turkish adult immigrants in their home countries as well as in the Netherlands. The first step is to code the different education degrees in the Netherlands, Iran, and Turkey according to the ISCED 1997, see table A1.1. The second step is to include the new ISCED 2011 codes based on the new revision lists to the table. Moreover, the Dutch national education qualification system (NLQF) is also considered and included in the table (“NLQF-niveaus”, n.d.). Finally, the education degree levels of the three countries are divided into low, medium and high education levels for items 37a and 38a.

Question 37a ISCED 2011:

Iran / Turkey: n.v.t (Option 1) = n.v.t

Iran: no finished/ no attended education (Option 2) = no education

Iran: **Low** (Options 3, 4 and 5)

Iran: **Medium** (Options 6 and 8)

Iran: **High** (Options 7, 9, 10, and 11)

Iran: **High** Anders (Option 12) = Different as in post-PhD, (associated) professor etc.

Turkey: no finished/ no attended education (Option 13) = no education

Turkey: **Low** (Options 14 and 15)

Turkey: **Medium** (Option 16)

Turkey: **High** (Options 17, 18, 19, and 20)

Turkey: **High** Anders (Option 21) = Different as in post-PhD, (associated) professor etc.

Question 38a ISCED 2011:

The Netherlands: n.v.t (Option 1) = n.v.t

The Netherlands: no finished/ no attended education (Option 2) = no education

The Netherlands: only Dutch course (Option 3) = only Dutch Course

The Netherlands: **Low** (Options 4 and 5)

The Netherlands: **Medium** (Options 6 and 7) (Option 7 is MBO 1 and MBO 2 = **Low** and MBO 3 and MBO 4 = **Medium**)

The Netherlands: **High** (Options 8, 9, and 10)

The Netherlands: **High** Anders (Option 11) = Different as in post-PhD, (associated) professor etc.

In case of MBO as highest achieved education degree in the Netherlands, the researcher has not specific asked the Iranian and Turkish adult immigrants to which MBO level they belong. Therefore, to prevent a bias into the education levels low and medium, the highest education achieved degree in item 37a and 38a is strictly denoted as dichotomous variable for low and high educational degree.

Furthermore, table A1.2 shows first the highest education degree in both countries translated in low or high education degree. Second, the same accounts for the highest achieved education degree in the Netherlands. Finally, the highest achieved education degree no matter the country is chosen and used in hypothesis 2.

ISCED 1997 Levels	ISCED 2011 Levels	NLQF	Iran (Question 37a)	ISCED 1997 Levels	ISCED 2011 Levels	NLQF	Turkey (Question 37a)	ISCED 1997 Levels	ISCED 2011 Levels	NLQF	The Netherlands (Question 38a)
			1. Niet van toepassing				1. Niet van toepassing				1. Geen opleiding gevolgd/afgemaakt
			2. Iran: Geen opleiding gevolgd/afgemaakt				13. Turkije: Geen opleiding gevolgd/afgemaakt				2. Nederland: Erkend diploma uit land van herkomst
0	0		3. Iran: Preprimair onderwijs	0	0		14. Turkije: Preprimair onderwijs (Okul öncesi Eğitim)				3. Nederland: Alleen Nederlandse taal cursussen
1	1	Primary education (Basisschool)	4. Iran: Primair onderwijs (Dabestan)	1	1	Primary education (Basisschool)	15. Turkije: Primair onderwijs (İlköğretim)	1	1	No Level	4. Nederland: Basisonderwijs
2A	2	<i>Two years of HAVO → (no specific number, but NLQF below 4)</i>	5. Iran: Lagere secundair onderwijs (Rahnamayi)	3A	3	HAVO → NLQF 4 (MBO 2, MBO 3) → NLQF 2, 3	16. Turkije: Secundair onderwijs (Ortaöğretim) Lise Diplomasi	2B	2	VMBO bb= 1 VMBO kb/gl/tl = 2	5. Nederland: LBO/MAVO/V MBO
3A/3B	3	HAVO → NLQF 4 Sommige gevallen	6. Iran: Hogere secundair onderwijs	4C	5	Two years of HBO → (no	17. Turkije: Hoger onderwijs (Yüksek	3A	3	Havo = 4 VWO= 4+	6. Nederland: HAVO/VWO

		MBO (MBO 2, MBO 3 en (oude) MBO 4) → NLQF 2, 3, 4	(Dabirestan)			specific number , but NLQF below 5-6	Öğretim)				
4B/5	5	Two years of HBO →(no specific number, but NLQF below 5-6	7. Iran: Technische / tertiar onderwijs (Foghe Diplom / Kardani)	5A/5B	6	HBO/W O- bachelo r → NLQF 6	18. Turkije: Bachelorople iding aan de universiteit (<i>Lisans</i>)	(2C,3A C, 4C)	254 = MBO 1 353 = MBO 2 & MBO 3 354 = (oude) MBO 4 453 = New MBO 4	MBO 1 = 1 MBO 2 = 2 MBO 3 = 3 MBO 4 = 4	7. Nederland: MBO
3A	3	HAVO → NLQF 4	8. Iran: Pre- universiteit (Pish daneshgahi)	5A	7	WO/HB O master → NLQF 7	19. Turkije: Masteropleidi ng (<i>Yüksek Lisans</i>)	5A/5B	554 = Kort HBO 645 = WO bachelo r 655 = HBO bachelo r 667 = Post HBO	Associate degree = 5 HBO (Bachelor) = 6	8. Nederland: HBO
5A/5B	6	HBO	9. Iran:	6	8	PhD →	20. Turkije:	5A	7	WO	9. Nederland: WO

		bachelor or 2 year of WO (WO-bachelor) → NLQF 6	Bacheloropleiding aan de universiteit (<i>Karshenasi /Licence</i>)			NLQF 8	Phd			(Master) = 7	
5A	7	WO master → NLQF 7	10. Iran: Masteropleiding (<i>Karshenasiy e Arshad / Fogh Licence</i>)	x	x	x	21. Turkije: Anders	6	844	Doctor = 8	10. Nederland: PhD
6	8	PhD → NLQF 8	11. Iran: Phd (<i>Karshenasi arshad napayvasteh / Doctora</i>)					x	x	x	11. Nederland: Anders
x	x	x	12. Iran: Anders								

Table A2.1: Countries (Iran, Turkey, and the Netherlands) versus ISCED 1997, ISCED 2011, and NLQF

	Edu S1	Edu S2	Edu S3	Edu S4	Edu S5	Edu S6	Edu S7	Edu S8	Edu S9	Edu S10	Edu S11	Edu S12
Home Country	Low	Low	Low	Low	Medium	Medium	Medium	Medium	High	High	High	High
The Netherlands	Low	Low/ Medium	Medium	High	Low	Low/ Medium	Medium	High	Low	Low/ Medium	Medium	High
General Results	Low degree is 'accepted' and stayed the same in NL {Same}	Depends which education degree it is {Same / Up}	Low degree is changed into medium degree in NL {Up}	Low degree is changed into high degree in NL {Up}	Medium degree is not accepted in NL {Down}	Depends which education degree it is {Down / Same}	Medium degree is 'accepted' and stayed the same in NL	Medium degree is changed into High degree in NL {Up}	Medium degree is not accepted in NL {Down}	Medium degree is not accepted in NL {Down}	Medium degree is not accepted in NL {Down}	High degree is 'accepted' and stayed the same in NL
H2 Results (Highest counts)	Low	Low/ Medium	Medium	High	Medium	Medium	Medium	High	High	High	High	High
Only two variables are considered, namely low and high education degree for H2. Cutting point for high education degree is HBO and higher	Low achieved education degree	Low achieved education degree	Low achieved education degree	High achieved education degree	Low achieved education degree	Low achieved education degree	Low achieved education degree	High achieved education degree	High achieved education degree	High achieved education degree	High achieved education degree	High achieved education degree

Table A2.2: The highest achieved education degree level in home country and/or the Netherlands

Appendix 3: Correlation tables

Correlations

		Operational Internet Skills	Formal Internet Skills	Communication Internet Skills	Information Internet Skills	Strategic Internet Skills	Dutch Language Skills	18-33 years vs. 34-49 years	18-33 years vs. 50+ years	Male Adults	Iranian Adults	High Education Degree achieved in NL	High Education Degree achieved in Home Country or NL	Visiting and using e-government service websites in the past 6 months	Using DigiD in the past 6 months
Operational Internet Skills	Pearson Correlation	1	.624**	.367**	.656**	.619**	.343**	-.196*	-.224**	.259**	-.013	.403**	.267**	.448**	.143
	Sig. (1-tailed)		.000	.000	.000	.000	.000	.015	.006	.002	.442	.000	.001	.000	.102
	N	124	124	124	124	124	124	124	124	124	124	124	124	124	81
Formal Internet Skills	Pearson Correlation	.624**	1	.391**	.479**	.317**	.365**	-.091	-.212**	.223**	-.142	.215**	.124	.221**	-.005
	Sig. (1-tailed)	.000		.000	.000	.000	.000	.156	.009	.006	.058	.008	.086	.007	.481
	N	124	124	124	124	124	124	124	124	124	124	124	124	124	81
Communication Internet Skills	Pearson Correlation	.367**	.391**	1	.343**	.341**	.091	.091	-.109	.131	.065	.114	.115	.111	.090
	Sig. (1-tailed)	.000	.000		.000	.000	.157	.157	.115	.074	.237	.103	.102	.111	.212
	N	124	124	124	124	124	124	124	124	124	124	124	124	124	81
Information Internet Skills	Pearson Correlation	.656**	.479**	.343**	1	.637**	.268**	-.121	-.219**	.095	.007	.366**	.246**	.452**	.016
	Sig. (1-tailed)	.000	.000	.000		.000	.001	.090	.007	.148	.467	.000	.003	.000	.445
	N	124	124	124	124	124	124	124	124	124	124	124	124	124	81
Strategic Internet Skills	Pearson Correlation	.619**	.317**	.341**	.637**	1	.179	-.038	-.160	.173	.053	.405**	.340**	.404**	.190
	Sig. (1-tailed)	.000	.000	.000	.000		.023	.337	.038	.027	.280	.000	.000	.000	.044
	N	124	124	124	124	124	124	124	124	124	124	124	124	124	81
Dutch Language Skills	Pearson Correlation	.343**	.365**	.091	.268**	.179	1	.007	-.266**	.175*	-.322**	.102	.005	.384**	-.160
	Sig. (1-tailed)	.000	.000	.157	.001	.023		.466	.000	.013	.000	.100	.473	.000	.075
	N	124	124	124	124	124	159	159	159	159	159	159	159	159	82
18-33 years vs. 34-49 years	Pearson Correlation	-.196*	-.091	.091	-.121	-.038	.007	1	-.490**	-.070	-.034	.034	.190**	-.023	.051
	Sig. (1-tailed)	.015	.156	.157	.090	.337	.466		.000	.191	.334	.337	.008	.385	.326
	N	124	124	124	124	124	159	159	159	159	159	159	159	159	82
18-33 years vs. 50+ years	Pearson Correlation	-.224**	-.212**	-.109	-.219**	-.160	-.266**	-.490**	1	.006	-.051	-.238**	-.190**	-.316**	.000
	Sig. (1-tailed)	.006	.009	.115	.007	.038	.000	.000		.468	.260	.001	.008	.000	.500
	N	124	124	124	124	124	159	159	159	159	159	159	159	159	82
Male Adults	Pearson Correlation	.259**	.223**	.131	.095	.173	.175*	-.070	.006	1	-.044	.141*	.220**	.137*	.026
	Sig. (1-tailed)	.002	.006	.074	.148	.027	.013	.191	.468		.292	.039	.003	.042	.408
	N	124	124	124	124	124	159	159	159	159	159	159	159	159	82
Iranian Adults	Pearson Correlation	-.013	-.142	.065	.007	.053	-.322**	-.034	-.051	-.044	1	.086	.334**	.084	.440**
	Sig. (1-tailed)	.442	.058	.237	.467	.280	.000	.334	.260	.292		.140	.000	.145	.000
	N	124	124	124	124	124	159	159	159	159	159	159	159	159	82
High Education Degree achieved in NL	Pearson Correlation	.403**	.215**	.114	.366**	.405**	.102	.034	-.238**	.141*	.086	1	.723**	.324**	.122
	Sig. (1-tailed)	.000	.008	.103	.000	.000	.100	.337	.001	.039	.140		.000	.000	.137
	N	124	124	124	124	124	159	159	159	159	159	159	159	159	82
High Education Degree achieved in Home Country or NL	Pearson Correlation	.267**	.124	.115	.246**	.340**	.005	.190**	-.190**	.220**	.334**	.723**	1	.242**	.174
	Sig. (1-tailed)	.001	.086	.102	.003	.000	.473	.008	.008	.003	.000	.000		.001	.059
	N	124	124	124	124	124	159	159	159	159	159	159	159	159	82
Visiting and using e-government service websites in the past 6 months	Pearson Correlation	.448**	.221**	.111	.452**	.404**	.384**	-.023	-.316**	.137*	.084	.324**	.242**	1	.5
	Sig. (1-tailed)	.000	.007	.111	.000	.000	.000	.385	.000	.042	.145	.000	.001		.000
	N	124	124	124	124	124	159	159	159	159	159	159	159	159	82
Using DigiD in the past 6 months	Pearson Correlation	.143	-.005	.090	.016	.190*	-.160	.051	.000	.026	.440**	.122	.174	.059	1
	Sig. (1-tailed)	.102	.481	.212	.445	.044	.075	.326	.500	.408	.000	.137	.059	.000	
	N	81	81	81	81	81	82	82	82	82	82	82	82	82	82

** Correlation is significant at the 0.01 level (1-tailed).

* Correlation is significant at the 0.05 level (1-tailed).

c. Cannot be computed because at least one of the variables is constant.

Table A3.1: Correlation table 1

Correlations

		Dutch Language Skills	18-33 years vs. 34-49 years	18-33 years vs. 50+ years	Male Adults	Iranian Adults	High Education Degree achieved in NL	Visiting and using e-government service websites in the past 6 months	Using DigiD in the past 6 months	Receiving support from their child(ren) for carrying out the (mandatory) e-government service tasks	Support outside community by government agency and/or organization	Support inside community by other family and/or friends	Aware of the DigiD hack incident	Trust in e-government services	Trust in DigiD
Dutch Language Skills	Pearson Correlation	1	.007	-.266**	.175	-.322**	.102	.384*	-.160	-.388**	-.117	.096	.206**	.091	-.048
	Sig. (1-tailed)		.466	.000	.013	.000	.100	.000	.075	.000	.071	.115	.010	.155	.297
	N	159	159	159	159	159	159	159	82	159	159	159	127	127	127
18-33 years vs. 34-49 years	Pearson Correlation	.007	1	-.490**	-.070	-.034	.034	-.023	.051	-.014	.026	-.213**	-.122	.025	-.052
	Sig. (1-tailed)	.466		.000	.191	.334	.337	.385	.326	.430	.373	.004	.087	.390	.279
	N	159	159	159	159	159	159	159	82	159	159	159	127	127	127
18-33 years vs. 50+ years	Pearson Correlation	-.266**	-.490**	1	.006	-.051	-.238**	-.316**	.000	.554**	-.047	.009	.083	.002	-.006
	Sig. (1-tailed)	.000	.000		.468	.260	.001	.000	.500	.000	.278	.455	.177	.490	.471
	N	159	159	159	159	159	159	159	82	159	159	159	127	127	127
Male Adults	Pearson Correlation	.175	-.070	.006	1	-.044	.141*	.137	.026	-.054	.067	.113	.193	-.069	-.156
	Sig. (1-tailed)	.013	.191	.468		.292	.039	.042	.408	.250	.200	.077	.015	.220	.040
	N	159	159	159	159	159	159	159	82	159	159	159	127	127	127
Iranian Adults	Pearson Correlation	-.322**	-.034	-.051	-.044	1	.086	.084	.440**	-.100	.262**	.040	.058	.040	.245**
	Sig. (1-tailed)	.000	.334	.260	.292		.140	.145	.000	.105	.000	.307	.258	.327	.003
	N	159	159	159	159	159	159	159	82	159	159	159	127	127	127
High Education Degree achieved in NL	Pearson Correlation	.102	.034	-.238**	.141*	.086	1	.324**	.122	-.356**	-.096	-.084	.057	.118	.173
	Sig. (1-tailed)	.100	.337	.001	.039	.140		.000	.137	.000	.115	.146	.263	.093	.026
	N	159	159	159	159	159	159	159	82	159	159	159	127	127	127
Visiting and using e-government service websites in the past 6 months	Pearson Correlation	.384*	-.023	-.316**	.137	.084	.324**	1	^c	-.353**	-.063	.084	.042	.201	.210**
	Sig. (1-tailed)	.000	.385	.000	.042	.145	.000		.000	.000	.217	.146	.320	.012	.009
	N	159	159	159	159	159	159	159	82	159	159	159	127	127	127
Using DigiD in the past 6 months	Pearson Correlation	-.160	.051	.000	.026	.440**	.122	^c	1	-.062	-.069	-.107	.074	.123	.222
	Sig. (1-tailed)	.075	.326	.500	.408	.000	.137	.000		.291	.269	.169	.254	.136	.023
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82
Receiving support from their child(ren) for carrying out the (mandatory) e-government service tasks	Pearson Correlation	-.388**	-.014	.554**	-.054	-.100	-.356**	-.353**	-.062	1	-.076	-.051	-.039	-.069	-.046
	Sig. (1-tailed)	.000	.430	.000	.250	.105	.000	.000	.291		.170	.261	.330	.220	.303
	N	159	159	159	159	159	159	159	82	159	159	159	127	127	127
Support outside community by government agency and/or organization	Pearson Correlation	-.117	.026	-.047	.067	.262**	-.096	-.063	-.069	-.076	1	.097	-.112	-.037	.045
	Sig. (1-tailed)	.071	.373	.278	.200	.000	.115	.217	.269	.170		.113	.105	.341	.307
	N	159	159	159	159	159	159	159	82	159	159	159	127	127	127
Support inside community by other family and/or friends	Pearson Correlation	.096	-.213**	.009	.113	.040	-.084	.084	-.107	-.051	.097	1	.125	-.031	-.036
	Sig. (1-tailed)	.115	.004	.455	.077	.307	.146	.146	.169	.261	.113		.080	.365	.344
	N	159	159	159	159	159	159	159	82	159	159	159	127	127	127
Aware of the DigiD hack incident	Pearson Correlation	.206**	-.122	.083	.193	.058	.057	.042	.074	-.039	-.112	.125	1	-.040	-.149
	Sig. (1-tailed)	.010	.087	.177	.015	.258	.263	.320	.254	.330	.105	.080		.329	.047
	N	127	127	127	127	127	127	127	82	127	127	127	127	127	127
Trust in e-government services	Pearson Correlation	.091	.025	.002	-.069	.040	.118	.201	.123	-.069	-.037	-.031	-.040	1	.668**
	Sig. (1-tailed)	.155	.390	.490	.220	.327	.093	.012	.136	.220	.341	.365	.329		.000
	N	127	127	127	127	127	127	127	82	127	127	127	127	127	127
Trust in DigiD	Pearson Correlation	-.048	-.052	-.006	-.156	.245**	.173	.210**	.222	-.046	.045	-.036	-.149	.668**	1
	Sig. (1-tailed)	.297	.279	.471	.040	.003	.026	.009	.023	.303	.307	.344	.047	.000	
	N	127	127	127	127	127	127	127	82	127	127	127	127	127	127

** Correlation is significant at the 0.01 level (1-tailed).

* Correlation is significant at the 0.05 level (1-tailed).

c. Cannot be computed because at least one of the variables is constant.

Table A3.2: Correlation table 2

Correlations

		Yes Stress	Supporting parents and other adults with (mandatory) e-government service tasks	Willing to support parents and other adults with their (mandatory) e-government service tasks	Feeling obligated to support parents with their (mandatory) e-government service tasks	Iranian Children	Male Children	12-14 years vs. 15-17 years
Yes Stress	Pearson Correlation	1	.408**	.364*	-.124	-.134	-.102	-.302*
	Sig. (1-tailed)		.001	.024	.192	.174	.238	.016
	N	51	51	30	51	51	51	51
Supporting parents and other adults with (mandatory) e-government service tasks	Pearson Correlation	.408**	1	. ^c	.158	-.009	.169	-.438**
	Sig. (1-tailed)	.001		.000	.135	.474	.118	.001
	N	51	51	30	51	51	51	51
Willing to support parents and other adults with their (mandatory) e-government service tasks	Pearson Correlation	.364*	. ^c	1	.141	-.267	-.136	-.208
	Sig. (1-tailed)	.024	.000		.228	.077	.237	.136
	N	30	30	30	30	30	30	30
Feeling obligated to support parents with their (mandatory) e-government service tasks	Pearson Correlation	-.124	.158	.141	1	.212	.052	.204
	Sig. (1-tailed)	.192	.135	.228		.067	.359	.075
	N	51	51	30	51	51	51	51
Iranian Children	Pearson Correlation	-.134	-.009	-.267	.212	1	.023	-.014
	Sig. (1-tailed)	.174	.474	.077	.067		.436	.461
	N	51	51	30	51	51	51	51
Male Children	Pearson Correlation	-.102	.169	-.136	.052	.023	1	-.065
	Sig. (1-tailed)	.238	.118	.237	.359	.436		.325
	N	51	51	30	51	51	51	51
12-14 years vs. 15-17 years	Pearson Correlation	-.302*	-.438**	-.208	.204	-.014	-.065	1
	Sig. (1-tailed)	.016	.001	.136	.075	.461	.325	
	N	51	51	30	51	51	51	159

** . Correlation is significant at the 0.01 level (1-tailed).

* . Correlation is significant at the 0.05 level (1-tailed).

c . Cannot be computed because at least one of the variables is constant.

Table A3.3: Correlation table 3

Appendix 4: Generations

The SPSS steps for creating Iranian and Turkish first and second generations:

1. Make 2 variables: Turkish_Adult and Iranian_Adult.
2. Label them: Turkish Adult Generations and Iranian Adult Generations
3. Each one has 2 options: Iranian_Adults → 1) 1st Iranian Generation Adult 2) 2nd Iranian Generation Adult and Turkish_Adults → 1) 1st Turkish Generation Adult 2) 2nd Turkish Generation Adult
4. Then the compute and IF functions begin.

Turkish_Adult = 1 (1st Turkish Generation Adult)

IF ((Q27 = 1) AND (Q28 = 2) AND (Q29 = 2)) = First Turkish Generation Adult

IF ((Q27 = 2) AND (Q28 = 1) AND (Q29 = 2)) = First Turkish Generation Adult

IF ((Q27 = 2) AND (Q28 = 2) AND (Q29 = 2)) = First Turkish Generation Adult

Turkish_Adult = 2 (2nd Turkish Generation Adult)

IF ((Q27 = 1) AND (Q28 = 2) AND (Q29 = 1)) = Second Turkish Generation Adult

IF ((Q27 = 2) AND (Q28 = 1) AND (Q29 = 1)) = Second Turkish Generation Adult

IF ((Q27 = 2) AND (Q28 = 2) AND (Q29 = 1)) = Second Turkish Generation Adult

NOTE: Turkish Adult First and Second Generation's differences is in Q29 1 or 2

Iranian_Adult = 1 (1st Iranian Generation Adult)

IF ((Q27 = 1) AND (Q28 = 3) AND (Q29 = 3)) = First Iranian Generation Adult

IF ((Q27 = 3) AND (Q28 = 1) AND (Q29 = 3)) = First Iranian Generation Adult

IF ((Q27 = 3) AND (Q28 = 3) AND (Q29 = 3)) = First Iranian Generation Adult

Iranian_Adult = 2 (2nd Iranian Generation Adult)

IF ((Q27 = 1) AND (Q28 = 3) AND (Q29 = 1)) = Second Iranian Generation Adult

IF ((Q27 = 3) AND (Q28 = 1) AND (Q29 = 1)) = Second Iranian Generation Adult

IF ((Q27 = 3) AND (Q28 = 3) AND (Q29 = 1)) = Second Iranian Generation Adult

NOTE: Iranian Adult First and Second Generation's differences is in Q29 1 or 3