

ROLE OF PARENTS IN CREATING DIGITAL RESPONSIBILITY AMONG ADOLESCENTS

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Abstract

Adolescent is a period of transition and exploration. In the technological era adolescents spent most of the time with gadgets. They use gadgets in various ways for recreation, education and exploration. Adults may not know how much time they use gadgets for recreation, education and exploration. In the modern era almost all the adolescents spend most of the time with gadgets than with the parents. Gadgets are the machine that gives output whatever the adolescent asks. It will neither hide nor prevent giving information not relevant to their ages as the parents do. The curiosity of the adolescent leads them to technology supported gadget use. Which very often leads them to pornographic sights due to curiosity on sexuality related doubts. India has the third highest porn viewers in the world. After the introduction of high speed internet 4G, there is 40% increase in the use of porn sight. In this descriptive study the researcher aims to portray the role of parents in creating digital responsibilities in their children. The researcher used self-prepared questionnaire among 31 parents from one of the high school in Ernakulum district of Kerala. The researcher approached the school PTA and distributed the questionnaire during PTA meeting and received back completely filled questionnaire. More than half of the respondents know (54.8%) the responsibility of the parents to inform the child on responsible use of gadgets, one fourth of the respondents (25.8%) do not know the responsibility of the parents to inform the child on responsible use of gadgets and 19.4% are doubtful about the responsibility of the parents to inform the child on responsible use of gadgets.

Key Words: Adolescent, electronic gadgets, digital responsibility, parenting on digital responsibility.

Introduction

Adolescent period is the one of the major developmental stages of an individual. The changes occurs in all realm of an Individual, physically, psychologically, socially and emotional levels during the adolescent period. It is also a period of curiosity due to the ignorance about many thing in and around the world related with an individual and people around adolescent.

In earlier period adolescent were spending their leisure period with peer group and neighbourhood adolescent. It was varied by playing games, swimming, reading in public library, books, etc. Such practices were essential and had major contribution for overall development of the adolescents. Later it gradually changed to watching TV programs, watching videos through video player and TV, etc. In

advanced stages of technological development the normal Television changed to LED and LCD, phone become handy by reducing the size and much attractive feature. The Mobile displaced some gadgets like camera, document sharing, calendar, calculator, compass, radio, mail, etc. In one hand the technology reduced space for many gadgets and become user friendly but in other hands the modern technology displaced peer group interaction and physical health activities. Instead the children started using internet games, social media and so on. The children of parents who are busy with carrier and status build up become addicted with various gadget like I-pad, I-phone, and computer and so on. The internet usage doubled by the arrival of high speed internet and google.

Clinical disorders have been the most fatal things that have been identified to date in regards to the excessive usage of internet. Insomnia and depression are the most common among adolescents who have excessive usage of the internet (Aydm & San, 2011).

In today's world Electronic gadgets are the inevitable part of individuals. The electronic gadgets are useful for communication, education, entertainment, and the uses continues as many. In the technological era adolescents spent most of the time with gadgets. They use gadgets in various ways for recreation, education and exploration. Adults may not know how much time they use gadgets for recreation, education and exploration. In the modern era almost all the adolescents spend most of the time with gadgets than with the parents. Gadgets are the machine that gives output whatever the adolescent asks. It will neither hide nor prevent giving information not relevant to their ages as the parents do. The curiosity of the adolescent leads them to technology supported gadget use. Which very often leads them to pornographic sights due to curiosity on sexuality related doubts. India has the third highest porn viewers in the world. Apart from the social media, online gaming has been the most significant parameter linked with the internet that makes the adolescents linked to the internet all the times. Playing online games has increased the risk of being addicted to the internet by almost 2.7% every time. (UK Essays, 2016)

Internet Addiction

Technology addiction — sometimes called Internet addiction, Internet use disorder (IUD) or Internet addiction disorder (IAD) — is a fairly new phenomenon. It's often described as a serious problem involving the inability to control use of various kinds of technology, in particular the Internet, smartphones, tablets and social networking sites like Facebook, Twitter and Instagram (addiction.com, 2015)

Types of Internet Addiction

There are various types of Internet addiction namely Cybersex Addiction, Addiction to computer, Addiction to Cyber Relationship, Online Compulsions and Informational Addiction. (Valiant recovery, 2014)

Cybersex Addiction- It involves online porn, Sexual fantasy chat rooms, sexual related activities online etc. When it's out of control, treatment is needed. **Computer Addiction** is the addiction of excess use of computer both online and offline usage. **Addiction to Cyber Relationships** is the type of Internet addiction formed online relationship even if may not sexual in nature can be destructive and have negative consequences on life. **Informational Addiction** is another type of addiction find yourself surfing the web and looking up information constantly, and this can cause informational overload. **Online Compulsions** is Internet addiction issues which are compulsive in nature.

Porn addiction

According to American Society of Addiction Medicine there are three main criteria taken into account when diagnosing porn addiction. They are **Preoccupation to the point of obsession with sexual imagery**. Secondly Loss of control over the use of pornography. And third one is **Negative consequences directly related to the compulsive use of pornography**. The Porn addiction further grows to Sex chat, Web Mutual Masturbation, Mutual Porn Video Chat, etc.

Sex Addiction

According to American Society of Addiction Medicine there are three main criteria taken into account when diagnosing Sex Addiction. They are Preoccupation to the point of obsession with sexual fantasies and behaviour, Loss of control over sexual fantasies and behaviours and Negative consequences directly related to sexual behaviour

Signs of Internet Addiction

Meeting 5 of the criteria of the Internet Addiction Diagnostic Questionnaire (IADQ) means you are addicted. (Kimberly young, 2009) Do you feel preoccupied with the Internet (think about previous online activity or anticipate next online session)? Do you feel the need to use the Internet with increasing amounts of time in order to achieve satisfaction? Have you repeatedly made unsuccessful efforts to control, cut back, or stop Internet use? Do you feel restless, moody, depressed, or irritable when attempting to cut down or stop Internet use? Do you stay online longer than originally intended? Have you jeopardized or risked the loss of significant relationship, job, educational or career opportunity because of the Internet? Have you lied to family members, therapist, or others to conceal the extent of involvement with the Internet? Do you use the Internet as a way of escaping from problems or of relieving a dysphoric mood (e.g., feelings of helplessness, guilt, anxiety, and depression)?

According to Hilarie Cash Internet Addiction Recovery Program, symptoms can include: Compulsive checking of text messages, Frequent changing of Facebook status and uploading of "selfies", A feeling of euphoria while on the Web, Social withdrawal, Loss of interest in activities that don't involve a computer, phone or gadget and Feelings of restlessness when unable to go online (Addiction.com, 2016)

When an internet addiction develops, it begins to hinder your everyday duties, finances and usual activities. If excessive internet use is having negative effects on your life, it is time to consider that you have an unhealthy addiction to it. Some general side effects of internet addiction include any addictive behaviour that is accompanying heavy internet use, such as substance abuse, High levels of stress, Depression, Anxiety, Limitations on mobility or social circles, Digital responsibility and Parenting on digital responsibility. Minimize the adverse effects of online social networking by every parent. Which can be included the following matters like, Parents should know what their child is doing on the internet and ask them about their internet usage, Parents should be aware of where, what topics and with whom their children are talking online or using the internet, Set curfews for using the internet. Children do not need to use the internet late into the night, and Place the computer in a shared space where it can be monitored, rather than in a bedroom.

Method of the study

The universe of the present study consist of 31 parents from one of the high school Ernakulum district of Kerala. The researcher used self-prepared questionnaire and collected the data from parents those who are participated in the research willingly during PTA meeting.

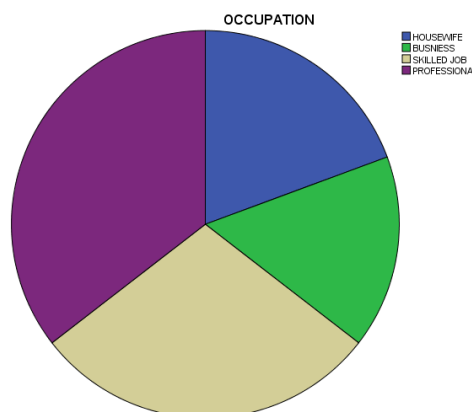
Major findings of the study.

Table- 1- Gender

| | Frequency | Percent |
|------------|-----------|---------|
| MALE | 10 | 32.3 |
| FEMAL E | 21 | 67.7 |
| Total | 31 | 100.0 |

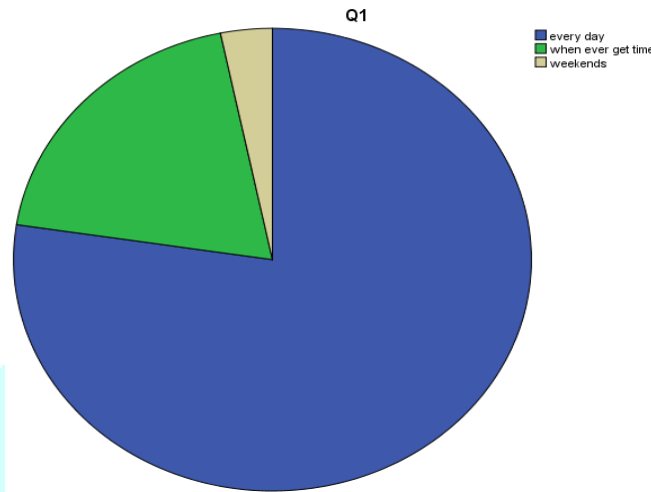
The table 1 shows that among the respondents (67.7 %) are female parents and One third of the participants (32.3%) are Male parent

Diagram: 1 – Occupation



The diagram 1 shows that 19.4% of the participants are HOUSEWIFE, 16.1% doing BUSNIESS, 29% doing SKILLED JOB and more than one third (35.5%) doing PROFESSIONAL job.

Diagram: 2-spend time with their children



The above diagram shows that Majority of the parents (77.4%) replied that they spend time with their children every day, 19.4 % spend time whenever they get time and 3.2 % on weekends only.

Table: 2-Do you have the habit of having dinner together with family every day?

| | Frequency | Percent |
|--------------------|-----------|---------|
| Every day | 16 | 51.6 |
| When ever get time | 14 | 45.2 |
| Weekends | 1 | 3.2 |
| Total | 31 | 100.0 |

The above table shows that half of the respondent (51%)spent time to have dinner together with family every day, nearly half of the respondents (45.2%) only whenever they get time and rest of them 3.2% weekends only.

Table: 3-Do your family share each other personal daily experience?

| | Frequency | Percent |
|--------------------|-----------|---------|
| Every day | 17 | 54.8 |
| When ever get time | 13 | 41.9 |
| Never | 1 | 3.2 |
| Total | 31 | 100.0 |

The study shows that half of the respondents (54.8%) has daily experience sharing with family, 41.9% had only when they get time and 3.2% do not have such practice

Table: 4- Do your adolescent children have personal computer/use common computer

| | Frequency | Percent |
|---------------------------|-----------|---------|
| No answer | 3 | 9.7 |
| Yes they have | 3 | 9.7 |
| No they don't have | 8 | 25.8 |
| They use parents computer | 6 | 19.4 |
| No computer at home | 11 | 35.5 |
| Total | 31 | 100.0 |

The above table shows that One third of the respondents (35.5%) have No computer at home, one fourth of the respondents (25.8%) don't have personal computer for children, 19.4% children use parents computer

Table: 5 - Identify from which sources adolescences usually get information

| | Frequency | Percent |
|------------------|-----------|---------|
| Do not know | 6 | 19.4 |
| Peers | 5 | 16.1 |
| Parents | 7 | 22.6 |
| Media/magazines | 5 | 16.1 |
| Additional class | 3 | 9.7 |
| Teachers | 5 | 16.1 |
| Total | 31 | 100.0 |

The study shows that 22.6% of the parents only says that children get information on sex and sexuality from parents, 16.1 from peers, 16.1 from media/magazine, 16.1 from teachers, 9.7% from additional class and 19.4 % do not have answer about it.

More than one third of the parents students use computer in open hall (38.7%), and more than one fourth (29%) in hall and room but under the observance of parents

Only half of the parents 51.6% knows the friends of their children but among the rest participants 41.9% know only few of the friends and 6.5% don't know the friends of their children.

Majority of the respondents (67.7%) share all the activities to their parents. But rest of the parents children (32.3%) share only sometimes.

Majority of the respondents knows (77.4%) the right to health of adolescent, 16.1 % do not know about this right of adolescent and 6.5 % doubtful about this right of adolescent.

Majority of the respondents knows (77.4%) the right to life of adolescent, 16.1 do not know and 6.5 are doubtful about this right.

Majority of the respondents knows (67.7%) the right to education and information of adolescent, nearly one fourth (19.4 %) are do not know about this right of adolescent and 12.9% are doubtful about this right of adolescent.

Majority of the respondents knows (71%) the right to privacy of adolescent, 22.6% of the respondents do not know about this right of privacy of adolescent and 6.5% are doubtful about this right of adolescent.

Table: 6- The responsibility of the parents to inform the child on responsible use of gadgets.

| | Frequency | Percent |
|-------------|-----------|---------|
| Yes I Know | 17 | 54.8 |
| Do Not Know | 8 | 25.8 |
| Doubtful | 6 | 19.4 |
| Total | 31 | 100.0 |

The above table shows that More than half of the respondents knows (54.8%) the responsibility of the parents to inform the child on responsible use of gadgets, one fourth of the respondents (25.8%) do not know the responsibility of the parents to inform the child on responsible use of gadgets and 19.4% are doubtful about the responsibility of the parents to inform the child on responsible use of gadgets.

Table: 7 – Digital responsibility

| | Frequency | Percent |
|-------------|-----------|---------|
| Yes I Know | 19 | 61.3 |
| Do Not Know | 11 | 35.5 |
| Doubtful | 1 | 3.2 |
| Total | 31 | 100.0 |

Majority of the respondents knows (61.3%) what is Digital responsibility, one third of the respondents (35.5%) do not know what is Digital responsibility and 3.2% are doubtful about what is Digital responsibility.

Table: 8- How to do the parenting on digital responsibility.

| | Frequency | Percent |
|-------------|-----------|---------|
| Yes I Know | 21 | 67.7 |
| Do Not Know | 9 | 29.1 |
| Doubtful | 1 | 3.2 |
| Total | 31 | 100.0 |

Majority of the respondents knows (67.7%) how to do the parenting on digital responsibility, nearly one third of the respondents (29.1%) do not know about how to do the parenting on digital responsibility and 3.2% are doubtful about how to do the parenting on digital responsibility.

Digital responsibility,

Digital rights and responsibilities is the right and freedom to use all types of digital technology in an acceptable and appropriate manner. As a user of digital technology, you also have the right to privacy and the freedom of personal expression. (Digital rights and responsibilities)

Parenting on digital responsibility.

The parents has inevitable role to teach their child about the rights and responsibility of each child while they use the digital media. When the parents provide any gadget to their child its parenting duty to instruct them about positive side and negative side of each gadget and more over about the threats of each gadget while connected with internet and surfing internet. More over each parents has decided whether the gadget is need of the child in their appropriate age. Secondly when they provide the gadget its parent's responsibility is to monitor the use of any gadgets mainly **how they are using?, For what they are using?, When they are using? And where they are using?**

Role of Social Worker

The social worker also should provide parents and students awareness about Digital responsibility and parenting on digital responsibility. The social worker can also generate awareness among adolescent on the threats and hidden traps in digital usage.

Conclusion

The developed technology not only increase production but also support for reducing human energy, time and effort. Technology also helps to reduce cost but at the same time improve the quality and performance. But very often its human tendency to use such technology negative or unethical manner. This in fact is the cause for addiction or threat for individual or for others. So awareness can help positive use of gadgets. Children are more often ignorant about the bad effect of gadgets if not properly.

So parenting role also includes teaching a child on digital responsibility. If trained well and monitored well the child will use it child friendly and safe manner.

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