

Impact of Parent – Child Education on Severity of Internet Addiction and Parent-Child Relationship among Internet Addicted Teenagers

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Abstract

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Objective To evaluate the impact of Parent Child Education on severity of internet addiction and parent-child relationship among internet addicted teenagers. *Methods* The study was based on Quasi-Experimental Pre-test Post-test research design. Total of 187 teenagers, both boys and girls in the age range of 13–16 years, who use internet for more than one year continuously, were selected from schools across Mumbai city. Young's Internet Addiction Test was administered to assess the severity of internet addiction and structured parent – child relationship assessment questionnaire was used to assess the parent-child relationship of the internet addicted teenagers before and after implementing the Parent Child Education program. The Parent Child Education program prepared by the researcher also validated by the Scientific Advisory Committee of MGM Institute of Health Sciences, Navi Mumbai and 15 experts from other reputed institutes across India. *Results* The statistical analysis of data indicated a significant difference between pre-test and post-tests score of severity of internet addiction. A statistically significant difference in parent-child relationship, between study and control group was found. *Conclusions* Parent Child Education has a significant impact on severity of internet addiction and parent-child relationship among internet addicted teenagers.

Keywords: Impact; Parent; Child; Education; Severity; Internet; Addicted; Teens.

Introduction

The present world is, undoubtedly, technology driven with enormous use of personal computers, internet connection and mobile phones. These are no longer considered as a luxury but necessitate mandatory use. A high prevalence of internet addiction among varying age groups has been observed across the world [1-12]. With the increased popularity of social networking sites, chatting, twitting,

virtual gaming, personal or one on one interaction is slowly losing its eminence. Studies have already reported increased severity of internet addiction affecting interpersonal relationships even parent-child relationship [13-14]. Recovery from internet addiction is not possible by abstinence, rather possible by creating a new environment or life-style where it is easier to not use or reduce the use. Since teenagers are also affected by excessive use of internet, parents have a crucial role in inculcating a lifestyle that includes purposeful internet use. Extensive review of literature indicates no evidence of any

structured Parent Child Education program for the teenagers in this regard. The researcher developed a Parent Child Education programme and evaluated its impact on severity of internet addiction and parent-child relationship of internet addicted teenagers.

Material and Methods

A quasi experimental survey design was used for data collection. Total of 187 teenagers, both boys and girls in the age range of 13 – 16 years, who use internet for more than one year continuously, were selected from schools across Mumbai city. All students belonged to private schools and follow State board curriculum. Young's Internet Addiction Test (IAT) was used to assess the severity of internet addiction among the teenagers before and after implementing the Parent Child Education program. The Young's IAT is a reliable tool with test-retest reliability coefficient was found at 97 value. The tool is a 20-item questionnaire, measures internet addiction as none, mild, moderate and severe levels. Each answer is scored on a Likert scale from 1 to 5 as 0=doesn't apply, 1= rarely, 2= occasionally, 3= frequently, 4= often, and 5= always. The final score is obtained by summing the scores of all questions. The total score between 0-30 represents no addiction, 31-49 represents a mild addiction, 50-79 represents moderate addiction, and 80-100 represents severe addiction.

Structured parent – child relationship assessment questionnaire was used to assess the parent-child relationship of the internet addicted teenagers before and after implementing the Parent Child Education program. The tool contains 25 items. It was developed by the researcher through extensively reviewed research, non-research, print and online literature. The tool measures parent – child relationship with father and mother. Each answer is scored on a Likert scale from 1 to 5. In a way that, score 1= never, 2= sometimes, 3= not sure, 4= often and 5= always. The final score is obtained by summing the scores of all questions. There are some negative and some positive items in the questionnaire, thus before summing it

needs reverse scoring. The higher the score represents a good bonding. The internal consistency of the scale with an alpha coefficient was found at 0.74 in the present study. The tool was validated by the Scientific Advisory Committee of MGM Institute of Health Sciences; Navi Mumbai.

The data was statistically analyzed using t-test to evaluate the impact on severity of internet addiction and parent-child relationship in study and control group.

The Parent Child Education Programme for Internet Addicted teens consisted of one main session which included both teens (internet addicted) and their parents and four booster sessions. The main session is prepared based on the information related to causes of internet addiction, its negative impacts on life, strategies to manage such crisis etc. The booster sessions are prepared based on the ideas and principles of group counselling/group psycho education/cognitive behaviour therapy and problem solving approach. Booster sessions included review of previous session and evaluate the follow-up process.

Results

Table 1 shows significant deference in severity of internet addiction between study and control group.

Table 2 shows the parent-child education has significant impact on mother-child relationship on study group and 19 out of 25 relationship indicating behavior, have significantly improved.

Table 3 shows the parent-child education has significant impact on father-child relationship on study group and all the 25 out of 25 relationship indicating behavior, have significantly improved.

Discussion

Table 3 shows the Parent Child Education has significant impact on severity of internet addiction as $p < 0.001$ at 0.05 level of significance between study and control group. The study result finds its

Table 1: Comparison of severity of internet addiction among teenagers before and after intervention in study and control group. N = 187

| Variables | Group | Pre - test mean | Post - test mean | Change in mean | Std. Dev. | t-test p value |
|--------------------------------|---------|-----------------|------------------|----------------|-----------|----------------|
| Severity of internet addiction | Study | 48.17 | 40.65 | -7.51 | 13.36 | < 0.001 |
| | Control | 48.50 | 56.71 | 8.20 | 15.05 | |

Table 2: Comparison of mother-child relationship before and after intervention in study and control group N = 187

| Relationship between you and your mother | Group | Pre - test mean | Post - test mean | Change in mean | Std. Dev. | t-test p value |
|---|---------|-----------------|------------------|----------------|-----------|----------------|
| <i>Positive behaviours</i> | | | | | | |
| My parent and I do things together that I enjoy | Study | 2.77 | 4.33 | 1.55 | 1.65 | <0.001 |
| | Control | 3.28 | 3.75 | .46 | 1.98 | |
| My parent is attentive to my problems | Study | 3.31 | 4.13 | .82 | 1.69 | .35 |
| | Control | 3.06 | 3.63 | .56 | 2.13 | |
| My parent and I plan my activities and things for upcoming days | Study | 3.03 | 3.85 | .81 | 1.71 | .09 |
| | Control | 3.07 | 3.42 | .34 | 2.12 | |
| My parent listens and respects my feelings. | Study | 2.37 | 3.77 | 1.40 | 1.23 | <0.001 |
| | Control | 3.27 | 3.81 | .54 | 2.00 | |
| My parent and I talk about my plans for future | Study | 2.37 | 3.97 | 1.60 | 1.52 | <0.001 |
| | Control | 3.24 | 3.45 | .20 | 1.96 | |
| My parent often expresses affection towards me | Study | 2.16 | 3.92 | 1.75 | 1.19 | <0.001 |
| | Control | 3.11 | 2.95 | -.15 | 2.07 | |
| I feel close to my parent | Study | 2.19 | 4.37 | 2.17 | 1.27 | <0.001 |
| | Control | 3.02 | 3.82 | .79 | 1.96 | |
| My parent knows about my whereabouts | Study | 3.19 | 4.23 | 1.03 | 1.64 | <0.001 |
| | Control | 3.07 | 2.88 | -.19 | 1.87 | |
| I am confident that my parent would help me if I had a problem | Study | 3.38 | 4.68 | 1.29 | 1.64 | .19 |
| | Control | 3.01 | 3.98 | .96 | 1.83 | |
| My parent knows, what I really like | Study | 2.67 | 4.22 | 1.54 | 1.50 | <0.001 |
| | Control | 3.12 | 3.75 | .62 | 2.05 | |
| My parent and I discuss all sort of things like, drugs, alcohol, sex etc. | Study | 1.22 | 3.33 | 2.10 | 1.11 | <0.001 |
| | Control | 3.08 | 1.17 | -1.91 | 1.45 | |
| My parent and I talk about how things are going in school | Study | 3.06 | 4.52 | 1.46 | 1.28 | .001 |
| | Control | 3.05 | 3.72 | .67 | 1.85 | |
| <i>Negative behaviours</i> | | | | | | |
| My parent often loses her/his temper with me. | Study | 2.54 | 1.65 | -.88 | 1.57 | <0.001 |
| | Control | 2.77 | 2.72 | -.04 | 1.56 | |
| My parent often irritates me. | Study | 2.50 | 1.60 | -.90 | 1.47 | .05 |
| | Control | 2.73 | 2.28 | -.45 | 1.69 | |
| My parent doesn't like discussing about my friends. | Study | 2.63 | 1.60 | -1.02 | 1.51 | .01 |
| | Control | 2.70 | 2.28 | -.42 | 1.81 | |
| My parent often scolding me in front of others. | Study | 2.56 | 1.61 | -.95 | 1.63 | .002 |
| | Control | 2.75 | 2.65 | -.09 | 1.99 | |
| My parent does not trust me to make my decisions. | Study | 2.58 | 1.88 | -.70 | 1.52 | .01 |
| | Control | 2.69 | 2.63 | -.06 | 1.98 | |
| My parent angry with me if I am asking for money. | Study | 2.58 | 2.17 | -.40 | 1.62 | .13 |
| | Control | 2.72 | 2.72 | -.00 | 2.07 | |
| My parent scolding me whenever I am playing video/internet games/internet use | Study | 2.74 | 2.07 | -.67 | 1.30 | <0.001 |
| | Control | 3.14 | 3.65 | .50 | 1.88 | |
| Often there are misunderstandings between my parent and myself. | Study | 2.70 | 2.37 | -.33 | 1.94 | .99 |
| | Control | 2.65 | 2.31 | -.33 | 1.761 | |
| I often seem to anger or annoy my parent. | Study | 2.65 | 2.47 | -.18 | 1.92 | .09 |
| | Control | 2.72 | 2.07 | -.65 | 1.83 | |
| I treat others with more respect then I treat my parent. | Study | 2.69 | 2.03 | -.66 | 1.58 | .02 |
| | Control | 2.72 | 2.69 | -.03 | 2.24 | |
| Before I finish saying something, my parent often interrupts me. | Study | 2.70 | 2.49 | -.21 | 1.51 | .65 |
| | Control | 2.86 | 2.53 | -.32 | 1.93 | |
| My parent and I often get into arguments. | Study | 2.66 | 2.02 | -.64 | 1.53 | .001 |
| | Control | 2.81 | 2.95 | .14 | 1.74 | |
| My parent often hurt my feelings. | Study | 2.67 | 1.96 | -.71 | 1.79 | .05 |
| | Control | 2.49 | 2.30 | -.19 | 1.78 | |
| Relation with Mother (overall) | Study | 75.51 | 101.39 | 25.87 | 24.63 | <0.001 |
| | Control | 79.43 | 84.53 | 5.09 | 28.96 | |

Table 3: Comparison of father-child relationship before and after intervention in study and control group N = 187

| Relationship between you and your father | Group | Pre - test mean | Post - test mean | Change in mean | Std. Dev. | t-test p value |
|---|---------|-----------------|------------------|----------------|-----------|----------------|
| <i>Positive behaviours</i> | | | | | | |
| My parent and I do things together that I enjoy | Study | 2.50 | 4.54 | 2.03 | 1.26 | <0.001 |
| | Control | 3.27 | 2.04 | -1.22 | 1.39 | |
| My parent is attentive to my problems | Study | 3.38 | 4.69 | 1.31 | 1.46 | .001 |
| | Control | 3.11 | 3.52 | .40 | 2.13 | |
| My parent and I plan my activities and things for upcoming days | Study | 3.21 | 3.92 | .71 | 1.60 | .004 |
| | Control | 3.12 | 3.05 | -.07 | 2.10 | |
| My parent listens and respects my feelings. | Study | 2.77 | 4.04 | 1.26 | 1.64 | <0.001 |
| | Control | 3.30 | 1.84 | -1.45 | 1.48 | |
| My parent and I talk about my plans for future | Study | 2.72 | 3.50 | .77 | 1.67 | <0.001 |
| | Control | 3.24 | 2.61 | -.62 | 1.89 | |
| My parent often expresses affection towards me | Study | 2.36 | 3.90 | 1.54 | 1.32 | <0.001 |
| | Control | 3.13 | 2.89 | -.24 | 2.16 | |
| I feel close to my parent | Study | 2.40 | 4.65 | 2.25 | 1.27 | <0.001 |
| | Control | 3.06 | 3.75 | .68 | 1.95 | |
| My parent knows about my whereabouts | Study | 3.23 | 4.61 | 1.37 | 1.38 | <0.001 |
| | Control | 3.11 | 2.86 | -.25 | 1.87 | |
| I am confident that my parent would help me if I had a problem | Study | 3.45 | 4.83 | 1.37 | 1.57 | .03 |
| | Control | 3.05 | 3.89 | .84 | 1.92 | |
| My parent knows, what I really like | Study | 2.59 | 4.08 | 1.49 | 1.80 | .001 |
| | Control | 3.10 | 3.64 | .54 | 2.14 | |
| My parent and I discuss all sort of things like, drugs, alcohol, sex etc. | Study | 1.30 | 2.30 | 1.00 | .87 | <0.001 |
| | Control | 3.10 | 1.13 | -1.96 | 1.38 | |
| My parent and I talk about how things are going in school | Study | 2.58 | 4.50 | 1.92 | 1.22 | <0.001 |
| | Control | 3.05 | 3.24 | .19 | 2.24 | |
| <i>Negative behaviours</i> | | | | | | |
| My parent often loses her/his temper with me. | Study | 2.60 | 1.75 | -.84 | 1.65 | <0.001 |
| | Control | 2.43 | 2.84 | .40 | 1.55 | |
| My parent often irritates me. | Study | 2.54 | 1.64 | -.89 | 1.50 | <0.001 |
| | Control | 2.37 | 2.94 | .56 | 1.53 | |
| My parent doesn't like discussing about my friends. | Study | 2.67 | 1.70 | -.97 | 1.49 | <0.001 |
| | Control | 2.35 | 2.66 | .31 | 1.53 | |
| My parent often scolding me in front of others. | Study | 2.63 | 1.45 | -1.18 | 1.63 | <0.001 |
| | Control | 2.35 | 3.28 | .92 | 1.55 | |
| My parent does not trust me to make my decisions. | Study | 2.63 | 1.96 | -.67 | 1.68 | <0.001 |
| | Control | 2.30 | 3.35 | 1.04 | 1.52 | |
| My parent angry with me if I am asking for money. | Study | 2.63 | 1.76 | -.87 | 1.75 | <0.001 |
| | Control | 2.28 | 2.89 | .61 | 1.55 | |
| My parent scolding me whenever I am playing video/internet games/internet use | Study | 2.74 | 2.23 | -.50 | 1.45 | <0.001 |
| | Control | 3.19 | 3.83 | .63 | 1.79 | |
| Often there are misunderstandings between my parent and myself. | Study | 2.69 | 1.84 | -.85 | 1.49 | <0.001 |
| | Control | 2.34 | 3.53 | 1.19 | 1.50 | |
| I often seem to anger or annoy my parent. | Study | 2.65 | 1.72 | -.93 | 1.46 | <0.001 |
| | Control | 2.39 | 2.49 | .10 | 1.57 | |
| I treat others with more respect then I treat my parent. | Study | 2.63 | 1.90 | -.72 | 1.45 | .01 |
| | Control | 2.42 | 2.34 | -.08 | 2.04 | |
| Before I finish saying something, my parent often interrupts me. | Study | 2.69 | 1.97 | -.72 | 1.62 | .005 |
| | Control | 2.45 | 2.46 | .01 | 1.90 | |
| My parent and I often get into arguments. | Study | 2.68 | 1.72 | -.96 | 1.48 | <0.001 |
| | Control | 2.31 | 3.10 | .78 | 1.49 | |
| My parent often hurt my feelings. | Study | 2.69 | 1.65 | -1.03 | 1.61 | <0.001 |
| | Control | 2.30 | 2.95 | .65 | 1.64 | |
| Relation with Father (overall) | Study | 76.11 | 104.25 | 28.14 | 26.58 | <0.001 |
| | Control | 84.14 | 73.78 | -10.36 | 28.06 | |

support from the study conducted by Kimberly Young [15] as she has found 95% of clients able to manage symptoms like limits time online to legitimate purposes at the end of receiving a 12 weeks cognitive behavior therapy for internet addiction.

Table 3 shows that the Parent Child Education has significant impact on father-child relationship as $p < 0.001$ at 0.05 level of significance between study and control group. There is no significant impact found on mother-child relationship between

study and control group. The findings has its support from the study conducted by Balkan E [16].

Though there is no evidence of any such programme conducted for internet addiction, Cornel R [17]. Suggested various form of treatment for internet addiction such as counseling, inpatient treatment, outpatient treatment, after care treatment, CBT-IA to treat and prevent internet addiction. Akin A., et al [18]. Examined the relationship of self-control/ management and Internet addiction, found Students high in Internet addiction are more likely to be low in self-control and self-management.

Conclusion

Any structured education program always has some impact on the knowledge, attitude and behaviour. The Parent Child Education Programme on Internet Addiction for teenagers is prepared keeping in view that teenage is the perfect time to bring behavioural change in order to prevent internet addiction. It is basically a life-skill education program to help teenagers to maintain a healthy life in terms of bearing a sound body and mind. Behavioural modification promote interpersonal relationship with parents, friends and relatives.

Contributions

All the authors were involved in analysing, critically reviewing, drafting and finalising the manuscript.

Conflict of Interest

None.

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None.

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