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UNIVERSITY OF LIBERAL ARTS
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MEDIA STUDIES AND JOURNALISM DEPARTMENT

INTERNSHIP (RESEARCH PROJECT) REPORT

Project Title

**Dhaka-City Parents' Awareness about their Adolescent
Children's Internet Usage**

Submitted by

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TABLE OF CONTENTS

Table of Contents.....	2
ACKNOWLEDGEMENT	3
PLAGIARISM DECLARATION.....	4
INTERNSHIP REPORT APPROVAL FORM.....	4
Summary	6
CHAPTER I INTRODUCTION.....	7
1.1 Background of the study	7
1.2 Problem Statement.....	11
1.3 Research Objectives.....	11
1.4 Research Questions.....	11
1.5 Hypothesis.....	12
1.6 Significance of the Study	12
CHAPTER II LITERATURE REVIEW & STUDY FRAMEWORK	13
2.1 Literature Review.....	13
2.2 Theoretical Framework.....	17
2.3 Conceptual Framework.....	19
2.4 Operational Definitions.....	20
2.4.1 Adolescents.	20
2.4.2 ICT Devices.	20
2.4.3 Internet Addiction.	20
2.4.4 Digital Citizenship.	20
2.4.5 Problematic Internet Usage (PIU).....	21
References.....	22

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SUMMARY

This study aims to find out the level of awareness among urban parents of Dhaka City regarding their adolescents' Internet usage.

Chapter one deals with the introduction and background of the study. The information provided in this section talks about the prevalence of the Internet in our modern life and how it has changed childcare along with it. It also provides information that emphasizes why we need media literacy and that there is a study gap regarding the awareness of the Bangladeshi parents in regards to the risks their adolescents face online.

Chapter two deals with the Literature review section where we go through various researchers and their findings regarding excessive internet usage/online presence of adolescents without parental supervision and its harmful impacts. About the role that parents play in shaping up their child's risk-taking behavior or PIU. The results of parental mediation in adolescent internet usage and how it can be positive or negative if the parents are digitally literate.

The Theoretical framework that is going to guide the research process is the Ecological Systems Theory put forth by Urie Bronfenbrenner. The conceptual framework of this study is formulated based on Bronfenbrenner's theory as well.



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CHAPTER I

INTRODUCTION

1.1 Background of the study

This study aims to find out the level of awareness among urban parents of Dhaka City regarding their adolescents' Internet usage and the factors that affect their awareness. Alongside the study will try to identify the precautionary measures taken by the parents to protect their children online.

The Internet is an extremely powerful medium of communication. It has brought people into a world of ever-evolving communication, wide-ranging information, and knowledge. The Internet also helps to create a virtual identity among youths by enabling the exchange of ideas and information from one hemisphere to another. Through the advancements in globalization, the Internet has virtually remolded our lifestyle and our way of childcare, as today's youths have the freedom and luxury of using the Internet from a very early age. Although the world has become more technologically developed over the past few decades, and there have been many increased benefits because of this, but several health-related consequences related to excessive Internet usage have come to the attention of researchers, parents, teachers, and treatment providers. With the increased use of the Internet, problematic Internet use (PIU) has become a public health concern and has been associated with symptoms of addiction (Chandrima et al., 2020).

Adolescents appear to be the most susceptible to technological and or Internet addiction risks. The World Health Organization (WHO) defines an adolescent as people aged between 10 to 19 years old. Social media has played a crucial role in Internet addiction cases. The misuse of Facebook and other social media by teenagers has become one of society's most sinister menaces. It is not only harmful to a teenager but also adversely affects the family unit and society as a whole. When a teenager spends too much time on the Internet and misuses the time, their behavior patterns can be adversely altered as they spend less time on studies and household responsibilities and become overcome with the desire to remain online at all times. Many forsake sleep, meals, and time with family and friends to be connected online. Social media usage as a time passing activity has been on a rapid incline among teenagers in Dhaka (Al-Jubayer, n.d.).

Electronic gadgets (devices with a digital screen. i.e. smartphones/tablets /television /computer monitor) are becoming more widely used particularly by children growing into adolescence, but little consideration is usually given to the developmental risks they pose. Today's adolescents use gadgets for various purposes like playing games, watching videos, listening to songs, chatting with their friends, browsing different websites even often for doing homework or test preparation for school. They spend most of their time in these activities and hardly focus on their posture, screen brightness, and screen distance from their eyes which ultimately affect their vision and health. Moreover, due to being engaged with the virtual exposure, lack of communication with surrounding real-life people triggers socio-behavioral issues for them (Sadri, 2018).

It's a known fact that Internet use does not always guarantee positive outcomes. There are some challenges related to the use of the Internet if used without sufficient precautions. Irresponsible use of the Internet such as prolonged hours of Internet usage, watching pornography, communicating with strangers, and sharing sensitive personal information like contact details, photos, etc. have been reported to be exposing adolescents to many dangers both in developed and developing countries. In the developed world, particularly in the West, children are being exposed to pornography, sexually explicit materials, and abuse frequently (Ballarotto et al., 2018). Furthermore, more time spent sitting leads to weight gain, poor muscle development, and many other physical problems. As for the eyes, dry-eye disease has become a common issue that happens because the rate of blinking is reduced as the frequency of viewing of screens increases. The strain of constantly using near-point vision on electronic devices is especially problematic for children, many of whom can become nearsighted as a result. In 90 percent of studies from 1999 to early 2014 researchers found out that screen time is adversely associated with sleep outcomes (Sadri, 2018).

The prevalence rate of Internet use in Bangladesh has decidedly increased due to the government policy of developing a 'Digital Bangladesh' by improving Internet access to its citizens at minimal costs (Uddin et al., 2016). Children of Bangladesh have a high potential to be exposed to the digital screen being one of the top-ranked (26th) countries with the highest number of Internet users in the world. Particularly in the urban center of the country such as Dhaka, children have the potential to be exposed to long hours of Internet browsing due to increased social factors such as amplified number of nucleus families, working parents, increased use of digital gadgets in educational institutes, and inadequate prospects of outdoor sporting activity.

Due to the COVID 19 pandemic, adolescents (aged 13–18 years) along with others have been restricted in their real-life social contacts (Cauberghe et al., 2020). Parents now have even less chance to restrict their children from avoiding electronic gadgets which allow Internet access, leading to increased screen time as online education is the only way to continue study. Also, the children have fewer alternatives for passing time as they are restricted within their homes. Screen time is primarily sedentary, meaning that adolescents are sitting or lying around while using their devices. Under such a situation, physical and mental health problems are significant concerns. Particularly, children and adolescents' lifestyle behaviors, such as physical activity (PA) and sedentary behavior (SB) may have been drastically impacted due to the prolonged school closures and home confinement during the COVID-19 pandemic (Xiang et al., 2020).

In Bangladesh, media literacy and digital literacy are comparatively less familiar concepts despite being fundamental for both the audience and the media at work. Because it is directly related to the increasing number of Internet/smartphone users which has made incessant access to the consumption of media content. The purpose of media literacy is to equip readers with skills to understand and assess the credibility of the media they consume (SACMID, n.d.). The importance of the issue has become high in recent years as the number of cases of harassment and bullying on online platforms through mobile or other gadgets has increased substantially; many such incidents have been reported in the media, Sushmita S. Preetha's (2015, May 16) article "Digital Sexual Harassment in Digital Bangladesh" pushed in The Daily Star provides a glimpse of those. Moreover, the spread of unverified and even outright false information provoked in many cases social unrest and killings in Bangladesh that include attacks on religious minorities, bloggers, free thinkers, academics, and even foreign citizens which is alarming. A long-term systematic program should be developed for improving the information literacy skill of media consumers and producers specially to help the new audience which mostly consists of children and adolescents who constitute the most vital segment of the population of Bangladesh (Quarmal, Hasan, and Sultana, 2018).

Media literate youth and adults are better able to decipher the complex messages we receive from TV, newspaper, billboards, video games, movies, the Internet. Media literacy is not communicated well enough to its audiences, but we need to know how to identify and evaluate credible sources to become better equipped with the media they consume. Our audience has some awareness on an understanding of news and media, however, this needs to be further improved upon in terms of information literacy and skill to use media accordingly.

Children and youth constitute an important segment of the population as change-makers of the future of this country. The highest media users need to be given special attention during the designing program (Quarmal, Hasan, and Sultana, 2018).

The line between Internet use and Problematic Internet Use (PIU) is noticeably being overstepped; with high use of the Internet to the extent of ‘addiction’ being the focus of much global research, and ‘Internet Gaming Disorder’ being proposed as a condition requiring further research by the (American Psychiatric Association, 2013). PIU comprises an important area of research as its negative consequences have been found to impact everyday functioning, interpersonal relationships, and emotional well-being. Symptoms of PIU are similar to those suffering from substance-related addictions, including unpredictable behavior and mood (Ko et al., 2009). To prevent PIU among adolescents, parental mediation and similar approaches (e.g., parent-child cohesion, and parent-child involvement) have been suggested as these approaches can result in lower exposure to harmful online behaviors, such as violent and sexual content, gambling sites, bullying, and sexual grooming (Bleakley et al., 2016). In searching for the factors that can minimize these risks, several studies have examined the role of parents in the use of media and attitudes toward risky behavior. These studies indicate that parents can play a role in reducing young people’s susceptibility to engaging in risky activities by guiding the child’s media use. While many studies have been devoted to understanding the role of parents, this study aims to learn how aware parents are regarding these risks their adolescents face online. (Bleakley et al., 2016).

There have been very few studies in Bangladeshi that have investigated problematic Internet usage and its potential correlates. Moreover, studies focused on adolescents and parental awareness about adolescents Internet use are rare. Afrin & Hossain, (2017) conducted a study on "The School-Level Factors Associated with Internet Addiction among Adolescents: A Cross-Sectional Study in Bangladesh". The study was conducted among 279 adolescents which reported that the prevalence of severe Internet addiction was 2.5%, whereas 64.9% were ‘moderately addicted’. Khan and Quarmal (2015) touched on the issue of parental awareness about teenage children’s issues a little. However, it was only up to extent that whether the parents are aware of the teenage children’s Internet use. Chandrima et. al. (2020) explored the association between parental mediation and PIU, but it did not investigate what role the parents’ digital literacy may play in this. Therefore, it can be assumed that the knowledge relating to this unit is limited.

1.2 Problem Statement

The Internet is an extremely powerful medium of communication. However, with the increased use of gadgets and the prevalence of the Internet, adolescents are being exposed to technological and Internet addiction risks, cyberbullying, fraud, pornography, online gambling, etc. This combined with a lack of parental and youth media literacy has become a topic of public concern. There have been very few studies in Bangladesh that have investigated problematic Internet usage along with the ones which examine the role of parents in the use of media and attitudes towards risk-taking behaviors. However, there is a gap in understanding how many are aware of the risks and what they do to prevent them. Therefore, this study shall try to examine from the perception of parents, questioning their awareness related to these concerns for the adolescents of urban Dhaka.

1.3 Research Objectives

1. To explore the reasons why Dhaka-City parents provide their children ICT devices with the Internet.
2. Exploring the parents' awareness about Internet usage by their adolescent children in terms of duration, time of the day, contents they access, etc.
3. To identify the factors (for example level of education, occupation, digital literacy, etc.) those influence parents' awareness about the Internet usage of their adolescent children.
4. To identify the precautionary measures taken by the parents to protect their children online.

1.4 Research Questions

1. What motivates Dhaka-City parents to provide their children ICT devices with the Internet?
2. Up to what extent the said group is aware of Internet usage by their adolescent children in terms of duration, time of the day, contents they access, etc.?
3. What are the factors (for example level of education, occupation, digital literacy, etc.) those influence parents' awareness about the Internet usage of their adolescent children?
4. What types of precautionary measures are taken by the parents to protect the adolescents online?

1.5 Hypothesis

Based on the existing literature and the researcher's observations, the following hypotheses are conceived:

H1. More educated parents are more digitally literate.

H2. Parents with better digital literacy are more aware of the Internet use of their adolescent children.

1.6 Significance of the Study

This research will help create an understanding about the level of awareness of urban parents in terms regarding Internet use of their adolescent children. This will help identify and undertake adequate measures that other parents can take to protect their children online as well as from physical and mental harm. This study will help increase awareness of the health issues of children from longer exposure to the Internet through gadgets. It will contribute to understanding the parent's apprehension and awareness of the developmental buildup of their children.

The study findings will also enable policymakers to make a further update on guidelines for Internet usage for adolescents and for the parents to recognize the present malpractice and respond according to the significant steps with positive intervention. Furthermore, it will provide guidance to future researchers.



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CHAPTER II

LITERATURE REVIEW & STUDY FRAMEWORK

2.1 Literature Review

According to the Bangladesh Telecommunication Regulatory Commission (BTRC), the total number of Internet subscribers was over 112 million at the end of January 2021 (BTRC, 2021). It is believed that measures to inhibit the spread of COVID-19 (e.g., spatial distancing, social isolation, and home quarantine), as well as social and economic consequences, may have a negative psychological impact with feelings of sadness, anxiety, annoyance, frustration, hopelessness, boredom, and panic.

To help cope with these negative mood states, individuals may engage in psychoactive substance use or engage in specific online behaviors such as gambling, video gaming, streaming films and television shows, social media use, watching pornography and these potentially addictive behaviors may help to ease the stress of daily living (often referred to as ‘escapism’) and avoid problems and difficult thoughts (Blasi et al., 2019). The rapid explosion of information and communications technology (ICT) is an overwhelming force, touching almost every sphere of modern life, from economies to societies to cultures influencing our everyday life. People of all ages have flocked to texting and using the craze called social media. Teens take to mobile and social media and new technology even quicker than adults due to the privilege of the private sphere provided by the service where they get to communicate with their peers in peace. The relationship that parents maintain with their adolescents is a crucial factor in the growth and development of the adolescents especially in this day and age when digital technology is already changing children’s lives (Blasi et al., 2019).

However, digital connectivity has made children more accessible through unprotected social media profiles and online game forums; their privacy is at stake. Compared to earlier times it has never been easier for bullies, sex offenders, traffickers, and those who harm children to contact potential victims around the world, share images of their abuse and encourage each other to commit further crimes. It also allows the offenders to be anonymous – reducing their risk of identification and prosecution – expand their networks, increase profits and pursue many victims at once. Most adolescents – and many parents – have very limited, if any, awareness of how much personal data they are feeding into the Internet, much less how it might one day be used. No child is safe from online risk, but the most vulnerable are those most likely to suffer the harms (UNICEF, 2017).

Gender and age are important variables associated with risky online behavior. It is possible that as youngsters get older, they increase the extent and type of Internet tools they use. As a result, they engage in more activities that can lead to increased risky online behavior such as posting personal details and meeting face-to-face with strangers they met online. For example, a study conducted among 532 students aged 8–19 found that students in high school were more willing to give more information to strangers online than students in elementary school. The same study reported that 36% of high school students met face-to-face with a stranger they first met online compared to 4% of elementary school students. In addition, boys are more likely to disclose personal information (family name, phone number, city of residence), while girls are more likely to post personal pictures (Lenhart & Madden, 2007).

There is no current evidence of a significant connection between exposure to violent content on the Internet during adolescence and physical violence by adolescents. On the other hand, the correlation between time spent in front of various screens and psycho-behavioral disorders in teenagers is well-documented. They essentially consist of depression and risk behaviors: alcohol consumption, smoking, substance intake, and early initial sexual intercourse, etc. (Richards et al., 2010). Recent studies on adolescents' brain development highlighted that emotion-activating experiences; including the over-or misuse of the Internet, could interfere with significant alterations of brain regions and systems, such as the prefrontal cortex and the limbic system. These areas play a key role in the regulation of emotions and the evaluation of the potential risks (Giedd, 2017). The Internet gives youth also the opportunity to experiment and explore important adolescent-phase questions, including identity, autonomy, and sexuality. During adolescence, there is an increased need for autonomy and independence from parents. Consequently, in these different phases, adolescents have to renegotiate their relationships with them and the acceptance from their peers became more influential than in earlier ages. However, the quality of the relationship with parents remains a fundamental aspect for adolescents' development and adjustment (Moretti & Peled, 2004).

Many parents today are extremely adept at using technology and are confident in their children's and teenagers' usage of programs and online venues. However, many parents may find it challenging to connect with their digitally aware children online for a variety of reasons. Such parents may be unaware of the new types of socialization that are so important in their children's lives. These parents often lack the technical skills or time required to keep up with their children in the rapidly changing online ecosystem. Furthermore, these parents

normally lack a fundamental grasp that their children's online lives are extensions of their offline lives. As a result, there is often a knowledge and technical skill difference between parents and the children, resulting in a disconnect in how these parents and children interact online and offline (O'Keeffe et al., 2011). Today's parents have to compete with the technology that is a growing part of their adolescents' lives. For example, youth may be using technology to speak with their peers more often; this may widen the gap between themselves and their parents. Although technology and media have always been involved in adolescents' lives, they play an even bigger role today. It has been evidenced that low attachment to parents is associated with higher time spent on the Internet and risky online activities. Furthermore, higher Internet use is associated with less family time, poor quality family relations/bonds, lower maternal relationships, and higher paternal alienation (Moawad & Ebrahim, 2016).

According to (Livingstone & Helsper, 2008), parents who have less influence and control over their adolescent children attempt to gain it by monitoring their children's behavior. However, during adolescence, when children are learning to separate from their parents and increase their participation in their peer groups to become autonomous, the technical and social monitoring of their online activities leads to the opposite result. Teens might feel motivated to find ways to bypass the monitoring, resulting in the creation or exacerbation of existing conflicts between parents and children. Unpleasant feelings of isolation, anger, or detachment experienced in attachment relationships with parents may predispose adolescents to cope with these emotions through excessive use of the Internet, to avoid and/ or reduce the distress resulting from adverse attachment experiences (Mignot, 2019). According to a study titled Adolescent Internet Abuse: A Study on the Role of Attachment to Parents (Ballarotto et al., 2018) found that a higher attachment of adolescents to the mother predicted less Internet use/abuse, but this predictive effect is reduced by the presence of adolescents' psychopathological risk (Katz et al., 1974).

Beyens & Eggermont, (2014); Nikken & Jansz, (2014) suggest that many parents seek to satisfy their childrearing objectives and personal needs by using/sharing media with their children. For example, parents might use screen media to occupy the child while they need to complete household chores or to regulate his/her behavior during challenging situations such as during meals or before bedtime (Beyens & Eggermont, 2014; Elias & Sulkin, 2017). It can be established that children may observe, imitate, and adopt their parents' and older sibling's media uses (Lauricella et al., 2015). For example, adolescents are more likely to look at the

TV/smartphone if their parents do so and to look away from it if that is what their parents are doing at the time. That is, parents, facilitate their children's screen viewing by their viewing behavior, possibly providing an implicit (and unintentional) form of instruction about when to pay attention to the screen (Anderson & Hanson, 2010). In addition, the time parents spend viewing various screen media is significantly associated with their children's screen time adds (Lauricella et al., 2015).

As "the most influential people in the development and socialization of children" (Sonck et al., 2013), parents are primarily responsible for their children's media-related development and well-being (Shin & Li, 2017). Communication scholars discuss mainly three different strategies that parents apply to protect their offspring from media threats and to promote positive developmental outcomes: active mediation, restrictive mediation, and co-use (Shin & Huh, 2011). Parents participate in active mediation when they explain and discuss media with their children. This strategy focuses on the parent-child negotiation of positive, negative, or neutral arguments about media use (Martins et al., 2015).

Active mediation increases children's understanding of media content (Lemish & Rice, 1986), supports the development of media critical thinking, and hinders media-induced aggressive behavior. Restrictive mediation describes a strategy that regulates children's media use through implicit and explicit rules. These rules are usually linked to the number of times children are allowed to use media, to whether the content is desirable to use or both. Although restrictive mediation leads to a decreased exposure to media risks (Livingstone & Helsper, 2008), less media use, and less aggressive children.

Furthermore, media restrictions can cause a forbidden fruit effect that counteracts parents' mediation goals. Considering the appearance of a negative age effect regarding restrictive mediation effects (Martins et al., 2015), it seems arguable that the effects of this regulation strategy may reflect mainly the degree of parents' importance as authority figures for their children. Finally, parents engaging in media co-use supervise and monitor their children's media activities to take countermeasures if necessary (Nikken & Jansz, 2014). This parenting strategy is associated with a mostly non-verbal parent-child negotiation. Therefore, children who use media content with higher parental desirability, as well as parents' co-use, can signal parental approval of media content and media practice.

Though the adolescents are increasingly getting exposed to the Internet, especially due to the situation brought by COVID 19 pandemic and such increased exposure is making the adolescents more vulnerable, adolescents' Internet use is a less-studied phenomenon in Bangladesh (Udin et al., 2016). Mamun & Griffiths (2019a) explored Internet addiction among youth and the association between Facebook addiction and person among Bangladeshi students (Mamun and Griffiths, 2019b). Mamun et. al (2019) examined the role of socio-demographic factors, depression, anxiety, and stress in problematic Internet use in Bangladeshi students. Mamun et. al (2020) investigated the correlation between loneliness, self-esteem, and psychological distress with problematic Internet use in Bangladesh.

However, studies focused on adolescents are rare. Quarmal, Hasan, and Sultana (2018) investigated digital literacy among high school students in Dhaka City and around. The study found that the study population lacks digital literacy and mostly unaware of the risks they can be exposed to in cyberspace. They are not also aware of different laws and regulations related to ICT and cyberspace. Chandrima et al., (2020) investigated the role of parental mediation in adolescents' problematic Internet use and found an association between adolescents' academic results, education of both their parents and mothers' work-status are associated. However, the issue of association between parents' digital literacy and their awareness about their adolescent children's Internet use seems untapped. Khan and Quarmal (2015) explored the use of the mobile phone as a parenting device wherein they touched on this issue a little, but it was only limited to the extent that whether the parents are aware of Internet usage by their teenage children. The present study will contribute to fulfilling the above-mentioned gap.

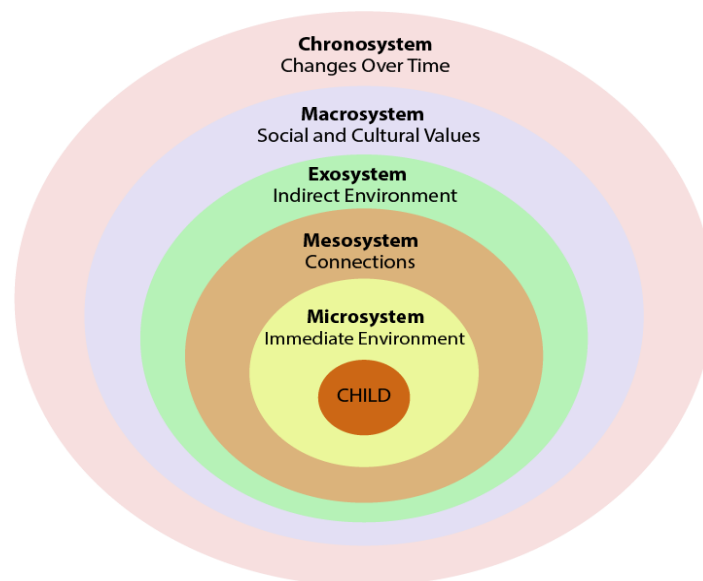
2.2 Theoretical Framework

We live in a global community made possible by tools of communication and the Internet. This study investigates the awareness of urban parents regarding their adolescent's Internet usage and the research will be guided by the ecological systems theory put forth by psychologist Urie Bronfenbrenner (Bronfenbrenner, 1979).

Urie Bronfenbrenner is an American psychologist who recognized multiple aspects of a developing child's life that interacts with and affects the child. His work looked beyond individual development, considering wider influencing factors and the context (or ecology) of development. He proposed the 'Ecological Systems Theory' based on these dynamic interactions that the environments have on a developing child. According to the ecological

systems theory by Bronfenbrenner (1974) and its implications on media uses in the family, understanding the formation of young children's media habits requires us to focus simultaneously on the characteristics of the individual child, the critical setting of the home, and parental attitudes and practices concerning the media. In this context, studies on the number of children and adolescents screen viewing have found that parents who believe that media have a positive impact on child development allow their children to watch more screen content (Lauricella et al., 2015).

The figure below illustrates further how Bronfenbrenner's Ecological Systems Theory works. It considers that at first a child is influenced by their immediate surrounding/microsystem; their family, neighborhood, school along with the connections they have with their environment (i.e. mother, father, or siblings) then they are influenced by their indirect environment (i.e. peer group/family friends/neighborhood), then comes the macrosystem which consists of the social and cultural values that surround the child and then finally the chronosystem or changes that take place over time which take influence on the development and behavioral patterns of the child.



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Figure 1. Bronfenbrenner's Ecological Systems Theory (image source: in the image)

Another theoretical model that will guide the research further is the Digital Citizenship/Literacy framework. The elements that entail digital citizenship include; digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights and responsibility, digital health and wellness, digital security (self-protection). For this research this paper would be focusing on the aspects of digital literacy; an individual's ability to find, evaluate, and communicate information through media on various digital platforms that are present in Bangladesh.

These perspectives will help guide the research process. The study shall thus find out the effects of the presence of parental awareness in regards to adolescent's Internet usage, observing the technological environment at home, family members' media habits, parental views regarding adolescent's media use, and the digital/non-digital practices that the parents carry out in performing their parental roles.

2.3 Conceptual Framework

The conceptual framework looks into the context of the research topic and gives an overall picture to frame and organizes ideas related to the topic of this research.; a possible hypothesis.

The conceptual framework for this research considers how the Internet is an extremely powerful medium of communication. However, with the increased use of gadgets and the prevalence of the media and Internet, today's adolescents are at risk of being exposed to technological and Internet addiction risks, cyberbullying, fraud, pornography, online gambling, etc. This combined with a lack of parental and youth media literacy may become a topic of public concern. The conceptual framework of this study has been formulated based on Bronfenbrenner's Ecological Systems Theory. Here the level of parental awareness influences the adolescents' internet usage, and this may be visualized as below:

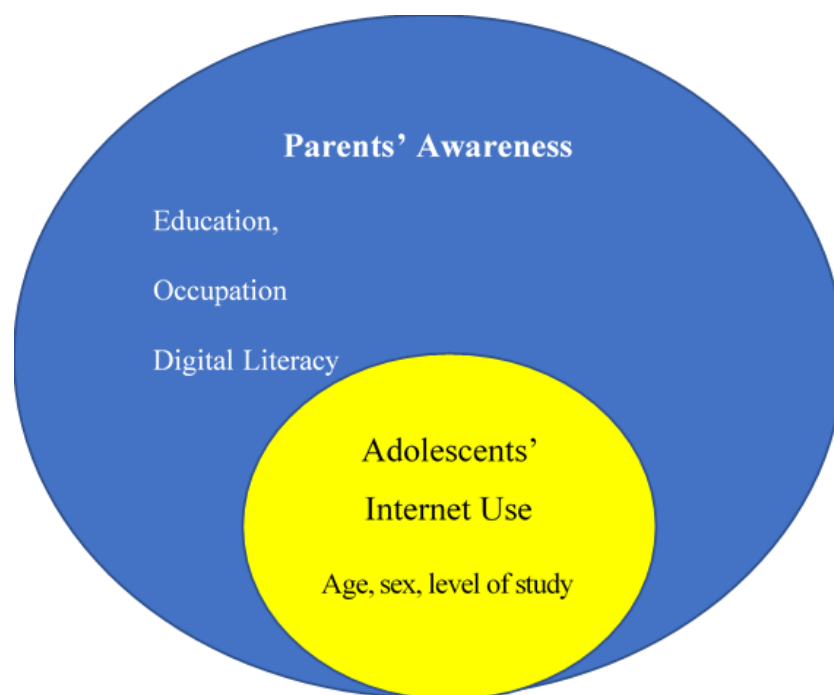


Figure 2. Conceptual Framework

2.4 Operational Definitions

2.4.1 Adolescents. Adolescence, a transitional phase of growth and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent as any person between 10 and 19 years of age. During this phase of development, adolescents establish patterns of behavior – for instance, related to diet, physical activity, substance use, and sexual activity – that can protect their health and the health of others around them, or put their health at risk now and in the future (WHO, 2021).

2.4.2 ICT Devices. ICT, or information and communications technology (or technologies), is the infrastructure and components that enable modern computing. ICT is generally used to represent a broader, more comprehensive list of all components related to computer and digital technologies. ICT devices is an umbrella term generally accepted to mean all/any communication devices, networking components, applications, and systems that combined allow people and organizations to interact in the digital world, i.e. smartphones, tablets, PC/laptops. Digital media encompasses more than words and language as forms of communication by including images, symbols, video, music, and animation (Pratt, 2019).

2.4.3 Internet Addiction. Internet addiction is characterized by excessive or poorly controlled preoccupations, urges, or behaviors regarding smartphone/computer use and Internet access that lead to impairment or distress. The condition has attracted increasing attention in the popular media and among researchers, and this attention has paralleled the growth in smartphone/computer (and Internet) access. There are no evidence-based treatments for Internet addiction. Cognitive-behavioral approaches may be helpful. There is no proven role for psychotropic medication. Marital and family therapy may help in selected cases, and online self-help books and tapes are available (Shaw & Black, 2008).

2.4.4 Digital Citizenship. Digital citizenship refers to the responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level. Good digital citizenship engages young students and shows them how to connect, empathize with each other, and create lasting relationships through digital tools. Bad digital citizenship, on the other hand, entails cyberbullying, irresponsible social media usage, and a general lack of knowledge about how to safely use the Internet.

2.4.5 Problematic Internet Usage (PIU). The Internet can alter mood, motivation, concentration and produce dissociation and disinhibiting experience for its users. Problematic Internet use is addictive behavior— and may include excessive or poorly controlled preoccupations, urges, or behaviors regarding computer use and Internet access that lead to impairment or distress. For some individuals, patterns of use can transform into abuse, taking on a compulsive quality. Many of the daily spheres of behavior, including work, appear to be affected by this. The problem is more common in adolescent males than females and is very often linked to playing online games. In severe cases, online activity takes over the person's life to the exclusion of all else (Ko et al., 2009).

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