CHILDREN'S EXCESSIVE INTERNET USE AND ITS RELATIONSHIP TO THE FAMILY BOND: THE CASE OF HELSINKI, FINLAND

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Abstract

Title: Children's Excessive Internet Use and its Relationship to Family Bond.

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Key Words: Excessive internet use, Family, Family bond, Children.

This study was designed to provide insights into children's excessive internet use and its relationship to family bonds. Based on the hypothesis that children with better parental attachment (family bond) use the internet less, the research seeks to explore children's perspective of the quality of bonding with their parents in line with three factors (Communication, mutual trust, and the extent of alienation and anger). The present study involved one hundred and fifty-four school children, aged seven to seventeen, in the north- eastern area of Helsinki-Finland. Online questionnaires were used to collect data. Both descriptive and inferential statistics were used to analyze the obtained data. Analysis of the data revealed that children have a higher trust in their mothers than their fathers, both boys and girls have similar bonds with both parents (communication, trust, and alienation), and younger children below the age of twelve years have a better bond with their parents than adolescents. Regarding internet use, while boys and girls use it equally, older children use it more. The connection between the relationship bond and internet use was confirmed. This study is significant in expanding knowledge on growing trends of children's excessive internet use impacted by common attachment bonds from parents. It also draws attention to social work practice in understanding and improving intervention methods when offering services to children and families.

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CHAPTER ONE

INTRODUCTION

1.1 State of the art on Internet use and attachment to parents

The widespread use of gadgets such as cell phones, tablets, and the availability of Internet access by most households, especially preschool children, and teenagers, has become a topic of discussion and concern not only to parents and social media but also of interest to researchers. This has been amplified by the enormous millennial improvement and dissemination of internet information and technology (LU, Watanabe, Shono &Kitamura., 2011). Though the internet has enhanced social interaction and information access and facilitates daily life's routine, excessive internet use (EIU) has triggered internet addiction (IA). IA has been conceptualized as uncontrolled or excessive internet use that generates psychosocial-emotional effects such as depression, substance use, anxiety, social phobia, and loneliness (Panicker & Sachdev,2014). Research has also underlined that excessive internet use by some adolescents has also been a means to manage negative emotions related to problematic relationships with peers and parents (Pednakar&Tung.2017; Moawad &Ebrahem, 2016).

Furthermore, widespread excessive internet use is about 15.8% and 19% in Taiwan (Lin, Wu, &Yeh,2018), 6% and 11% in the USA (Tsitsika et al.,2011), 16% to 24% in Turkey (Yar,Tural,&Memik,2019) and 11.7% in Switzerland(Rucker, Kre,Berchtold&Suris,2015). In conformity with the development of psychopathology, adolescence problems are hypothesized to be because of risk and/or protective factors, with a pivotal role played by children's interactions with their peers and parents. Likewise, challenging relationships with parents and caregivers, which impact family bonds, can also have a bifacial relationship with psychological difficulties (Akdeniz, Gunduz, Calli, Demirdogen,& Yavuz, 2020). Moreso, the excessive internet use that leads to addiction can be explained with the use of psychodynamics (Essig,2012), cultural and social considerations (Dau, Hoffmann, & Banger, 2015), as well as cognitive-behavioral approaches (King, Delfabbro,2014). However, this research focuses on attachment theory and is linked with the ecological system theory, considering their role in explaining attachment in correlation to child developmental behaviors. Attachment theories have suggested that bonding between the primary caregiver and infant is crucial as it quickly leads to psycho-emotional issues

or improves family relationships (Young & Abreu 2010). However, although there has been increasing research on young adults and adolescents' abuse / use of the internet and its impact on their development, little literature is available on the role played by excessive internet use and its impact on family bonds.

1.2 Purpose of the Study

The primary purpose of this research is to add knowledge to the existing research and data collection on children's internet use and development. It also aims to give an eye-opener into the changing family interaction patterns and raise awareness, especially in the social work field, of techno-ecological factors impacting family interactions and child development.

Nevertheless, it is imperative to research this issue. Attachment is predominantly a psychological theory, but it is essential to know about it at the level of social work (and other helping professionals) because it may be helpful, for example, in foster care, working with risk children and adolescents, working with parents who have a problem with raising children and so on.

Excessive internet use is a phenomenon of current times. As mentioned above, excessive internet use can lead to many problems; for these reasons, it is essential to study this issue. The researcher wants to find if more quality of attachment to parents is correlated with lower excessive use internet.

1.3 Research Hypothesis

Based on previous research on adolescents and adolescents' problematic use of the internet and its impact on child development, internet addiction, and peer relationship, little literature is available on the role of excessive internet use and its effects on family bonds. This research aims to study how excessive internet use could impact family bonds. This research is focused on Helsinki – a cosmopolitan city in Finland. Based on previous research (for example, Wu et al., 2015; Kohútová, 2020), it is hypothesized that children with a better parental attachment (family bond) use the internet less excessively. This study investigates children's perspective of bonding with parents based on three factors (quality of communication, mutual trust, and the extent of alienation and anger).

1.4 Research Objectives

The following research objectives were formulated.

RO1: To examine the quality of attachment to parents (especially in his three factors quality of communication, mutual trust, and the extent of alienation and anger)

RO1a: To identify differences in attachment between boys and girls.

RO1b: To examine the difference in attachment between younger and older children.

RO2: To identify excessive internet use.

RO2a: To investigate differences in excessive internet use between boys and girls.

RO2b: To identify differences in excessive internet use between younger and older children.

RO3: To find connections between parental bond (attachment) and excessive internet use.

1.5 Definition of keywords

Before a significant literature review, the key terms must be identified. The researcher has highlighted four key concepts in this study: Excessive internet use, family, family bond, and children.

1.5.1 The Concept of Family: The word "family is used to referring to diverse socio- cultural constructions that could emanate from (1) blood, legal ties, or marriage (e.g., Adoption),(2)beliefs, values or relationship bonds (e.g., cohabitation),(3) social bond(e.g., nurturing, fostering, economic ties), decision making concerning daily routine functioning (Sharma,2013). Hence a family may include but not be limited to biological or legal ties, fiction bonds, guidance, extended family etc.

1.5.2 Family bond: Refers to healthy and cohesive relationships among family members.

Children: Biologically, a child is a human between the developmental period of infancy and puberty or between birth and puberty. A child has also been defined as any person below the age of 18 years unless, under the law applicable to the child, the majority is attained earlier. (Convention on the Rights of the Child,1989). Bearing that the definition of majority defers or varies from country to country, the United Nations Convention of the Child's definition is appropriate for this research.

CHAPTER TWO

LITERATURE REVIEW

Different orientations and academic disciplines have studied children's internet use. This chapter looks at empirical research on internet usage by children and teenagers. A summary of the situation of children's internet use in the EU is also examined, and the role of parents in mediating children's internet use.

2.1 Children's Internet Use

The Internet has come to stay as it has become part and parcel of our everyday life. Its accessibility and affordability, although unevenly distributed in most parts of the world due to government restrictions and poverty, one thing is sure it is fast impacting our individual lives and our that of our families. The assortment of handheld devices, such as smartphones, touch screens, tablets, etc., has aggravated children's internet use. This has also impacted how parents, especially those with very young children, co-use and navigate the internet (Plowman, Mcpake & Stephen, 2008). Some gadgets come with already downloaded apps, making it easier for even toddlers to operate when left without passwords to guard free access. As the apps are multiplying, so are the ads targeting the users. In support of this hypothesis, research on Australian families revealed that as young as children aged three to five years using touchscreen technologies have five apps earmarking them as users (Neumann, 2014). Consequently, a rising concern is made by researchers for the default privacy protection of mobile devices (Livingstone et al.,2012, p44).

In addition, much research has been conducted to investigate internet use, especially at very tender ages (0-8) in the modern era (Green et al ., 2013; Marsh, 2005; Plowman,2008). This has dramatically improved in previous research, which has mainly focused on children aged between 9-16 (For instance EU-Kids online research since 2006). The findings of these researches revealed that children between the age of 0-8 are vulnerable to the risk of online harm, since, at this age, children can easily trust anyone online if invited to meet after interacting online. Nonetheless, positive connotations have been attributed to children under nine years old using the internet, such as assisting in stimulating imagination, creativity, play, and fantasy, thus helping children with reading and learning skills (Chaudron, 2015). Research also noted that exposure to computers in preschool years enhances school readiness (Li & Atkins,2004).

Furthermore, regarding children and teenagers' online behavior, the research highlighted that children and teenagers' online time ranges on an average between one to three hours daily, and the purpose of internet usage is for information collection (Liu,2003) and gaming (Huang,2002). Regarding the places for which children and teenagers use the internet, studies(Huang, 2002; Ye, 2003; Valcke, Bonte, De Wever, Rots, 2010) have indicated that the home is where children mostly use the Internet. This is not only a concern for researchers but also for parents and their relationship with their children. The question one is tempted to ask is, while the parents are complaining, what has become of the parents' role in ensuring children's safety regarding their children's internet use? In the following subheading, this will be examined.

2.2 Role of Parents in Regulating Children's Internet Use

Parenting has never been an easy responsibility, with the advent of the internet, especially surrounding children and youth's daily life, parenting has become more challenging due to the struggle to balance the social and educational advantages of internet use with the harmful effects of some online content that children can face without constant supervision.

Researchers in the psychological field have investigated this topic and come out with the conclusion that, although parents are allowing their children and teenagers to use the internet for educational benefits, parents are at the same time worried about their children being exposed to negative content, negative consequences such as child obesity and addiction(Southern, 2004; Young, 2004).

Faced with the above challenges, parents have been noted to control their children's internet use through parental mediation. The strategies employed mainly by the parents include co-viewing, the introduction of strict mediation restrictions, and rulemaking. While the former draws our attention to the importance of communication in the family (Armsden & Greenburg, 1989), the latter draws emphasis on the various low-warmth and high-demandingness styles (Livingstone & Byrne, 2018 cited in Mascheroni, Ponte &; Jorge, 2018). In this view, parental mediation refers to the various methods or practices parents use to engage or manage their children's internet or media use. Traditionally and in current times, parents are purportedly the first role models in a child's life. While parents are expected to be the teachers of values, norms, and interactive skills, they are also expected to work following other sectors of society to teach and educate children. However, as access to the internet and the use of mobile devices have become popular in both the global

north and part of the global south, and with varieties of social network sites (SNS) available to children, parents' authority, role, and competence are constantly being challenged. These challenges have given rise to different parental practices influenced by the parents' upbringings, and socioeconomic, cultural, and educational backgrounds (Livingstone & Byrne, 2018, cited in Mascheroni, Ponte & Jorge, 2018). Research has also highlighted that parental mediation, especially on video games, has exemplified the different parenting styles used, giving a possibility that parents might use similar strategies to regulate children's internet use. A quick review of the different types of parental styles will be discussed to give a better understanding of this topic.

2.3 Typology of parenting style

As children's exposure to and use of media increases, there is increasing apprehension about the best parental styles appropriate for the digital environment (Mascheroni, Ponte & Jorge,2018). While the term ''positive parenting'' is usually considered the best as it refers to "stimulation and affection, clear and focused praise, supporting increasing autonomy, encouraging healthy habits, goal setting, establishing firm rules and consequences" (De Stone, 2016: p.10, cited in Mascheroni, Ponte & Jorge,p.22, 2018), children's later behaviors are also known to be influenced by their environments and peers, which also poses a challenge to parenting style and thus interaction with their parents as children tend to become more independent and autonomous (Moawad, & Ebrahem,2016). Developmental psychologist Diana Baumrind (1996)was one of the first theories to develop parental styles in the 1960s. Baumrind's research on how parents' responsiveness to their children's needs and the demand they accord to their children. Baumrind believed different parental behaviors relating to child-rearing practices, cumulate to different parenting styles. Baumrind's research led to the classification of 3 parenting styles, namely: Permissive parenting, authoritative parenting, and authoritarian parenting styles. These parenting styles are on the same wavelength as the parent-child relationship and influence children's digital technology usage (Mascheroni, Ponte &Jorge, 2018).

Baumrind's(1996) perception of Demandingness, refers to "the claims that parents make on children to become integrated into the family and community by their maturity expectation, supervision, disciplinary efforts, and willingness to confront a disputative child." While by responsiveness, Baumrind believes, is "The extent to which parents intentionally foster individuality and self-assertion by being attuned, supportive, and acquiescent to children's needs

and demands" (Baumrind 1996,p. 410-411).

2.3.1 Permissive parenting

Here, parents are said to have a peer relationship rather than a parent-child relationship with their children. In order words, the children exert more influence in the relationship dynamics as parents tend to succumb to the needs and wants of their children. Its characteristics include indulgent, lenient, Non-directive, and fewer rules.

In most cases, permissive parents could use toys, food, and gadgets as a bribe to get their children's attention; They do not monitor their children or put strict rules and behavioral standards and let the children make their own decisions without strict parental guidance.

Experts have acknowledged the consequences of a permissive parenting style influencing child development negatively greatly. Children of passive parents struggle with social interaction and relationships, exert selfish tendencies, cannot follow the rules, and have poor self-control (Shahamat, Sabeti & Rezvani, 2010).

2.3.2 Authoritarian parenting

Another prototype of Baumrind's parental style that influences children's behavior is the authoritarian style. This parental style consists of high parental demandingness and low responsiveness. Usually, the parents control their children, with high rules and punishment for wrong behaviors, and top-bottom communication with little emotional warmth.

Consequently, it has also been noted that children in authoritarian parenting households will most often tend to be rebellious, appear insecure, or be less independent as they resort to seeking a control figure in their acaulescence or adult life.

2.3.3 Authoritative parenting

This style is considered ideal and pivotal as it is neither harsh (authoritarian) nor laisse-fair (permissive). Here the parents are in charge and simultaneously provide reciprocal communication with clear standards, high responsiveness, and high expectations. The children are provided with the possibility and guidance to influence decisions and to learn from their mistakes. The authoritative parenting style is assumed to enable children to trust their judgment, be assertive, learn how to make decisions and take care of responsibilities, and easily decipher solutions to future challenging situations (Shahamat et al., 2010).

2.3.4 Uninvolved parenting style

The uninvolved parenting style is a fourth parenting style. Although not originally one of Baumrind's typologies of parental style, it is highly considered relevant and exhibited by parents in their relationship with their children. Shahamat et al. (2010) in their study highlighted that uninvolved or neglectful parenting is not being confrontational, warm, supervisory, unclear in communication, and inconsistent in the discipline. Uninvolved parents are usually less interactive with their children and, in some cases, are neglectful. It is also noted that children from neglectful parenting tend to be wild, unhappy, with low self-esteem and little self-control.

Most researchers, while accepting the categorization of parenting styles delineated by Baumrind(1971) on parent-child interaction based on two dimensions: parental guidance/warmth/responsiveness and parental control/expectation/demandingness, other researchers have also proven otherwise. Furthermore, in many aspects of the socialization process and human behavior, parenting styles are also impacted by cultural and social factors. Cultural norms shape individual identity, transmissible from one generation to another through parenting styles.

A good literature is Sorkhabi's (2005) mixed review of parental practices across European and Asian countries. Sorkhabi's review revealed that all three of Baumrind's typology of parental styles are traceable across different cultures, both in individualistic and collective cultures.

Sorkhabi's (2005) review further unraveled that in individualistic/independent cultures such as in the USA and Europe, emphasis is on individualized goals, while in collective/interdependence cultures such as Asia and Africa, the is more emphasis on shared and family goals than individualistic goals. Thus, the cultural norms in the latter are guided by social interdependence, conformity, and respect for the elderly. Several studies have also highlighted a link between parental styles and problematic internet use. In most cases, when children are not provided with affection, warmth, and communicative relationship, they tend to look for other sources for comfort, with internet use and drifting toward their peers the most common sources. A study by Kohutova (2020) on 850 Slovak adolescents illustrated that hyper-protectiveness and lesser warmth were predictors of children's problematic internet use.

Another study by Horzum and Bektas (2012) to determine the impact of the different internet parental styles of 498 primary school children revealed that authoritative parental style increases

children's internet use, primarily when used to get information. For educational purposes (Horzum & Bektas, 2012,p.755). On the other hand, parents with a laisse-fair internet parental style, who do not support much of the other needs of their children, such as out-of-school activities than their biological needs , prompt children to be more oriented to internet use for search and entertainment and might lead to misuse or excessive internet use (Young,2004)

2.4 Internet use and access in EU countries households

Children's internet usage has been recorded in most EU countries. The EU-kids- online surveys have researched a good source. According to the EUKIDS survey, most European countries' internet use rate has increased. For instance, comparative research by the EU-kid research team reveals an increase in children's smartphone and internet usage in 2020 compared to 2010 (Škařupová et al., 2015). As regards studies on excessive internet use or addiction, although it originated in the United States of America, it later became a cross-continental and global issue. Much research has recorded excessive internet use in many counties across the globe, such as Pakistan (Suhail & Bargees, 2006), and Czech Republic (Simkova & Cincera, 2004), Italy (Ferraro et al., 2007), Taiwan(Lin, Wu, You, Hu, & Yen,2018). According to European statistics in 2014, more than 50 percent of Europeans aged between 16 and 24 had mobile internet access by 2012, which is fast growing. Approximately 90% of Slovak children and adolescents use smartphones several times or almost daily (Kohútová, 2020). The same research unraveled differences in age groups and their time spent online. For instance, 'in most countries, children age 14-16 years old spend twice as much time online than 9-10 years ''. Similarly, in Finland, 97% of children have access to a smartphone and own smartphones, and 58% of children 9 -16 years use the internet in their bedrooms (EU Kids -online,2020). The above statistics add to the evidence that children's internet use is rising, posing a challenge to parents in their interaction with each other and to policymakers and academics as they look for means to maximize the advantages and minimize the risk of internet use for children and teenagers.

2.5 Excessive Internet Use

The phrase internet describes all human interaction with websites, social media, web-based services, internet -games, computers, games, portable electronic devices, and all forms of technology.

The millennium era has seen rapid technological development, especially in internet networking

and the fields of digital technology. This digital revolution considered one of the paramount transitions of human development (Scholz et al., 2018), has transformed how we interact, communicate, learn, entertain ourselves, and interact within and outside the family unit. Researchers have therefore used the term internet addiction (IA), excessive internet use (EIU), or problematic Internet use(PIU) interchangeably to refer to situations whereby users spend more time on the internet or have poorly controlled preoccupation towards internet use with difficulty to abstain, which intend do not only affect their family and social life, but they tend to become violent and exhibit anger, especially when deprived of internet use(Young, 2004).

Furthermore, it has been highlighted that it is not about the number of hours on the internet that makes someone an 'excessive ´user and that rather than the focus on different terminology to portray the impact of internet use, the excessiveness can be predictive of the impact on the users' interaction with others or the impact on user's balance life'(EU Kids Online, 2012)

Although Internet use has been researched to have benefits to the user, excessive internet use has also been researched to have repercussions to its users. Therefore, this research focuses on the link between children's internet use to investigate if it impacts family interaction and attachment.

2.6 Chapter Summary

In the previous chapter, the key characteristics were defined, research hypothesis, research question, and an explanation of the research procedure and data collection methods were highlighted. In this chapter, the main focus was on reviewing the literature on internet use. The question raised about the role of parents in mediating their children's internet use was expanded upon through literature that relates parental styles to parent-child attachment. A general overview of the internet across Europe and excessive internet use in the European context was examined. In the following Subchapter, the focus is in detail on the topic of relational bonding as a key theme of our thesis.

CHAPTER THREE

Theoretical Framework

In this section, the researcher merges different theories to support the research findings. Since most social work theories are born from, or a mixture of theories of sociology and psychology, theories of attachment by Bowlby (1969-71) and ecological system theory were examined in this research.

3.1 Attachment theory

Bowlby's magnificent work on attachment and loss (in 1969, revised1982,1973 & 1980) and Ainsworth's work on 'strange situations 'have brought to light our understanding of the attachment theory while simultaneously providing necessary tools and ideas. The works of John Bowlby in significant in integrating the different perspectives of ethology, psychoanalysis, learning theory, and experimental psychology to come about a theory that is significant in psychology, psychiatry, and child development studies ((Parkes, Stevenson-Hinde, & Marris,1993). Attachment theory defines attachment concerning the person it applies to and its nature. Thus, attachment refers to a tie or bond between an attachment figure and an individual, based on the need for protection, security, and safety, especially in the primary caregiver and child attachment relationship (Prior & Glaser,2006).

A glaring psychological perspective of attachment is exemplified in Bowlby's quote," A young child's experience of an encouraging, supportive, and cooperative mother, and a little later father, gives him a sense of worth, a belief in the helpfulness of others, and a favourable model on which to build future relationships. Furthermore, by enabling him to explore his environment with confidence and to deal with it effectively, such experience also promotes his sense of competence. Thenceforward, provided family relationships continue favorably, not only do these early patterns of thought, feeling, and behavior persist but personality becomes increasingly structured to operate in moderately controlled and resilient ways and increasingly capable of continuing so despite adverse circumstances. Other types of early childhood and later experience have effects of other kinds, usually leading to personality structures of lowered resilience and defective control, vulnerable structures which also are apt to persist"(Bowlby, 1982. p.378).

Bowlby adhered that there are four types of characteristics of attachment which involve proximity maintenance, the urge to near people to whom we are connected and a safe heaven which is returning to the same attachment figure for safety and comfort in times of threat and fear. It also

includes a safe foundation from which a child can explore the environment and surroundings and finally separation distress, that is the anxiety a child gets when separated from the attachment figure.

Bowlby further argues that, in times of need, people's interactions with attachment figures can generate differences in their attachment system functioning (Bowlby, 1973). Adolescents or adults who tend to rely on others seek out support, and form relationships are perceived as those who had developed a secure attachment relationship and figure in their early childhood. Confidence can only be nurtured during a trivial period of child development, which is childhood and infancy (Shaver & Mikulincer, 2011, cited in Zeng,2022).

Drawing inspiration from Bowlby's hypothesis, Mary Ainsworth (1991) further broadens Bowlby's work in her research on "strange situation procedure," which unraveled children's behavior and how they react to situations when left alone for a while and when they are reunited with their caregiver or mother. Ainsworth's study led to four attachment types: secure attachment, avoidant attachment, ambivalent attachment, and disorganized attachment (Ainsworth,1991).In their research, the researchers unraveled that after a period of separation from their mother , when reunited with their mothers, secured babies show emotional balance and regain normalcy after a few moments of contact with their mothers, while ambivalent babies tend to get angry and not pacify even at the presence of their mother. Here Ainsworth's finding connected with Bowlby's attachment theory in that it shows that children respond to their primary caregivers differently based on their experiences (Page, 2017,p.7).

Although Ainsworth and colleagues' research was carried out on infants aged between 12-18 months, it became an applicable model used to assess parent-child attachment interactions at home and at the childhood level. An approach that Ainsworth has strongly criticized as she encouraged researchers not to generalize situations but to always consider individual family home environments (Page,2017, p.8).

3.2 Attachment across the life span

Since the development of Bowlby's attachment theory, a vast body of research has advocated in favor of infant attachment traits extended to stages of a person's life span development. These researches have indicated that secure attachment could predict positive self-concept, emotional regulations and understanding, and pre- social behavior in childhood and across the lifespan (Thompson,2008, cited in Page,2017,p.10). However, other theories have argued that even though

a child can develop secure attachment during infancy, as the child grows through childhood, adolescence, to adulthood, the influence of other factors such as personality(Sroufe, 2005), parent-child relationship(Thompson, 2006), other close relationship, and especially when faced with age-relevant and maturity challenges, these can influence a possibility for change in attachment across the life span (Thompson,2008). Following Bowlby's theory, Armsden and Greenburg (1989) have also highlighted that children's frame of reference for parental attachment is seen in their support and emotional closeness to attachment figures in terms of communication, responsiveness to them, trust, nurturance, and warmth. Armsden and Greenberg believe that communication, trust, and the feeling of alienation, influence the quality of the parent-child relationship.

According to Armsden and Greenburg, communication is an active, constant, irreversible way individuals relate to others. This implies that collaborative and reciprocal communication is essential in creating a secure attachment relationship between a child and an attachment figure. Hence if the communication is effective, it will also enhance trust during the parent-child interaction process. Likewise, the issue of parental alienation can occur when there is a lack of warmth, either deliberately or unconsciously. It might lead to a distant relationship between a child and their Parents. It has also been studied that there are multiple determinants of children's attitudes and negative behaviors toward their parents. This could include underlying vulnerability in a child, such as anxiety, age, and behavioral and emotional problems (Johnston, 2003, p,167-169). Looking more specifically at the interplay between parent-child attachment and internet use, it has been purported that, while children with secure attachment use the internet-less, children with insecure attachment tend to excessively use the internet, which further leads to addiction as a way of seeking or filling the gap of lack of attachment from attachment figures (Armsden et Greenburge,1989). For instance, in research carried out on the Impact of Parent-Child Attachment on Adolescent Problematic Internet Use (PIU): A Moderated Mediation Model, where 2578 junior high school students were sampled in China, it was revealed that the stage of an adolescent is rocky in a child's physical and mental development process and the life span. Hence the family bond (parent-child attachment is negatively correlated to adolescents' problematic internet use and peer relationship. In order words, the research unraveled that children cannot separate themselves from their parents in adolescence but also want to be independent.

Thus, parental guidance is essential for impacting the child's excessive internet use and reducing

the effect of deviant peers. (Wu et al.,2015).

Similarly, Kohútová (2020) found in a research sample 0f 850 Slovak adolescents revealed that those who have used the internet excessively perceive a higher rate of rejection by their parents, lower emotional warmth, and higher hyper protectivity. Furthermore, more research has revealed that when children are not provided with adequate guidance in terms of effective communication and trust from their primary attachment figure, children tend to develop an insecure attachment, which might further lead to the belief that they cannot be protected and assisted by their parents and will therefore want to be resistant by affiliating with deviant peers and thus excessive internet use (Hazan & Shaver, 1987). Nonetheless, there have also been mixed reasons for adolescents' excessive internet use and peer attachment. Research has also unveiled that adolescence is a stage where children become explorative, develop their own identity through fitting in, and are not distinguished from their peers in any form. Thus, peer relationships might become pivotal in some adolescents' lives and can greatly impact adolescents' excessive internet use (Li &Howard,2014). While some researchers have indicated that poor attachment or relationship with peers can also lead to excessive internet use by adolescents (Yan, Chen Song &Wang,2016), others have highlighted that positive or high-quality attachment with peers can also lead to excessive internet use by adolescence (Soh, Chew, Koay &Ang,2018). In a nutshell, children who lack parental guidance, verbal communication, and trust are more vulnerable to seeking internet addiction as they tend to be more active in online activities engaged by their peer groups (Soh, Chew, Koay &Ang,2018). While some with low peer attachment tend to be detached, isolated and angered and seek "fake" online relationships (Reiner et al.,p.12, 2017).

3.3 Limitations of attachment theory

Attachment theorists have been criticized for their over-emphasis on human development and the negligence of the impact of cultural diversity or consideration. Parkes et al. (1993) have highlighted that the entire process of human development, acculturation, and socialization goes conjointly with a child's physical and social environment, which is also contextual and within a timeframe. In order words, culture should not be considered an outside imposition on the biological human. Humans' development is thus shaped by environmental (including culture) and biological factors, families, and group interactions. Relationships are to be perceived as consistently impacting and impacting each other and the relationship between sociocultural factors such as norms, beliefs, knowledge, and value, to mention a few (Parkes, Stevenson-Hinde, &

Marris,1993). Furthermore, at the early conceptualization of this model, it needed to accommodate the ideology that children can have a different attachment to other carers or attachment figures. For instance, a child's attachment to a father can not necessarily be the same attachment formed to the mother. Another criticism highlighted is that initially, the model emphasized a child's stressful momentary situation. That is a child being separated from one parent, providing little insight into parent-child interaction in non-stressful cases (Field, 1996).

It is in line with the criticism mentioned above of the attachment theory that some theorists (Plowman et al., 2008)have argued that children's attachment to a primary attachment figure is not stagnant as it is influenced by other agents from different systems that are direct or indirect contact with the child and its immediate family system. In this light, this research will further explore the interconnection of these systems and how it interrelates to children's internet use and family bond.

3.4 Ecological system theory

Urie Bronfenbrenner an American psychologist born on Aprile 29.1971 in Mosco, Russia, is revered as one of the leading world scholars in developmental psychology. Bronfenbrenner analyzed human socialization and interaction in what he classified as the ecological system theory. Before this period, it has been alleged that sociologists studied the family, psychologists examined the child, anthropologists the society, political scientists the political structures while the economist examined the economic structures. Thus, breaking barriers and bringing a holistic approach to human development. Since factors affecting children's internet use and parent-child relationships are complex and multifaceted, the ecological system theory is thus suited to explore these factors. While this paper examines all five systems, it focuses on the microsystem, the interactional process (family bonding), and its relationship to children's internet usage.

According to Bronfenbrenner, child development is a complex system of relationships that is impacted by not only a child's immediate surroundings, such as family and school, but also by an enlarged setting of customs, laws, and cultural values. This implies that to study a child's development, attention needs to be focused not only on a child's immediate surroundings but also on interactions that occur at other settings that directly or indirectly impact the child.

3.5 The five ecological systems

Brenfenbrenner's ecological system theory has had a broader impact on how psychologists and social scientists, including social workers, approach the study of human development and their environment. His work has also impacted intervention strategies, policies, and research affecting

families and children. These systems are segmented into five concentric systems: Microsystem, mesosystem, exosystem, chronosystem, and macrosystems.

3.5.1 Microsystem

The microsystem is the first system of bronfenbrenner's theory as it refers to all the things with direct contact with the child and the nearest environment, such as parents, peers, teachers, childcare environment, neighborhood, etc. The relationships at this level are synergistic, meaning the child's closest environment can influence a child's behavior, and the child can also influence the actions and beliefs of people around the child.

3.5.2 Mesosystem

Although the context in which human development and socialization occur is primarily within the family, other contexts enhance or affect children's development. At the mesosystem level, the child's microsystems are said to interact interconnectedly and assert impact upon one another. For instance, a positive and more collaborative interaction between a child's daycare or teachers will positively affect the child's development than if there is little or no collaboration amongst them.

3.5.3 Exosystem

According to Bronfenbrenner's interpretation of the system theory, the ecosystems consist of informal and formal structures that have no direct contact with the child but indirectly affect the child through their influences on the microsystems. Examples of exosystems include mass media, parents' workplaces, parents' friends, and community influence on family functioning. An example of an exosystem affecting a child's development could be parental employment and family life. At the level of family socialization and parenting, some socialization theorists have emphasized the lack of good adulthood socialization traits to the mass employment of women in the labor market. To some theorists, mothers' full-time employment is not beneficial for a child's development and socialization. In order words, mothers should not work, and when engaging in full-time employment, mothers tend to have limited time to spend with their children (Tuner &Troll, 1994, cited in Putney & Bengtson, 2002).

On the other hand, although psychological studies have not found substantial evidence supporting the allegation that mothers in dual-earner households spent less time interacting with their children, the impact of mothers' employment on young children's school performance still varies on the mothers' occupational status and education. More so, it has been highlighted by Parcel and

Menaghan (1994) that mothers' working conditions at the workplace can be beneficial to the socialization environment children get at home. The role of mothers and maternal employment has constantly been highlighted as affecting children's socialization in traditional societies and the 21st century.

Furthermore, I concur with Kohn, Scotch, and Glick (1979), who highlighted that the socialization practices of employed mothers depend on the type of work done by the mother. Implying mothers in highly skilled professions are more likely to impact the value of education to their children than mothers of clerical occupations. Also, in the mid-90s, studies carried out by Kalmijn (1994) attested to the perspective mentioned above. They added that, unlike the father's occupation and education, the mother's occupation and education significantly affect children's educational attainment and schooling. Thus, there is substantial evidence to show that although the millennial era has witnessed changing gender roles and patterns of employment, the educational role modeling and economic resources provided by mothers are as essential as that of fathers in traditional society (Kalmin,1994)

3.5.4 Macrosystem

These include underlying cultural values and social ideologies, ethnicity, geographical locations which the child is developing in. This could include the rights of children. Chronosystem

Here, the impact of a single life transition on a family process and child development is highlighted. For instance, the impact of divorce on mother-child communication and relationship, which in turn influences a child's social behavior and achievement at school.

Figure 1: Bronfenbrenner`s Ecological systems theory (Source: Guy-Evans, 2020)
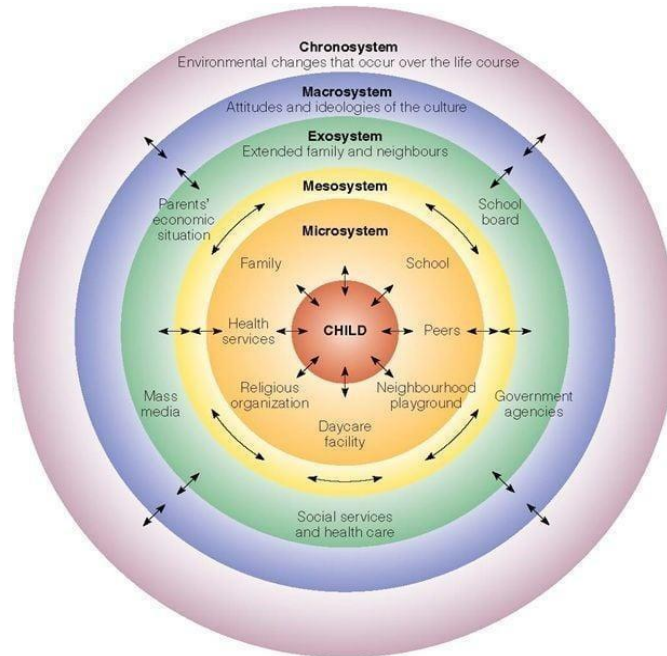
3.6 Ecological Perspective and child use of the Internet

Applying Bronfenbrenner's ecological system in modern times with great interpretation of the impact and broad influence of the Internet exemplified in the works of Johnson & Puplampu (2008).In their interpretation of what they term ecological techno subsystems, the researchers emphasize the role of technology in child development and reinforce a broader approach toward analyzing the consequences of internet use in childhood based on reciprocal influences within and among systems (Johnson & Puplampu, 2008). As illustrated in Figure 2, the techno-system approach unraveled child interaction with humans and technological elements of information, recreational technology, and communication. It showed a bidirectional interaction between the child and the microsystem. For instance, in technologically advanced countries, the child's immediate environment (microsystem) is affected by aspects of internet use(e.g., online communication with peers, while the parental use of the internet at work (exosystem), parental usage of school internet portal (mesosystem)to access children's grades, attendance and homework, Community interpretation of the negative or positive aspects of internet use(macrosystem), and as the social expectation of internet competence and application change with life transition(chronosystem), gives a holistic picture of the understanding of the impact of

internet use and child development at all systems levels (Johnson &Puplampu,2008).

Figure 2: The-ecological-techno-subsystem-(Johnson&Puplampu-2008)
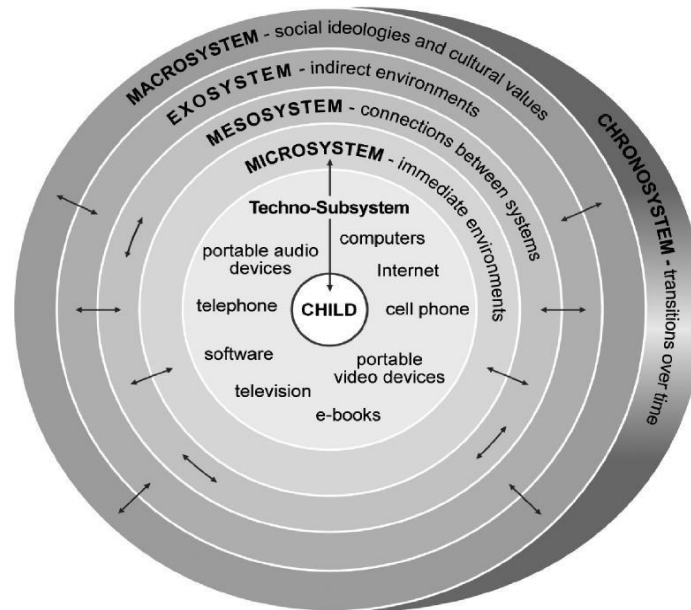
3.7 Significance of theory to social work practice

Considering Social work is a profession that seeks to improve the well-being and quality of life of individuals, groups, and communities by direct practice and teaching on behalf of those afflicted with poverty or any actual or perceived social injustices and violation of human rights. Using theory in social work practice is essential in giving a sense of direction and meaning to social work practice. Although the theoretical framework of this research is primarily attachment theory, complimented with the ecological theory, it is still of significant implication to social work practice as it gives an excellent base for social workers to understand the basic unit of the family before expanding to other systems for appropriate social work interventions to be executed. Besides, most social work theories originate from sociology and psychology. Thus, choosing the above theoretical framework gives the researcher better backing in researching the topic. In the above light, I will explore the significance of attachment and ecological system theory in social work practice and how social workers use these theories to plan and intervention methods, especially dealing with families (children and youths inclusive).

As explained at the beginning of this chapter, attachment theory explains the emotional bond between children and their caregivers /parents from birth and how it impacts the person's relationships throughout the lifespan (Bowlby,1969). The theory is essential in helping social workers understand the situation of children and families.

Considering Bowlby and Ainsworth's analysis of attachment, especially parent- child attachment in four different categories(secure, avoidant, ambivalent, and disorganized attachment), explains that when children are raised with warmth, good communication, and interaction with parents, they tend to have a secure attachment which reduces anxiety, fear, and enhances trust in relationships even in adulthood. This is an essential concept for social workers as they also need the knowledge to create concrete secure emotional warmth and attachment with children and youths in case management assessment. It also gives social workers a more profound knowledge of the connection between children's behavior and emotional development and the quality of their relationship with their attachment figures (Howe, 1995).

On the other hand, although Bowlby's attachment theory is limited to children's relationship with the primary attachment figure, the incorporation of Bronfenbrenner's ecological theory into attachment theory in this research gives a broader approach to analyzing other factors that impact children's development and general holistic health. Similarly, this holistic and non-judgmental approach is essential for social workers working with families and children to take a critical and reflective approach as they support their clients. Therefore, fundamental knowledge of the principles of attachment theory is a necessary pillar for the quality of services social workers provide to children and families.

3.8 Chapter Summary

This chapter mainly discussed two theories: Bowlby and Ainsworth's attachment theory and Bronfenbrenner's ecological system theory. While the latter overlaps the former, both theories were used to help the researchers articulate research ideas with precision (Bardauskienė,2014, p.7). Furthermore, along with the theoretical framework, this chapter looked at related literature, which helps the researcher to develop and test hypotheses, and, finally, the connection of the theories, as mentioned earlier, to social work practice was justified.

CHAPTER FOUR

METHODOLOGY

4.1 Data collection materials

The data collection process was done using questionnaires. Armsden and Greenberg's (1987) self–report instrument of the inventory of parent and peer attachment (IPPA) and its goal to assess respondent's perception of negative and positive cognitive/affective dimensions of the relationship with peers and parents and how they serve as a source for psychological security was utilize attended. The questionnaire consisted of 3 sections. The first part contained personal data such as age and sex and non-disclosure confirmation assurance. Section two comprised 23 questions each. The focus is on the mother and father(parent) attachment. Three broad elements were assessed: Parent-child mutual trust, the extent of alienation and anger, and the quality of communication. Examples of questions to predict parent-child attachment (family bond) include I tell my father about my problems and troubles and "my mother has her problems, so I do not border her with mine. The response format of the item was a 5-point Likert scale. The scales in the parent child relationship were "Almost never or never true", "Not very often true", "Sometimes true", "Often true", and "Almost always or almost true". The third section consisted of Kimberly Young's (1998) self-report questionnaire to detect excessive internet use or severity of internet dependency which leads to internet addiction (IAT). 5 questions (1,2,14,18and 20) were used. Questions such as: Do you feel restless, moody, depressed, or irritable when attempting to cut down or stop Internet use? A five-point scale was utilized ranging from "Rarely," "Occasionally," Frequently," and "Often" to "Always."

4.2 Research Sample

In this research, the researcher worked with a research sample of 154 children and adolescents aged 7 to 17 years old who were non-randomly selected. There were 64(42%) male, 90(58%) female. The average age was 11.9 years. The respondents were divided into two groups: younger and older. The younger ones were in the pre- pubescent up to 11 years old, and the older ones were in the pubertal period, over 12 years old. See Table 1.

Table 1: Distribution of respondents based on age count.

		Age younger		older		Total	
		Count	%	Count	%	Count	%
gender	male	36	49,3%	27	34,2%	63	41,4%
	female	37	50,7%	52	65,8%	89	58,6%
	Total	73	100,0%	79	100,0%	152	100,0%

A non-probability purposive sampling was employed based on demographics such as age, gender, and location. These participants were mostly those who lived or school in the north-eastern Helsinki.

4.2 Study Area, Access to The Field

Since the research investigates the relationship between children's internet use and family bond in the Helsinki area, the northeastern region of Helsinki was selected for the research. Helsinki itself is a vast cosmopolitan city. It would have required a more incredible amount of sample size to validate the research results; coupled with the research having children of appropriate sample size (7- 17) schooling in the area, it was logical to choose the specific study area.

With the above background information in mind, the researcher was very optimistic about getting more than the targeted number of respondents (200). In the beginning, six schools were contacted through emails to the principals (including two schools through the researcher's children's online study platforms- Wilma). After a couple of weeks, only two schools responded to the request. Unfortunately, due to administrative bureaucracy, the researcher was informed that questionnaires to children could not be sent through the schools' study platforms. This was devasting unexpected feedback that delayed the entire data collection process.

The researcher had to use social network groups of parents' associations (WhatsApp groups) and distribute the questionnaire links to parents of children (from 3rd grade to 6th grades, right up till

high school) who live or school within northeastern Helsinki. Since the research is about internet use, it was logical to use an online survey through the distribution of questionnaires. In addition, it is cost- effective, ensures respondent anonymity scalability, and grants quicken r access to the respondent (Nardi,2003).

4.3 Analysis process

For analysis of the research collected, the statistical package for social science (SPSS)Was used to enable the researcher to investigate all facets of the analytical process, from reporting to tabulating and visualization of results. Descriptive (mean, median, skewness, steepness, standard deviation) and inductive statistics methods were used. A check of the normality of the data distribution was performed. According to these results, parametric (Student's t-test, Pearson's correlation coefficient) or non-parametric tests (Mann- Whitney U-test, Spearman's correlation coefficient) were chosen.

CHAPTER FIVE

RESULTS AND DISCUSSION

5.1 Descriptive analysis of relationship to parents

This section describes the analytical process, considering the number and percentage count of the responses related to parental attachment in the three scales(Trust, communication, and alienation). The results of the research objectives are also analyzed.

5.1.1 Mother Trust

Appendix no 1 shows questions related to trust in the mother. About 60% of the children answered that their mother respects their feelings (28% answered that this is sometimes true). 77% said they felt their mother was doing an excellent job as a mother, 75% said they did not wish they had another mother, but 23% said they sometimes wished they had another mother. Most of the children also agreed that their mother accepts them as they are. About half answered that their mother does not expect too much from them.

5.1.2 Mother Communication

Regarding communication with the mother, 63.5 % mentioned that their mothers could identify that they are upset about something. In comparison, about 82% of the children indicated that their mother would ask them if she noticed something was bothering them and would help them talk about their difficulties (51%, 37.7% responded as sometimes accurate). Almost half of the children (48%) agreed that they can tell their mothers about their troubles and that their mother helps them to understand themselves better(48%, with 34.4% accepting the statement as sometimes true).

5.1.3 Mother Alienation

As regards questions about mother alienation. About 62% of the respondents indicated that they do not feel ashamed or foolish when discussing their problems with their mother. Moreso, about 65% of respondents said they are not easily upset around their mothers. While a little above half (50.7%) of the respondents indicated that they do not get much attention from their mother, with about 26.3% accepting that this is sometimes true. Giving a mean total of 14.5(Table 2).

5.1.4 Father Trust

About 60.1 % of the respondents indicated that their father respects their feelings (25.5% responded that this is sometimes true). 62% mentioned they felt their father does an excellent job

as their father, and about 61.5 % said they do not wish to have a different father, while 28% indicated they sometimes wished they had a different father. In addition, about 56% of the respondents highlighted that their father accepts them as they are, 64 % indicated that they trusted their father, but less than 50% of the respondents highlighted that their father understands them. In total the mean was 34.3(Table 2).

5.1.5 Father communication

Regarding communication with the father, about 32.7 % mentioned that their fathers could identify when they are upset about something. While less than 50% of the children indicated that their fathers would ask them if they notice that something is bothering them and will help the children to talk about their difficulties(38%, of which 40.8 % responded as sometimes accurate), less than half of the children (35%) agreed that they could tell their fathers about their troubles and that their fathers help them to understand themselves better (38%), with

40.8 % of respondents accepting the statement as sometimes accurate). This brought about a total mean of 28.5(Table 2)

5.1.6 Father Alienation

As regards responses connecting to father alienation, appendix no.6, revealed less than 50% of the respondents do not get much attention from their fathers. About 58% mentioned they do not quickly get upset around their fathers. While less than half (31%) of the respondents identified with the statement that they do not get much attention from their fathers (with about 35.8% accepting that this is sometimes true), 58% accepted that their fathers accept them as they are.

5.1.7 Internet use

Relating to internet use and, 76% of the children acknowledge staying online more than they intend to, and 51% of the respondents agreed that they have rarely made any unsuccessful attempt to stop control cut or stop internet use.

To summarize the analysis, in Table 2 below, the descriptive characteristics of the relationship bond are listed, specifically in its three subscales. Children achieve the highest scores in trusting their mother and father, followed by communication. Children feel alienation to the lowest degree. Comparing the individual subscales regarding the gender of the parents, the children have higher trust in their mother than in their father, and communication with their mother is also at a higher level than with their father. On the contrary, children feel, on average, a higher degree of alienation from their father than from their mother.

Table 2: Descriptive statistics of study variable

	Mean	Standard Deviation	Median	Max	Min
Mother - trust	37,6	7,0	38,0	50,0	19,0
Father - trust	34,3	8,1	35,0	50,0	10,0
Mother - communication	32,9	7,0	33,0	45,0	16,0
Father - communication	28,5	7,8	28,0	45,0	11,0
Mother - alienation	14,4	4,9	14,0	30,0	5,0
Father - alienation	17,5	3,9	18,0	27,0	3,0

5.2 Analyzing research objectives

5.2.1 RO1a: To identify differences in attachment between boys and girls.

Before analyzing RO1a, the normality of the data distribution was checked; if the data were normally distributed, the student's t-test (specifically in the case of "father - trust," "father communications," and "father alienation") was used—the results in the tab. No. 3 shows no difference in the relationship quality with parents due to gender (p-value > 0.05). This means that girls and boys have a similar quality of relational attachment to both parents. This is also confirmed by the average values , from which the values are very similar concerning gender.

Table 3: Descriptive analysis of quality of relational attachment with parents based on gender

Gender		N	MR	AM	U/t-test	Z/df	p-value
	male	64	78,46	37,891			
	female	90	76,82	37,389	2818,5	- 0,226	0,821
Mother - trust	Total	154					
	male	64	72,29	33,359			
	female	90	81,21	34,978	- 1,22	152	0,224
Father - trust	Total	154					
Mother- communication	male	64	79	33,38			
					275	0,442	0,658
	female	90	76	32,744			
	Total	154					
	male	64	74,06	28,078			
	female	90	79,94	28,878		- 0,624	152	0,672
Father - communication	Total	154					
	male	64	75,69	14,172			
	female	90	78,79	14,544		- 0,466	152	0,534
Mother - alienation	Total	154					
	male	64	77,73	17,688			

	female	90	77,33	17,322		
Father - alienation	Total	154			2865	- 0,055 0,956

5.2.2 RO1b: To examine the difference in attachment between younger and older children.

The results in the tab. No. 4 below shows a significant difference in the relationship quality with parents due to gender (p-value < 0.05). From the average and average ranking values, it could be concluded that younger children achieve a higher quality of relational bond than older children (in the subscales - trust, communication). Younger children experience lower levels of alienation than older children. The differences shows that younger children trust their mother at 39.5 points, while older children have only 35.8 points. The difference in communication with the father is even more significant; younger children score an average of 32 points, while older children score only 25.4 points.

Table 4: Mean and standard deviation of attachment based on age group.

Age1		N	Mean Rank	AM	U/t-test	Z/df	p-value
Mother - trust	younger	73	88,34	39,521	2019,500	- 3,190	0,001
	older	79	65,56	35,810			
	Total	152					
Father - trust	younger	73	92,21	37,205	4,473	150	0,000
	older	79	61,99	31,608			
	Total	152					
Mother- communication	younger	73	94,16	35,671	1594,000	-4,761	0,000

34

		N					
	older	79	60,18	30,354			
	Total	152					
Father - communication	younger	73	96,67	32,000	5,662	150	0,000
	older	79	57,86	25,418			
	Total	152					
Mother alienation	-younger	73	66,55	13,247	-2,710	150	0,008
	older	79	85,69	15,329			
	Total	152					
Father - alienation	younger	73	68,11	16,932	2271,000	- 2,268	0,023
	older	79	84,25	17,899			
	Total	152					

5.2.3 RO2: To identify excessive internet use.

Table no.5 shows the values of internet usage. The average value is 15.4 points in the monitored group of respondents.

Table 5: Mean, the standard deviation of average value of internet usage.

	Mean	Standard Deviation	Median	Maximum	Minimum
Internet use	15,4	5,0	16,0	25,0	4,0

5.2.4 RO2a: To investigate the differences in excessive Internet use between boys and girls.

The data here was not normally distributed, the non-parametric Mann-Whitney U-test was used .

From the results in tab. 6, shows that there is no significant difference in excessive use of the Internet due to gender (p-value > 0.05). This is also confirmed by the values , girls and boys use the Internet almost equally.

Table 6: Mean and standard deviation of internet use based on gender

	age1	N	Mean Rank	A M	U/test	Z	p-value
Internet uses	younger	73	64,41		2001,000	- 3,262	0,001
	older	79	87,67				
	Total	152					

5.2.4 RO2b: to identify differences in excessive internet use between younger and older children.

From table 7 below, the average and average order values show that younger children use the Internet less excessively than older children. The differences show that younger children use the Internet on average at 14.2 points, while older children at 16.5 points.

Table 7: The difference in internet use based on age.

	age1	N	Mean Rank	A M	U/test	Z	p-value
Internet uses	younger	73	64,41		2001,000	- 3,262	0,001
	older	79	87,67				
	Total	152					

5.3.5 RO3: To find connections between parental bond (attachment) and excessive internet use.

In this section, Pearson's correlation coefficient was used to connect the two variables (parental bond and excessive internet use). The results in tab no.8 show that the relationships between Internet use and relationship bond are significant (p < 0.05). As shown in table 8 below, it was

noted that the most substantial relationship of a positive level between Internet use and alienation from the father (r = 0.622**). This means that children who feel more alienated concerning their father use the Internet more excessively.

Secondly, a strong relationship of a positive level with perceived alienation from the mother (r = 0.519**). This means that children who feel more alienated from their mothers use the Internet more excessively.

Another robust and negative relationship is between Internet use, communication with the father (r = -0.501**), and trust towards the father (r = -0.499**). This means that children who feel lower trust and lower quality of communication concerning their father use the Internet more excessively. A moderately strong and strong, negative relationship between the use of the Internet and trust towards the mother (r = -0.446**) and the quality of communication with the mother (r = -0.363**). This means that children who feel lower trust and lower quality of communication concerning their mothers use the Internet more excessively.

Table 8: Correlation coefficient between the variables

		Mother - trust	Father - trust	Mother - communication	Father - communication	Mother -alienation	Father - alienation
Internet use	Correlation Coefficient	- ,446**	-,499**	-,363**	-,501**	,519**	,622**
	Sig. (2 - tailed)	,000	,000	,000	,000	,000	,000
	N	153	153	153	153	153	153

Similarly, figure no 3 gives a visual relationship trust in parent and internet use. The straight line clearly indicates the decreasing trend of excessive internet use with increasing trust in parents.(The orange line shows the relationship with the mother, while the blue line shows the relationship with the father).

Figure 3: Relationship between trust in parent and internet use
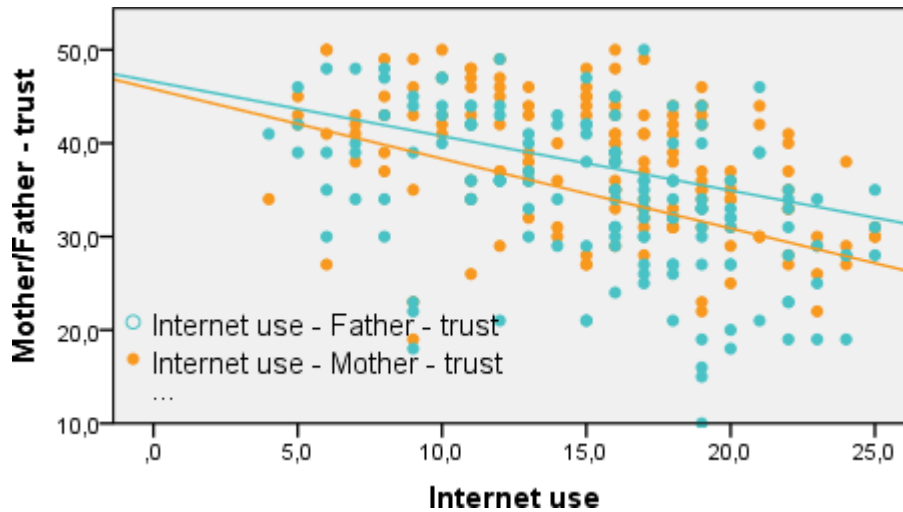
Figure 4: Visualized relationship between communication with parents and internet use.
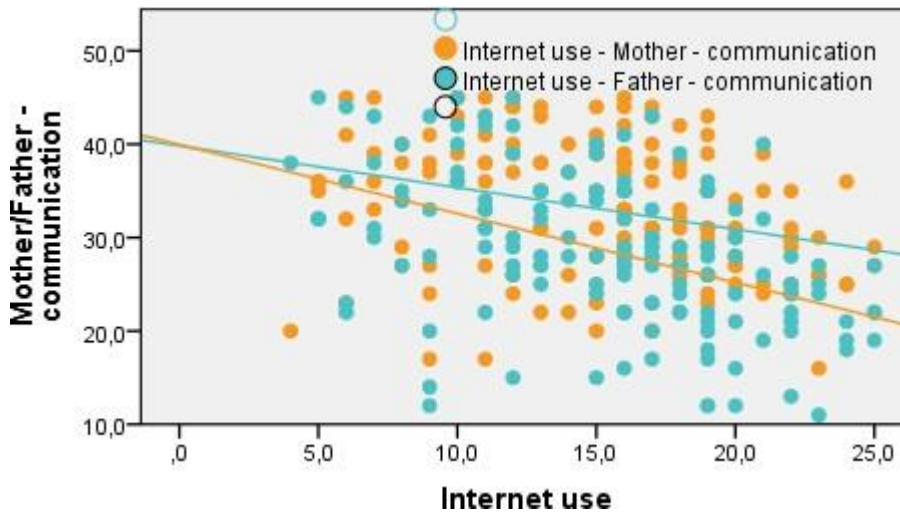
The straight line clearly indicates a decreasing trend of excessive internet use with increasing quality of communication with parents

Finally, figure no. 5 presents the visualized relationship between parental alienation and Internet use. The straight line clearly indicates a rising trend of excessive Internet use with a rising degree of estrangement from parents (the orange line shows the relationship with the mother, and the blue line with the father).

Figure 5: Relationship between parental alienation and internet use
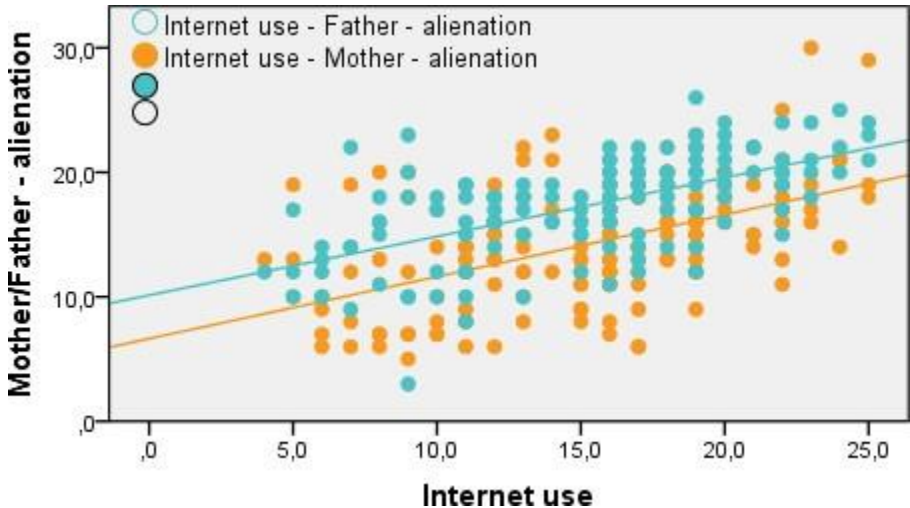
5.4 Discussion

The following discussion will center around this study's findings, especially the research objectives' results related to parental-child attachment and children's internet usage. Some limitations of the research will be highlighted.

As hypothesized, children's excessive internet use was related to the quality of parental attachment. As highlighted in the previous chapter, the four findings related to children's excessive internet use are worth noting, particularly regarding communication, trust, and alienation. Firstly, the research unveiled a positive correlation between the use of the internet and father /mother alienation (r= 0.622**/ r=0.519** respectively). There was also a negative relationship between internet use and communication/trust with the father(r= -0.501**/ r=-0.446**). A negative relationship was discovered regarding internet use and mother communication(r=- 0.446*') / trust(r= -0.363**). These findings are compatible with many studies linking internet use with the quality of relationships with parents.

A clear example is the congruent findings with Armsden and Greenburg's (1989) hypothesis on the significance of communication, trust, and alienation in enhancing parent–child relationships. Firstly, It was highlighted that where there is reciprocal communication between parents and children, confidence is enhanced, and a secure attachment is created. In order words, children with secure attachments will be less involved in other activities, such as with peers, through gadgets and social network sites to fill the lack of attachment from attachment figures (Chen et al., 2015). This finding is also consistent with studies cited in the literature review(Kohutuva, 2020; Horzum &Bektas,2012; Wu et al.,2015; Lei & Wu, 2007), which indicate that low parental warmth and increased control are predictors of children's excessive internet use. Contrary to the above results, some researchers have proven otherwise, that children's internet use negatively affects family bonds. For instance, as part of research for EU kids -an online survey from seven different European countries of less than eight years old children's use of the internet, results from qualitative research of 10 families in Finland indicated that, while some parents were worried about internet usage impacting "face-face interaction among immediate family members to be less common'', Majority of the respondents indicated that children's use of internet through technological tools especially in their living rooms, acted as a source of improving the family bond. This was exemplified in enhancing interaction among younger and older siblings, parents, and

children who are also active participants in the preferred internet use through online gaming(Korkemäki et al.,2014, cited in Chaudron et al.,2015,p.227).

Secondly, Significant difference was also unveiled regarding various age groups' internet use and parental attachments. Results of children below 12 years show a better family bond with lesser internet use than children above 12 who use the internet more excessively and exert a lower bonding relationship with their parents. These results build on existing evidence that as children grow older, symbolic communication through the internet becomes more critical than approximate-seeking behavior in infancy (EU kids-online, 2020; Lenhart & Rainie, 2001). Adolescence is when individuals develop autonomy and skills as they want to do things differently apart from their families (Allen &Hauser, 1996). From a developmental point of view, despite the time they spend on the internet, it also serve as different functions for them as they also undergo developmental task during this period (Borca, et al., 2015).

In addition, it has been researched that in the early stages of adolescence(from 12 to 14 years), significant emotional and physical changes occur as a result of puberty which brings an increase in reflection on emotional experiences. Also, from the ages of 15 to 17 years,(middle adolescence), children explore other extrafamilial figures such as their peers(Larson, et al., 1996) . with the above information, one could only agree with Bronfenbrenner's (1986) ecological theory on child development, which indicated that the microsystem is not the only system that influences parent-child interaction and development. Likewise, as Johnson & Puplampu (2008) stated in their expansion of the ecological theory -ecological techno-system theory, children's internet use is also influenced by reciprocal interactions within and among systems.

Furthermore, the analysis results show a positive correlation between internet use and alienation from the father and mother. This signifies that the higher the alienation, the higher the internet use, and vice-versa. Parenting is a dual responsibility of both the mother and father. The relationship between a mother and child during childhood is vital. Nonetheless, because childcaring responsibilities are allocated to the mother due to fathers' general responsibility to meet the family's material needs, and as Bowlby (1998) argued, mothers are a safety net as they provide better psychological support than fathers despite mothers' involvement in fulltime work(

(Kalmin,1994). However, paternal involvement in communication and trust is also significant in a child's development, especially as they grow older(Ainsworth,1989). With this background information in mind, it could be inferred that internet use impacts parent-child attachment. These results also correspond with the findings of Lei and WU (2007). In their investigation to find out the relationship between father- adolescence attachment and adolescent internet use, the analysis of the responses of seven hundred and twelve respondents revealed that paternal alienation positively prognosticates pathological internet use(PIU), trust, and communication negatively correlated to adolescent internet use, indicating that as the value of communication or trust decrease, children's excessive internet use increases

In a similar light, studies on 98 academically talented Malaysian students living in the United States revealed that although the male student's communication patterns were unpredictable, both female and male communication patterns leaned towards mothers who are naturally passionate about their children and listen attentively (Ishak, Yunus & Iskandar,2010).

The above findings are reinforced by Bowlby's (1988) attachment theory which stipulates that positive outcomes in children, such as least aggressiveness, most sympathetic, and least depression, are because of mutual understanding, trust, and security in the parent-child relationship. The research has some potential limitations. Firstly, the research was conducted in a specific region of Helsinki (North-eastern -Helsinki). Thus, the results may not be generalized to Helsinki or Finland in general. The sample size is another limitation of this study, and it should have been bigger, encompassing a broader section of the population. Moreover, a probability sample prevents the generalization of the results of the sample population. Hence the result of this study should be considered as a correlation than causation. Just because an increase in excessive internet use coinciding wa with a decrease in trust and communication does not indicate a cause-and-effect relationship (Nardi,2018).

Moreover, the lack of parental information is another weakness of this research. This study highlighted that children's excessive internet use impacts families regarding communication, trust, and alienation. However, it can also be argued that the effect can be bidirectional, with a lack of family bonds or insecure attachment fostering children's excessive internet use.

Finally, this research is based on parent-child attachment relationships without considering peer

attachment factors. However, considering the context of the study, other attachment figures of children.

5.5 Chapter Summary

This chapter presents research findings and discussions. The research findings were analyzed using descriptive analysis in line with the hypothesis and research questions. The discussion section was focused on connecting the theoretical framework (see Chapter 2), guided by reflections from previous researchers on parent-child attachment, children and adolescents internet use.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

The previous chapters have analyzed the research findings and discussion. In this chapter. The significance of these research findings is connected to social work practice. Finally, as part of recommendations for future research, social work informal leisure activities used for children and family intervention will be elaborated as proposed methods to reduce children's time spent on the internet and to help families improve family bonds.

6.1 Recommendations

Considering that the previous chapters have discussed the findings of this research and related it to the literature reviewed and theoretical framework, in this section, the focus is on proposing possible solutions and techniques that could help parents in enhancing communication and trust through building interactive atmosphere with the children and thereby reducing children's excessive use of the internet. These expatriates through techniques and methods that social workers have used over the years to enhance interactive atmospheres in the family. However, more light on the implications of this research findings will be elaborated before getting into the social work intervention methods.

6.2 Implication to social work practice

As highlighted in chapter two in the literature review of this research that, although the researcher has made use of unconventional social work theory - attachment theory as its main theoretical framework, the results of this research are without doubt of great significance in social work

practice. Considering that human personality and identity are formed within social interactions, especially during childhood, it is thus imperative for social workers to understand psychological theories which give clarity and importance to human development and social relationships. In other words, social workers' understanding of the developmental needs and behaviors of children, the personality of parents, children's perception of family situations, parental styles, and family interactions can assist social workers in decision-making. Furthermore, considering this research's respondents are all school children, the findings have practical implications for social work practice, primarily as a foundation for designing interventive and preventive programs for school settings. After all, school social workers can collaborate with law enforcement, school administrators, teachers and families (Wells, 2006).

Likewise, for family social work, the results of this research can be helpful when social workers meet families facing issues with children's excessive internet usage. For instance, after the psychosocial risk factors and psychological need factors have been identified, social workers can then proceed to implement specific personalized intervention plans that can promote a change of lifestyle that is more rewarding than excessive internet use or provide education related to safe internet use.

6.2.1 Recreational leisure activities with children and youths to improve family interaction.

According to the international federation of social workers (IFSW), Social work is an academic and practice-based profession that enhances development, social change, empowerment, and people's liberation. Social workers use knowledge of theories, humanities, indigenous, and social work theories to connect people and structures to address changes and improve well-being (IFSW,2014). Central to social work is the principle of social justice, human rights, respect for diversity, and social justice. An inside into the above definition of social work implies that social work practice is multidimensional, involving the implementation of diverse acquired theoretical skills and techniques to work with clients at the micro, mezzo, and macro level, thereby interconnecting the client to these systems to enhance change. In order words, social workers are "catalyst agents" who foster change and emphasize problem-solving by empowering clients to reach their optimal potential.

Social work methods with children and youths must be multifaced (Watson & West,2016). Similarly, social work with children has been seen as challenging and demanding because social

workers deal with a child's unfathomed inner world, environment, family, and social system is thus challenging the social worker's skills and ability to observe, listen and empathize while bringing themselves into the child's world for appropriate case assessment, planning, and further defining the intervention methods to be used (Webb, 2018).

Studies (Carter et al., 2010) highlighted that most children until age 7 display different socio-emotional difficulties, such as difficulties moderating behavioural and emotional functioning or their social interactions. The need to carry out a child- centred approach and involve children's experience and perspective in their development and well-being is rooted in the United Nations Convention on the Rights of the Child (CRC,1989). Therefore, social workers use different and specific socio-cultural activities and techniques to accomplish agreed goals and tasks with the client other than the obvious structured questionnaires and interviews (Case,2012).
While it is essential to use specific approaches to achieve specific goals, social workers also can use the electric approach, which implies using a combination of approaches depending on the client's situation (Teater, 2010). For instance, storytelling and narratives can be incorporated with board games, drawing, and role play during play therapy.

Furthermore, with the advancement of technology and the easy accessibility of the internet and handheld devices, coupled with the rush of post-industrial societies, parents are involved in full-time employment. Parents and caregivers simultaneously face the challenges of child upbringing and care. Empirical data has confirmed that most children spend more time on the internet and devices than interacting with parents, especially during weekdays. Although some theories adhere to the opinion that interaction with parents and caregivers in a child's early stage is essential for child development in terms of social and cognitive skills. Personality skills development (Ginsberg,2007) also impacts a child's future behavior and relationship with others later on in life (Spokdek & Saracho, 2008); there is, therefore, a high need for social workers to be skilled in diverse aged appropriate techniques to navigate the world of children and youths (O'Reilly & Dolan, 2016).

Following the findings of this research, which indicates that excessive internet use is correlated to the quality of family attachment (family bonds), This section of the study emphasizes interactive

socio-cultural activities used by social workers based on a child-centered approach with children and youths to help facilitate family bonding. Parents can well adopt these recreational non-directive leisure activities to

enhance parent-child attachment. These include play therapy, role play, storytelling, and narrative learning, just to mention a few.

6.2.2 Play therapy

The play has long been acknowledged by a psychotherapist as essential in revealing the child's inner world and thoughts and was thus encouraged in family and behavioral therapy. Historically, the use of play in therapy dates to the 19th century, focusing mainly on observing and classifying play activities. Theorists like Sigmund Freud hypothesized that play is essential for children to express their inner thoughts. However, some theorists, such as Anna and Melanie Klein, see the importance of play analysis to be exaggerated and value the communication between the therapist and the child as of most important than the act of playing(Klein ,1955, cited in Schaefer,2011). Others, such as Winnicott, are of parallel viewpoint, urging that "psychotherapy takes place in the overlap of two areas of playing: that of the patient and that of the therapist, and that psychotherapy has to do with two people playing together" (Hollendoom, Van de kooij &Sutton-smith, 1994).

Nonetheless, the importance of play in analysis cannot be underrated as it gives freedom for child clients to express their thoughts and feelings. For instance, during expressive -drawing and painting as part of a course task, while interacting with children, it was amazing to see how the kids expressed their understanding of their family and the individual responsibilities of family members through arts. The main goal of the leisure activity was to enhance family members' interaction and bonding, thereby seeking an alternative solution to the children's excess use of handheld devices and internet use (smartphones, tablets, personal navigating devices, digital media players). While Baby B (the boy) drew weird (at least in my first perception) pictures and different head sizes of his siblings and his parents, Baby A (the girl) concentrated on the head also but from another perspective.

When asked to explain their drawings and why the" weird shapes," Baby B mentioned that "mummy and daddy have bigger heads because they have a lot to think about and make sure "we have food, clothes, candies and travel during holidays… I do not want my head to be too big, so I

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can have time to go out and run.". Baby B also mentioned he draws smaller heads for his siblings because they do not have much to do or think about except school, food, and sleep. Baby A, on her part, explained how her family members have different hairstyles and with her favourite being that of her mum. "Mummy always has different beautiful hairstyles, and I want to grow up to be as beautiful as a mummy' 'Mummy works too much and spends more time on the computer, I like my phone because it makes me not disturb mommy and mommy does not get mad."

In the above example, both children choose characters who are role models, giving them opportunities to express their emotions, understand their family and each family member's role, discuss problems, reveal their thoughts to their mother, and play together as a family.

The use of play as an interventive technique brought an in-depth light into how the children view their relationship with their parents, especially the mom, and exposed the lack or insufficient family or bonding techniques, which reduces communication in the family. At the same time, this can prompt one to ask questions about the role of parenthood and draw our attention to the impact of the relationship between a child and his or her caregiver in improving a child's socialization skills. In other words, and as noted by some theorists, the mood and situation of a child's mother or caregiver/relatives set the pace for the child's future feelings of insecurity, safety, security, or threat (Web, 2018, Ainsworth,1989).

On the other hand, there are also some disadvantages of using play therapy as an intervention approach. Using recreational leisure activities such as play therapy as an interactive tool can be challenging, especially at the beginning to get the kids to focus on the interaction (Proulx,2003). Although the technique was age-appropriate in this case, in other cases, if not age-appropriate, the final objective may not be achieved as participants can lose motivation and deviate attention elsewhere. A similar situation occurred during the application of this technique. The technique was challenging, especially at the beginning to get the children to focus on the task. Many other distractions, such as the sound of the doorbell or the smell of food, distracted the focus and attention of the kids.

In addition, observation was made that, the lack of motivation also came from disappointment and lack of self-confidence regarding the beauty of drawings relating to the other participants. For

instance, during the session, Baby B was disappointed in himself and ran off the table when compliments were given to Baby A about her drawings. It took extra motivational talks and encouragement to bring Baby B to accomplish the task. This implies that just as in all situations dealing with children and youths, patience is required for the effective accomplishment and achievement of an activity's goal.

6.2.3 Roleplay

A technique initially used in psychotherapy as a psychodrama, developed by J l Moreno to help patients deal with emotional issues by exploring their situations through the acting of an auxiliary ego in the psychodrama play. Since social workers deal with people, their social problems, and their interactions with other persons, people's roles and statuses can sometimes be exhibited wrongly, either willingly or unwillingly, to the detriment of relationships (Schaefer,2011). Social workers use Role play as a technique for assessment and intervention for casework, groups, and families to assist people in learning new roles and social skills. Roleplay is also a valuable tool in assisting children in dealing with bullying at school, reducing peer pressure, and improving assertiveness and self-determination.

Although the technique is more psycho-therapeutic, some aspects of it are also helpful in social work interventions. This can be effected through role reversal, enacting, modeling, training, sharing, or restructuring of a particular situation. Roleplay can thus be used to enhance the bonding of family members, especially parent-to-parent and children-to-parent relationships. For instance, to assist a family whose children excessively use the internet and handheld device, social workers can use the mirroring technique of roleplaying to draw the family member's attention to current habits and their future impact, further enabling family members to actively participate in proposing goals to restructure their family bond. Although this technique can generally be used with almost all client age groups, when used with children under age 3, it can be challenging to achieve the right objective as children in this age group do not have the right mental developmental skills to understand their actions and that of others. Another obstacle to using the roleplay technique is that getting clients involved in the activity or making changes can be very challenging. Such cases could be when working with clients with unalterable perceptions or formulating particular obligations concerning their role, which could be shaped by the client's cultural, societal, emotional, and individual drives.

6.2.4 Storytelling and Narratives

Looking at the numerous kids' and adolescents' books on the shelves of bookstores and online reveal how children love stories. As a parent, I cannot count how often my kids, even those at age 8, ask for narrative stories. Surprisingly, although born in the diaspora, they are not only interested in stories such as the Disneyworld princesses or princesses but also in stories of their parents' childhood and lifestyles. Whether before bedtime, early morning, at the shower, or any time they deem it necessary and sometimes charmingly request, "please can you tell us more" implies children love storytelling. Nonetheless, the essential questions evoked are what is a particular story modeling; What is the goal, and is it age-appropriate? Amazingly storytelling and narratives especially using metaphors, have been effective social work intervention tools in enabling the client to gain well-being and happiness, as well as enabling clients to acquire and secure a positive psychological state (Burns, 2004).

Storytelling draws the storyteller and the listener into a unique interactive relationship and enables the social workers to break clients' barriers, teach by attraction, and to imaginative nature skills. Further research (e.g., Koivula, et al.,2020) in a study carried out using a story magician's playtime session (SMPT)to create imaginary situations for children, by challenging social interactions that arouse tendencies and motives for children during play and storytelling, revealed that, storytelling and narrative techniques can not only be challenging, especially at the initial stage to get children involve in the interaction or to think up a storyline due to unfamiliarity, but with additional prompt and encouragement from the story teller, children can easily open up and are enabled to identify responsible social ways of behaving and develop problem- solving skills.

In a nutshell, working with children demands not only theoretical skills and expertise from the practitioner but also patience, empathy, observation, and good communication skills. Practitioners, as well as parents, are therefore challenged to be holistic in their approach and not only to scan the views and thoughts of the child but also to assess other systems and social capital that has a direct or indirect well-being to determine the intervention process. Most especially, the use of play as a technique for intervention is vital as it helps children to gain control and communicate their feelings and feelings, which could otherwise be buried. Paying attention to the appropriate setting, ice-breaking techniques, and timing to achieve set goals, some of the interactive techniques or

methods can also be a helpful tool for parents to improve interaction with children, thereby enhancing child development and socialization skills and improving the family bond.

6.3 Conclusion

The use of internet is currently no strange topic in many modern households nowadays. Both adults, parents and children alike are active users of the internet. While the new information technology has been beneficial in facilitating, communication, providing a "safe haven", assisting in educational research, and a means for interaction and participation in social activities. Among the various users of the internet, younger people and adolescents are known to be active user with the later being the most vulnerable group to the risk that accompany the usage of the internet. It has also been noted that the environment where the internet is mostly used is at the home, and sometimes even in the bedrooms of its users.

Considering that most of the impact, especially when it comes to children, is mostly felt at the family level, there has been a call for concern and a topic of research to evaluate the benefits and effects of internet use in the lives of its users, at the micro, meso and macro level.

An important aspect of the use of internet has been the relationship of internet use and its relationship to family interaction. As hypothesis in the beginning of this research is that children who have secure attachment with parents use the internet less than children with insecure attachment. In concordance with the hypothesis of this study, the correlation analysis highlights that the relationship between children's internet use and family bond are significant.

This research has shown that, the more the trust and communication with parent, the lesser excessively children the internet. Furthermore, the above results clearly indicate that, more research, advocacy, and intervention is needed to assist both children and parents towards safe internet use and by enhancing more family interactive methods. While the limited number of respondents in this study (N:154), limits the generalization of this results, the is approach provides new insights into the level of internet use between male and female respondents, While other research has mentioned that boys use the internet more than girls, this research proves that both boys and girls use the internet excessively.

Furthermore, to better understand the implication of these results, future research could also consider investigating the type of activities and social network site that both boys and girls are browsing online.

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APPENDIX I

RESEARCH INSTRUMENT

QUESTIONNAIRE

Characteristics		Response
My mother respects my feelings	Almost never or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
I feel my mother does a good job as my mother	Almost never or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or Always true	

I wish i had a different mother	Almost never or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
My mother accepts me as i am	Almost never or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
My mother expects too much from me.	Almost never or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
When we discuss things, my mother cares about my point of view	Almost never or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or	

My mother trusts my judgment.	Almost never or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
My mother understands me.	Almost never or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
When I am angry about something, my mother tries tobe understanding	Almost never or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
I trust my mother.	Almost never or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or	

I like to get my mother's view on things I'm concerned about	Almost never or never true Not very often true Sometimes true Often true Almost always or always true	
I feel it's of no use letting my feelings show around my mother	Almost true or never true Not very often true Sometimes true Often true Almost always or always true	
My mother can tell when I'm upset about something	Almost true or never true Not very often true Sometimes true Often true Almost always or always true	
My mother has her own problems, so i don't bother her with mine	Almost true or never true Not very often true Sometimes true Often true Almost always or always true	
My mother helps me to understand myself better	Almost true or never true Not very often true Sometimes true Often true Almost always or always true	
I tell my mother about my problems and troubles	Almost true or never true	

	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
My mother helps me to talk about my difficulties	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
I can count on my mother when I need to get something off my chest	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
If my mother knows something is bothering me, she asks me about it	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
Talking over my problems with my mother makes me feel ashamed or foolish	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
I get upset easily around my mother	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	

	Almost always or always true	
I get upset a lot more than my mother knows	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
I feel angry with my mother	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
I don't get much attention from my mother	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
My mother doesn't understand what I'm going through these days	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
My father respects my feelings	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
I feel my father does a good job as my father	Almost true or never true	
	Not very often true	

	Sometimes true	
	Often true	
	Almost always or always true	
I wish I had a different father	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
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My father accepts me as I am	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
My father expects too much from me	Almost true or never true	
	Not very often true	
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	Almost always or always true	
When we discuss things, my father cares about my point of view	Almost true or never true	
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	Often true	
	Almost always or always true	
My father trusts my judgment.	Almost true or never true	
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	Almost always or always true	
My father understands me	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
When I am angry about something, my father tries to be understanding	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
I trust my father	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
I like to get my father's view on things I'mconcerned about	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
I feel it's of no use letting my feelings showaround my father	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
	Almost always or always true	
My father can tell when I'm upset about something	Almost true or never true	
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	Sometimes true	
	Often true	
	Almost always or always true	
My father has his own problems, so I don't botherhim with mine	Almost true or never true	
	Not very often true	
	Sometimes true	
	Often true	
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	Sometimes true	
	Often true	
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If my father knows something is bothering me, heasks me about	Almost true or never true Not very often true Sometimes true Often true Almost always or always true	
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I feel angry with my father	Almost true or never true Not very often true Sometimes true Often true Almost always or always true	
I don't get much attention from my father	Almost true or never true Not very often true Sometimes true Often true Almost always or always true	
My father doesn't understand what I'm going throughthese days	Almost true or never true Not very often true Sometimes true	

	Often true	
	Almost always or always true	

Measuring in relation to Internet use

Do you feel preoccupied with the Internet (think about previousonline activity or anticipate next online session)?	Rarely Occasionally Frequently Often Always	
Do you feel the need to use the Internet with increasing amountsof time in order to achieve satisfaction?	Rarely Occasionally Frequently Often Always	
Have you repeatedly made unsuccessful efforts to control, cutback, or stop Internet use?	Rarely Occasionally Frequently Often Always	
Do you stay online longer than originally intended?	Rarely Occasionally Frequently Often Always	

APPENDIX II

NON-PLAGIARISM DECLARATION

The Master thesis titled: Excessive Internet Use and Social Support in Adolescents

Submitted to the Erasmus Mundus Master's Programme in Social Work with Child and Youth:

- Has not been submitted to any other Institute/University/College.
- Contains proper references and citations for other scholarly work.
- Has listed all citations in a list of references.

I am aware that violation of this code of conduct is regarded as an attempt to plagiarize and will result in a failing grade in the programme.

Date: 30th May 2023

Signature:

Name: TAASI YUNGA CELINE SEH