



The role of internet parenting on internet addiction among adolescents

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Abstract

Various age groups have used the internet, including adolescents. Uncontrolled internet use can lead to psychological problems, such as internet addiction. One of the factors causing internet addiction is the lack of parental mediation in adolescents' internet activities, but some previous studies related to internet parenting showed inconsistent results. This study aims to determine the effect of internet parenting on internet addiction among junior high school adolescents in Yogyakarta. It is a quantitative survey study using the Indonesian version of the Internet Addiction Test scale and the Internet Parenting scale. The data were collected from 171 junior high school students in Yogyakarta (ages 12-17) by online questionnaire and analyzed using linear regression in JASP 0.17.1. The research findings show an insignificant predictor of internet parenting to internet addiction ($F=0.045$, $p=0.833$). This shows that although internet parenting may have a role in preventing internet addiction in adolescents, other factors such as peer influence should also be considered in explaining the phenomenon of internet addiction among junior high school adolescents in Yogyakarta.

Keywords: *internet parenting, internet addiction, adolescents*

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Introduction

The internet is now widely used by all circles, including teenagers. Data shows that internet use on mobile devices aged 13-18 years is 90.61% (Indonesian Internet Service Providers Association, 2022). The pattern of Internet use among adolescents aged 10-19 years in Indonesia shows that around 80% of adolescents, especially in Jakarta, Banten, and the Special Region of Yogyakarta use the Internet in their daily lives (Gayatri et al., 2015).

In this regard, internet addiction can be caused by excessive internet use (Koob & Volkow, 2016; Kurniasanti et al., 2019). Internet addiction makes individuals feel happy and cannot control internet use characterized by the use of more than 20 hours per week so it can cause psychological, social, and daily activities (Young., 2009). Internet addiction includes a psychiatric disorder called internet addiction disorder, which is dependence on the internet with compulsive/obsessive disorders that encourage individuals to use technology negatively (Salicetia, 2015). This has a negative impact, such as a sense of pressure, loss of control, social withdrawal, feelings of anger, and family conflicts, and causes clinical and mental problems (Cerniglia, 2017). The impact of internet addiction on adolescents is also associated with cyberbullying, alcohol consumption, smoking, and depression (Chang et al., 2015); more negative influences on daily routines, teacher-parent relationships, and school performance (Yang & Tung, 2007); as well as higher rates of compulsiveness, aggressiveness, and depression (Chung et al., 2019). Studies by Kawabe et al., (2016) also confirm that internet addiction contributes to depression in adolescents. In addition, excessive internet use causes academic problems (Zhou et al., 2017).

In adolescents, problematic digital media use is often present in the form of games, social media, information retrieval, and pornography (Rich et al., 2017). Research by Putri et al. (2021) states that 78.2% of students experience internet addiction. Another study showed that 94.4% of adolescents in 4 junior high schools in Kramat Jati District experienced mild addiction (Thiyameira, 2018). Adolescents are prone to internet addiction because their developmental stage is characterized by immature self-control, willingness to take risks, and desire for novelty (Koob & Volkow, 2016; Setiawati et al., 2021). This can increase the tendency to experiment, including when it comes to the internet.

Furthermore, internet addiction in adolescents is influenced by internal factors such as low self-control (Al-Ghiffari, 2021), low sense of happiness (Ashari et al., 2022), low self-esteem (Abd Latief & Retnowati, 2018), high loneliness (Ayamiseba, 2016), clarity of self-concept (Xu et al., 2023), and a tendency for men to experience higher internet addiction (Kuss et al., 2014). As for external factors, namely: high academic stress (Ibrahim, 2019), less strong family cohesion (Sasson & Mesch, 2014), peer pressure (Muche & Asrese, 2021), and permissive and authoritarian type parenting are associated with high levels of internet addiction (Setiawati et al., 2021). In addition, internet addiction is also influenced by the relationship between parents and children, such as lack of attachment between parents and adolescents, low positive support, and high negative control behavior from parents (Chang et al., 2015; Li et al., 2014). According to Kominfo (2014), only a few parents supervise children's online activities and become children's "friends" on social media. In fact, parents have a crucial role in supervising and regulating adolescent internet use so as not to fall into addiction (Setiawati et al., 2021).

Disciplining adolescent internet use by parents, called internet parenting, plays a significant role in decreasing adolescent internet addiction (Hanifah, 2018; Pratiwi & Afiatin, 2021; Destari, 2022). The term internet parenting (Hanifah, 2018; Destari, 2022) is often equated with several similar terms, including parental internet mediation (Livingstone and Helsper, 2008) or parental mediation in internet use (Iqbal et al., 2021). According to Livingstone and Helsper (2008), internet parenting is a strategy that can be done by parents in disciplining children's internet use. Meanwhile, Iqbal et al. (2021) define internet parenting as a multidimensional concept, which not only emphasizes the rules of internet use in adolescents but also trains them to prevent internet

risks. In internet parenting, parents need to be actively involved in digital activities such as restrictions, supervision, and internet access with children (Hanifah, 2018).

Internet parenting has 4 dimensions according to the theory of Livingstone & Helsper (2008), namely: (1) active co-use or the application of active and restrictive mediation when parents access the internet with children; (2) Internet Restrictions means prohibitions from parents on children to interactivity between internet users, such as chat, peer-to-peer online games, and so on; (3) technical restrictions or internet restrictions by technical parents, e.g.: the presence of surveillance software or parental control features on smartphones; and (4) Monitoring or parental activity in checking the history of children's internet activity.

Unfortunately, several previous studies related to internet parenting showed inconsistent results such as Nielsen et al. (2019) and Huang et al. (2023) stated that there is no significant effect between internet parenting on smartphone use and problematic internet in adolescents. In addition, in a systematic review of 18 studies examining the effects of internet parenting on problematic online use, seven studies showed a positive association, nine studies showed no association, and two studies showed a negative association. This means that there is no agreement on which strategies are more effective in reducing or controlling problematic internet use in adolescents (Nielsen et al., 2019).

Based on this gap, researchers are interested in examining whether internet parenting is indeed influential in reducing internet addiction in junior high school adolescents. We assume that internet parenting influences the decline of internet addiction in junior high school adolescents in Yogyakarta City. Furthermore, based on literature studies that have been conducted by researchers, studies on the influence of internet parenting on internet addiction in junior high school adolescents in Indonesia are still not widely conducted, especially in the Yogyakarta City area. Our research hypothesis is that internet parenting will have a significant impact on reducing internet addiction among junior high school students in Yogyakarta.

This research is important to provide a view of the influence of internet parenting on internet addiction and make preventive steps by improving parenting skills in accompanying adolescent internet use. This study also collaborates with the Digital Sehat program at Puspa Kenari Yogyakarta City to provide education on healthier digital use for children and adolescents.

Method

This study uses quantitative methods because it can test theories by examining the relationship between variables that analyze data in the form of numbers statistically (Creswell & Creswell, 2018). The approach in this study is a survey because it can provide a quantitative description of the attitudes, opinions, or trends of a population by studying a sample of that population (Creswell & Creswell, 2018). This research survey study used a cross-sectional study. The research was conducted offline to visit several junior high schools in Jogja City by distributing scales in the form of Google Forms. This study will be limited to the category of early adolescents of Junior High School (SMP) age because adolescents are in the process of developing self-identity, self-image, and social relationships (Cerniglia, 2017). Adolescents also tend to have high curiosity, always want to try new things, and are easily influenced by their peers (Sarwono in Sari et al., 2017). Researchers used G*Power 3.1.9.7 software to determine the number of samples with a correlation value ρ H1 of 0.3, error probability of 0.05, and statistical power of 0.95. As a result, a minimum number of samples of 115 was obtained for this study.

The sampling technique uses a nonprobability technique in which each member of the population does not have an equal chance of being selected. Researchers use purposive sampling, which is a technique based on certain criteria. In this study, there were two criteria for respondents, namely: grade 7 and 8 students who have personal mobile phones; and live with parents/guardians who use mobile phones. Overall, the subjects numbered 171 people with 86 men (50.2%) and 85 women (49.7%). The majority of subject classes were in grade 7 (57.8%) and the majority of

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subjects were 14 years old (36.2%) (see Table 1). High school education constitutes the majority of the last education of the subject's parents (father = 49.7% and mother = 53.2%). A diploma/bachelor's degree is the second most recent education (father = 29.2% and mother = 29.8%). Then there was 1 mother of the subject who did not attend school (0.5%) (see Table 2). The majority of subjects used mobile phones for 1-3 hours per day (28%) followed by durations of 4-6 hours and 6-9 hours (23.3%) (see Table 3). Followed by subjects who used mobile phones for more than 9 hours (16.9%) and the last was less than 1 hour (8.1%). The most used apps by students are WhatsApp (23%), TikTok (21%), Games (18%), and Instagram (16%). Then, the applications used are Online shop Applications (7%), Twitter (5%), Telegram (4%), Others (4%), and Learning Applications (3%). Other apps students use include Termux, ORG 2023; Canva, Cap Cut, Prime Video, Pinterest; Youtube, Facebook, Spotify; and Webtoon (see Table 4).

Table 1. Description of the demographics of the research subject

Demographic Data	Category	Total	Percentage (%)	Total
Gender	Female	85	49.7%	171
	Male	86	50.2%	
Age	12	10	5.8%	171
	13	72	42.1%	
	14	62	36.2%	
	15	22	12.8%	
	16	3	1.7%	
	17	2	1.1%	
Class	7	99	57.8%	171
	8	72	42.1%	

Table 2. Subjects's parent education level

Demographic Data	Category	Frequency	Percentage (%)	Total
Father	Diploma/Bachelor's Degree	50	29.2%	171
	High School Education	85	49.7%	
	Middle School	30	17.5%	
	Elementary School	6	3.5%	
	Not attending school	-	-	
Mother	Diploma/Bachelor's Degree	51	29.8%	171
	High School Education	91	53.2%	
	Middle School	19	11.1%	
	Elementary School	9	5.2%	
	Not attending school	1	0.5%	

Table 3. Smartphone usage time

Smartphone Usage Time	Frequency	Percentage (%)	Total
< 1 hour	14	8.1%	
1 - 3 hours	48	28%	
4 - 6 hours	40	23.3%	171
6 - 9 hours	40	23.3%	
> 9 hours	29	16.9%	

Table 4. Frequency of application usage

Application	Frequency	Percentage (%)	Total
WhatsApp	125	23%	
Telegram	24	4%	
Instagram	89	16%	
Tik Tok	116	21%	
Twitter	25	5%	171
Learning App	15	3%	
Online Shop App	38	7%	
Game	98	18%	
Others	23	4%	

Data collection techniques are carried out with self-report questionnaires consisting of 2 scales, namely the Internet Addiction Test (IAT) and Internet Parenting Scale. The Indonesian version of the Internet Addiction Test (IAT) scale was developed by Prasojo et al. (2018) from the English version of the IAT by Young (1996) to measure internet addiction in subjects. This scale is unidimensional and has a total of 20 items, each with a 5-point Likert scale response format (rarely - almost always). An example of an item of this scale is "How often have you been online longer than you planned?". Based on the results of factor analysis using Confirmatory Factor Analysis the 3-factor model on the internet addiction scale meets the fit criteria shown from X^2/df 1.473, CFI 0.983, SRMR 0.077, and GFI 0.971. While reliability analysis with Cronbach's Alpha, the internet addiction scale has a score of 0.888 indicating that the internet addiction scale has strong reliability.

The Internet Parenting Scale was developed by Hanifah (2018) based on the theory of Livingstone and Helsper (2008). This scale has a total of 40 items and consists of 4 dimensions, namely active co-use, interaction restriction, technical restriction, and monitoring. The active co-use dimension consists of 3 indicators, namely: rules for using the internet, supporting internet use, and showing how to surf safely. An example of an item from the active co-use dimension is "Parents discuss internet usage rules with me". The interaction restriction dimension consists of 2 indicators, namely: limiting system interaction and limiting other user interactions. An example of an item from the interaction restriction dimension is "Parents restrict me from playing games on the internet". The technical restriction dimension consists of 2 indicators, namely: installing filtering and monitoring software on the internet and installing filtering and monitoring software on malicious sites. An example of a technical restriction dimension is "Parents install software to filter and monitor my activities on the internet". The monitoring dimension consists of 2 indicators, namely: monitoring internet use and monitoring after internet use. An example of the monitoring dimension is "Parents observe my computer/laptop/mobile phone screen while using the internet".

On the internet scale validity test meeting the fit criteria is shown X^2/df 2.100, RMSEA 0.080, SRMR 0.108, and GFI 0.934. Meanwhile, the Internet Parenting Scale has a reliability score

of 0.921 with a note that some items are omitted. Some items are omitted because they have low differentiation power (<0.3), including items 3, 5, 8, 11, 15, 18, 27, 31, and 35.

Data analysis techniques using Jeffrey's Amazing Statistics Program (JASP) application version 0.17.1. Test the hypothesis using multiple linear regression with the basis of decision making, namely if the significance value is <0.05, then variable X (internet parenting) affects variable Y (internet addiction).

Result and Discussion

Result

The study has met all the regression requirements for regression analysis. The regression analysis of IP on IAT shows a minimal correlation, just a coefficient of 0.016. This is also supported by the R-squared value of 0.00, suggesting that internet parenting has no significant prediction power to internet addiction.

Table 5. ANOVA Results IP Variable to IAT

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	p
H ₁	Regression	181.382	1	181.382	0.045	0.833
	Residual	17361.296	169	17		
	Total	17542.678	170			

Note. The intercept model is omitted, as no meaningful information can be shown.

Furthermore, based on ANOVA Results IP Variable against IAT, a value of 15 regressions was obtained 0.045 with significance $p=0.833$ (>0.05) (see Table 5). These results show that internet parenting is an insignificant predictor of internet addiction. Based on the value of the IP Variable Coefficient to IAT, the regression equation is found as follows: internet addiction = $41.694 + 0.010(IP)$ so every one unit increase in the internet parenting variable will cause an increase of 0.010 in the internet addiction variable. Furthermore, the coefficient for H₁ (intercept) is 41.694, indicating that when the value of internet parenting is 0, the value of internet addiction will increase by 41.694. The conclusion is that internet parenting has an insignificant influence on internet addiction (see Table 6).

Table 6. Value of IP Variable Coefficient to IAT

Coefficients						
Model	Unstandardized	Standard Error	Standardized	T	p	
H ₀ (Intercept)	42.480	0.777		54.683	< .001	
H ₁ (Intercept)	41.694	3.796		10.984	< .001	
IP	0.010	0.046	0.016	0.211	0.833	

Based on the IP Dimension Regression Test against IAT, it can be concluded that the four dimensions of internet parenting both have an insignificant influence on internet addiction ($p > 0.05$). Then the monitoring dimension has the highest influence (1.5%) on internet addiction (see Table 7).

Table 7. IP Dimension Regression Test to IAT

Dimension	R² H₁	Durbin-Watson statistic	F ANOVA	p ANOVA
Active co-use	0.003	H ₀ = 1.958 H ₁ = 1.965	0.547	0.461
Interaction restriction	0.005	H ₀ = 1.958 H ₁ = 1.962	0.783	0.377
Technical restriction	0.005	H ₀ = 1.958 H ₁ = 1.962	0.783	0.377
Monitoring	0.015	H ₀ = 1.958 H ₁ = 1.942	2.659	0.105

Discussion

This study examines the effect of internet parenting on internet addiction in junior high school adolescents in Yogyakarta City. Internet parenting consists of four dimensions, including active co-use, technical restriction, interaction restriction, and monitoring. The findings in this study show that the research hypothesis is rejected, which means that the internet parenting variable has an influence but is not significant on the adolescent internet addiction variable. This finding is in line with several previous studies, such as research by Nielsen et al. (2019) and Huang et al. (2023) which stated that there is no significant effect between internet parenting on smartphone use and problematic internet in adolescents.

In the first dimension of internet parenting, namely active co-use, is not significantly correlated with adolescent internet addiction. These results are in line with previous research conducted by Nielsen (2019), that parental involvement with children in internet use does not have a significant influence on adolescent internet addiction. In this study, the applications most often used by participants were WhatsApp and TikTok which had the most potential to be used with smartphone media. Meanwhile, the Active co-use strategy is more effective in the case of media that have larger screens such as televisions or computers, which are designed for multiple viewers to allow interaction between adolescents and parents. On the other hand, smaller gadgets such as smartphones are usually designed for individual use, so active co-use strategies are not very effective to implement (Mathias & Singh, 2023).

Furthermore, the technical restriction dimension has the same significance as the interaction restriction dimension, which is 0.5%. This shows that both the interaction restriction and technical restriction dimensions have an insignificant role. This has corroborated previous research by Wu et al. (2016), that restrictions or restrictions carried out by parents are actually ineffective and can increase addiction in children. Furthermore, in the last dimension, namely monitoring or monitoring, a significance of 1.5% was found. That is, although in this study monitoring is the biggest determinant of internet addiction, the results are still relatively insignificant. This is in line with previous research which stated that there was no significant monitoring effect on smartphone use and problematic internet (Nielsen et al., 2019; Huang et al., 2023).

In line with this, research by Sasson & Mesch (2014) has revealed another perspective, that excessive monitoring and control by parents of adolescents can actually increase risky online activities. This happens because parents who lack control over adolescents will try to gain influence and control in order to monitor children's behavior. Unfortunately, technical and social monitoring of online activities carried out by parents actually makes adolescents motivated to find ways to bypass parental monitoring, so it can cause or worsen conflicts between parents and adolescents.

In addition, Benrazavi et al. (2015) argue that parental mediation practices from the television era may be outdated in the Internet age. Advances in technology and changes in family dynamics are making traditional mediation practices less effective. This happens because today's teens are more skilled and knowledgeable in using screens and finding ways to bypass restrictions or access blocked content. Teenagers were found to be skilled enough to use proxy sites, which allow users to bypass filters such as parental control software on smartphones (Lee & Ogoblu, 2018). The statement suggests that even if parents impose technical restrictions and use parental control software to regulate teens' internet access, these measures may not have effective results in reducing teens' internet addiction.

Meanwhile, in several other studies, it was found that internet parenting can have a significant impact on decreasing adolescent internet addiction. This happens because monitoring and providing regulations by parents can prevent internet addiction in adolescents (Chang et al., 2015; Pratiwi & Affiatin, 2019; Destari et al., 2022). The inconsistencies in these findings provide compelling information that it is possible that internet parenting is not the sole determining factor in the decline in adolescent internet addiction. Therefore, this study provides support to previous research that states that various other factors may have a more significant influence on adolescent internet addiction. This is also stated by Li et al. (2022), that internet parenting has a significant effect on elementary students than junior high school adolescents. Such differences can be explained by adolescent developmental stages and school setting factors. On the one hand, primary school children in the early adolescent stage are predominantly dependent on parents, whereas secondary school adolescents in mid-adolescence enter a new socio-psychological phase of life and become increasingly dependent on peers for intimacy and support (Li et al., 2022). Although parents have tried to limit risky internet play behavior and invite critical thinking, it will not be effective if peers influence adolescents to do completely different things than parents teach (Sasson & Mesch, 2014). The influence of internet parenting on internet addiction needs to be seen from the characteristics of the research subject concerned. The subjects of this study are adolescents who are transitioning from childhood to adulthood and entering a period of self-discovery (Santrock, 2019). Their strong desire and courage to take risks, as well as immature self-control, make adolescents more easily fall into internet addiction (Koob & Volkow, 2016; Setiawati et al., 2021). Unfortunately, this can interfere with adolescent mental development to find identity and self-image formation when they use the internet excessively (Kurniasanti et al., 2019).

In adolescence, children tend to rely on friends rather than their parents. Adolescence is also a time when outside social relationships develop strongly, such as peer relationships that help adolescents to learn and perfect socio-emotional skills (Sasson & Mesch, 2014). During this time, relationships with friends become more dependent than relationships with parents. This can happen because adolescents feel more fulfilled needs for friendship, recognition/appreciation of abilities, and intimacy with their friends (Santrock, 2019). In addition, adolescents also feel that peers are better able to understand the problem compared to parents (Pitman & Scharfe, 2010; Ariani et al., 2018). Those reasons make teenagers tend to be closer to peers. Unfortunately, when the quality of peer attachment in adolescents is not good, this can affect internet addiction. When adolescents have insecure attachments with peers, they tend to be higher in problematic with internet use (Reiner et al., 2017). This happens because of the low social competence of adolescents so they find it difficult to maintain social contact (Reiner et al., 2017).

Increasingly close relationships with peers play a role in adolescent decision-making. Santrock (2019) revealed that the likelihood of adolescents making risky decisions can increase in line with the presence of peers. This occurs during the cognitive processes of adolescents whose development is said to be psychosocially immature (Wang et al., 2016). Oetting ER, Beauvais F. P (1987) also explains that peers are powerful socializing agents and actively shape the behavior of other adolescents by changing attitudes and beliefs accordingly (Wang et al., 2016). Especially, if this friend has a negative behavior, it can be a model for his friends to behave negatively (Bandura

in Ariani et al., 2018). So not infrequently, adolescent behavior is contrary to the values that have been taught by parents (Sasson & Mesch, 2014). In addition, peers can also increase high motivation which can lead to reduced self-control capacity (Casey, 2015).

At the risk of internet addiction, adolescents will immediately learn and adopt beneficial beliefs from peers who are addicted, and make adolescents reduce their perceptions of their self-efficacy in using the internet (Wang et al., 2016). In addition, another reason adolescents easily increase internet use is the benefits they get when connected with peers in cyberspace that have been predicted (Wang et al., 2016). This is reinforced by research by Yang & Tung, (2007) that both adolescents who are already addicted to the internet or not, view that internet use can improve relationships with peers.

In addition, peer pressure can increase the likelihood of internet addiction by as much as 16% (Muche & Asrese, 2021). This is also revealed by Xu et al's (2023) research which shows that peer pressure is a risk factor for mobile social media addiction in adolescents. The pressure felt to use devices and/or the internet is felt directly or indirectly to be able to develop peer relationships. They are following the theory of the influence of peer norms by Berkowitz in 2005 (in Xu et al., 2023) which revealed that when certain behaviors become normative behaviors in peer groups, it will cause pressure in adolescents resulting in encouragement for adolescents to carry out these behaviors. This theory also explains that when teenagers do not comply with these norms (for example, using devices), there is a possibility that they are rejected and insulted by their peers. Therefore, adolescents will do this to develop relationships with peers and meet needs about belonging (Xu et al., 2023). This pressure can increase the risk of internet addiction due to the immature self-control ability of adolescents so adolescents tend to use cell phones excessively. Thus, although internet parenting can have a role in preventing internet addiction in adolescents, other factors such as peer influence must also be considered in explaining the phenomenon of internet addiction in junior high school adolescents.

This research shows that internet parenting is not a factor that plays a significant role in internet addiction in junior high school adolescents in Yogyakarta City. These findings undermine the assumption that parental influence is a major factor in preventing or reducing Internet addiction in junior high school adolescents. This highlights the importance of exploring other factors that may play a role in internet addiction among middle school adolescents, such as peer influence, psychological factors, and other variables still related to parent-adolescent relationships. This is useful so that future research can gain a more comprehensive understanding of the dynamics of adolescent internet addiction, so as to provide appropriate intervention suggestions to reduce these problems.

During the study, researchers realized that there were some shortcomings. First, this study only explored the variables of internet parenting from an adolescent perspective and did not include a parent's perspective in the data collection process. Second, the majority of data collection was carried out during the day, so the participants tended to be tired and reduced in concentration due to having undergone KBM starting in the morning. This may affect participants' responsiveness and performance during data collection. Third, this study only focused on examining the influence of internet parenting as a potential factor affecting internet addiction in junior high school adolescents. By narrowing the scope down to just one variable, other important factors that may contribute to internet addiction may not be fully explored or taken into account.

Conclusion

Based on the findings of this study, it can be concluded that internet parenting has an insignificant role or influence on internet addiction in junior high school adolescents in Yogyakarta City. This shows that internet addiction in adolescents is a complex phenomenon and is influenced by various other factors, such as friendship factors that tend to be more needed by adolescents

than factors related to parents. Adolescents have a dominant internet addiction at a mild level and get internet parenting tends to be at a moderate level from their parents.

Suggestion

Based on the above findings, researchers need to continue to develop internet parenting theories until they find the most significant mediation strategies to overcome the problem of internet addiction in adolescents. In addition, it is necessary to take different research approaches to this variable, for example by qualitative or longitudinal methods. For parents, internet parenting may be more effective if applied to children whose attachment is still predominantly dependent on parents, rather than applied to adolescents whose attachment lies more with their peers. Parents need to provide direction or advice and supervision related to children's association with peers because peers also have a crucial role in adolescent development, including internet use.

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