



# PARENTAL MOBILE DEVICE USE AND ITS EFFECT ON FAMILY LIFE

**Pertemuan Rutin IPK Jatim – Rabu, 8 Januari 2020**

Cicilia Evi (PhD student at QUT)

# Initial background of the study

- Personal and professional experiences
- Personal aim of 'pointing finger to parents'

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Kebutuhan dasar  
*Millennial* adalah  
Sandang, Pangan,  
dan Colokan.

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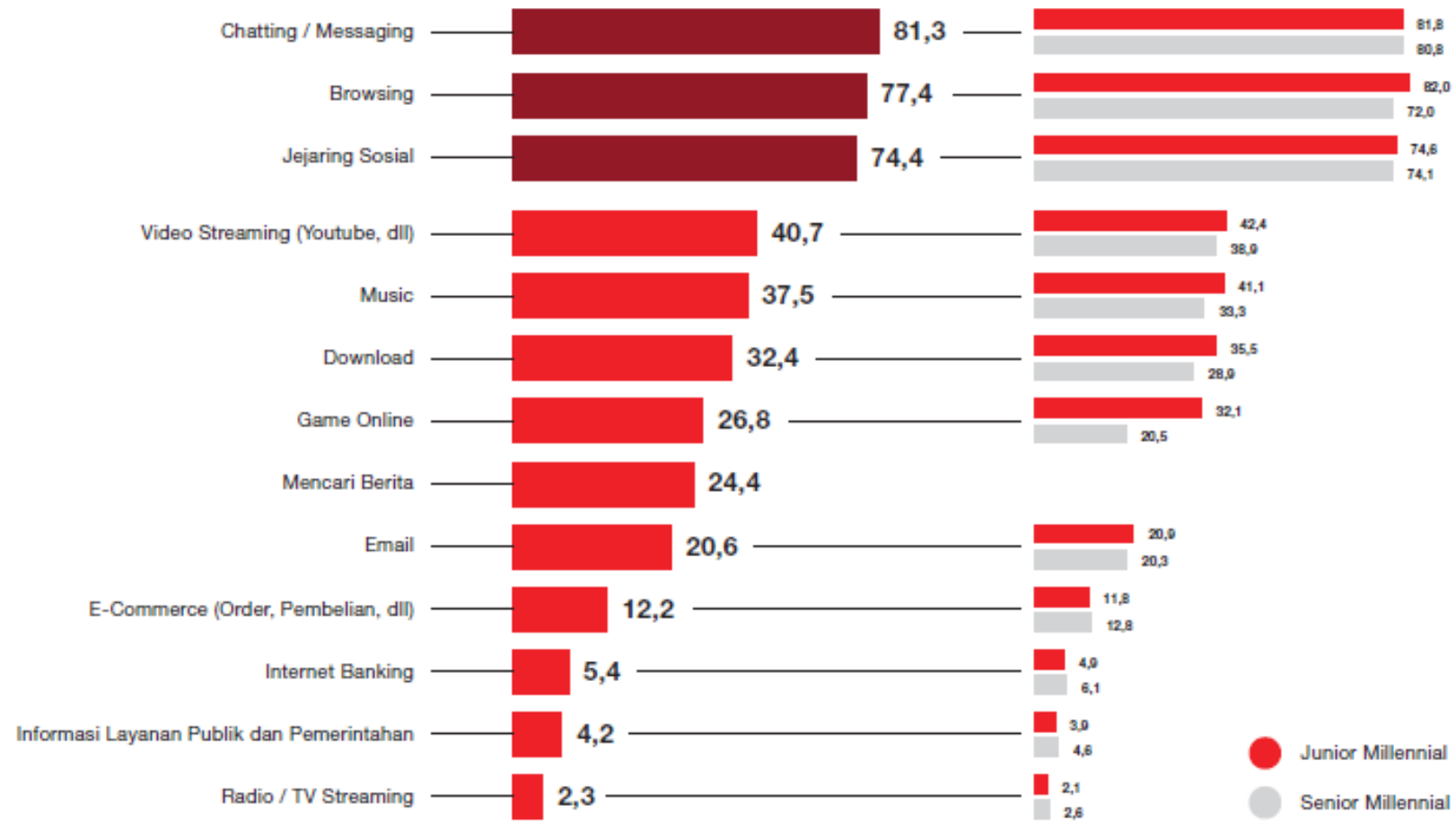
Hasil riset menunjukkan bahwa  
94.4 persen *millennial* Indonesia  
telah terkoneksi dengan internet.  
Internet menjadi kebutuhan utama  
bagi *millennial*.



79%

*Millennial* membuka  
*smartphone* 1 menit  
setelah bangun tidur.

### TUJUAN AKSES INTERNET (%)



# Different Discourses

## Popular Media

- Promote 'dis-integration' to be 'authentic human' (Harmon & Mazmanian, 2013)
- Online Game addiction

## Advertisement

- Promote integration and revalidation of digital tools for family togetherness (Harmon & Mazmanian, 2013; Chambers, 2016)
- ILY Phone

Parents and families are in the middle of these  
conflicting messages

## **Supervising Children During Parental Distractions**

Richard E. Boles,<sup>1</sup> PhD and Michael C. Roberts,<sup>2</sup> PhD

<sup>1</sup>Cincinnati Children's Hospital Medical Center, Cincinnati and <sup>2</sup>Clinical Child Psychology Program, University of Kansas

## **Learning on Hold: Cell Phones Sidetrack Parent-Child Interactions**

Jessa Reed  
Temple University

Kathy Hirsh-Pasek  
Temple University and The Brookings Institution

Roberta Michnick Golinkoff  
University of Delaware

## **Digital disruption? Maternal mobile device use is related to infant social-emotional functioning**

Sarah Myruski<sup>1,2</sup> | Olga Gulyayeva<sup>2,4</sup> | Samantha Birk<sup>2</sup> | Koraly Pérez-Edgar<sup>3</sup> |  
Kristin A. Buss<sup>3</sup> | Tracy A. Dennis-Tiway<sup>1,2</sup>

## **Technoference: Longitudinal Associations between Parent Technology Use, Parenting Stress, and Child Behavior Problems**

Brandon T. McDaniel<sup>1</sup> and Jenny S. Radesky<sup>2</sup>

# Parent–Child Time Together: The Role of Interactive Technology With Adolescent and Young Adult Children

J. Mitchell Vaterlaus<sup>1</sup> , Troy E. Beckert<sup>2</sup>, and Sarah Schmitt-Wilson<sup>1</sup>

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BRIEF REPORT

“Tap Space Number Three”: Promoting Math Talk During Parent-Child Tablet Play

Erica L. Zippert  
University of Maryland, College Park and Vanderbilt University

Emily N. Daubert  
University of Maryland, College Park and  
Rutgers University–Newark

Nicole R. Scalise  
University of Maryland, College Park

Gabriella D. Noreen  
Vanderbilt University

Geetha B. Ramani  
University of Maryland, College Park

Video gaming as digital media, play, and family routine: implications for understanding video gaming and learning in family contexts

Elisabeth Gee, Sinem Siyahhan & Anna Montana Cirell



# Along the way ...

- Mobile device is a neutral object, it depends on how we use it
- Shifting the focus from 'time use' into the consideration of content and context of use (Coyne, Rogers, Zurcher, Stockdale, & Booth, 2020)
  - Longitudinal study for 8 years → children aged 10 to 13 years
  - Measurement on: social media time use, depression and anxiety
  - Results:
    - Time spent online is **moderately** related to depression and anxiety symptoms → displacement theory (displace other important activities to maintain mental health)
    - Valid **only for between-person level**, and not within-person level
    - Individual fluctuation in social media use ≠ fluctuation in mental health



Contents lists available at [ScienceDirect](https://www.sciencedirect.com)

# Computers in Human Behavior

journal homepage: <http://www.elsevier.com/locate/comphumbeh>



Full length article

## Does time spent using social media impact mental health?: An eight year longitudinal study



Sarah M. Coyne<sup>\*</sup>, Adam A. Rogers, Jessica D. Zurcher, Laura Stockdale, McCall Booth

*Brigham Young University, USA*

### ARTICLE INFO

*Keywords:*

Social media  
Social network  
Mental health  
Depression  
Anxiety  
Longitudinal

### ABSTRACT

Many studies have found a link between time spent using social media and mental health issues, such as depression and anxiety. However, the existing research is plagued by cross-sectional research and lacks analytic techniques examining individual change over time. The current research involves an 8-year longitudinal study examining the association between time spent using social media and depression and anxiety at the intra-individual level. Participants included 500 adolescents who completed once-yearly questionnaires between the ages of 13 and 20. Results revealed that increased time spent on social media was not associated with increased mental health issues across development when examined at the individual level. Hopefully these results can move the field of research beyond its past focus on screen time.

# What do we know so far?

- The extent of negative effects of parental mobile device use is unknown (Pempek & Lauricella, 2017)
- But some studies highlighted the effects of parental ‘technoference’ (term by McDaniel, 2015):
  - Higher degree of parental absorption in their devices, the more likely parents were to exhibit a harsh reaction toward children’s misbehaviour (Radesky et al., 2014)
  - Interacted less with their children and offered less encouragement, especially in the presentation of unfamiliar foods (Radesky et al., 2015)
  - **Both mothers and fathers** - higher technoference was associated with greater child externalizing and internalizing behaviors, and higher parenting stress; higher technoference was also associated with lower coparenting quality (**fathers only**) and greater parent depressive symptoms (**mothers only**; McDaniel & Radesky, 2018)
  - Parental high degree of internal tension regarding their own mobile technology use (Radesky et al., 2016)
  - Interrupted parents are unable to provide children with satisfying response (Hiniker et al., 2015)
  - Distracted parents: showed significant reduction in the ability to supervise their children, limiting the ability to provide education (on risky items or behaviours) or to take immediate action to prevent injuries or to minimize a possible injury after risky behaviour (Boles & Roberts, 2008)

# What's next?

- Understanding the content and context of use (Oviedo-Trespalacios, Nandavar, Newton, Demant, & Phillips, 2019; Pempek & Lauricella, 2017; Radesky et al., 2016)
- Helping parents to make use of their devices to promote positive parent-child interaction (Erkoboni & Radesky, 2018)
- Encouraging parent-child interaction without technology, but we can't stop the use of technology at all aspects of family lives. Digital technology is now seen as part of development (Barr, 2019).
- Indonesian perspective?

# My study

- Contribution to the body of knowledge:
  - Parents and children discourse on parental mobile device use and its effects on family life
  - Aspects of family life
    - Family identity, culture
    - Family functioning
    - Well-being
- Exploratory sequential mixed-method design (Qualitative – Quantitative)
  - Up to 10 parent-child dyads → interview
  - Followed by up to 100 parents and 100 children in online survey

QUESTIONS AND  
FEEDBACK!

A person's hands are visible holding a white rectangular sign. The sign has the text "YOUR FEEDBACK MATTERS!" written in a bold, dark red, sans-serif font. The background is a blurred bokeh of warm colors like yellow and orange, with a few cooler colors like green and blue. The person's arms and hands are in the foreground, holding the sign steady.

**YOUR  
FEEDBACK  
MATTERS!**



Email : [c.evi@hdr.qut.edu.au](mailto:c.evi@hdr.qut.edu.au)

Mobile : +61 450 107057