

Indian Teenagers and their Family Relations in the Social Networking Era

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Abstract

This study is an attempt to find out the difference in the social networking media usage patterns of teenagers and their time spent on family communication. A secondary objective is to determine the structure of attachment of teenagers to their parents. A structured questionnaire was administered to 556 students (using social networking media) from high schools and higher secondary schools in India. Results show that there is a significant difference between the teenagers with internet at home and those without internet at home in their time spent for family communication. The factor analysis of the structure of teenagers' attachment to their parents yielded a three factored solution. Subsequent factor analyses of the structure of attachment of boys and girls to their parents also yielded three factors. However, some changes were observed in the factor structures of these different groups.

Keywords

social networking media; teenagers; family communication; family relation; parent attachment

Introduction

Family communication refers to the way verbal and non-verbal information is exchanged between family members (Epstein et al., 1993). One of the most difficult challenges families face today is finding time to spend together. Graham and Crossan (1996) stated that lack of time for family communication was a greater problem than the lack of money. There is a strong link between communication patterns followed in each family and satisfaction within family relationships (Noller and Fitzpatrick, 1990). Markman (1981) found that couples who rated more positively their communication within the family were found to be more satisfied with their family relationship even when interviewed after a gap of five years. These studies indicate that communication within the family is an essential element of family bond or attachment. Parents and children are found to be closer if they spend more time interacting with each other. The main obstacle between parent and the adolescent is the "stubborn insularity" of the adolescent and in the present age, this narrow-mindedness has its own electronic enabling techniques (Siegel, 2012: 21). Today's teenagers are influenced by the multimedia technology to a great extent. Teens are spending increasing amounts of time, using the internet and cell phones. Teenagers and youth today are unable to think about a day in their life without any of these media facilities (Diamanduros et al., 2007). In 2004, an American survey revealed that 73 per cent of teenagers owned a computer and 44 per cent owned a mobile phone. By 2009, 75 per cent of American teenagers owned cell phones (Pew Internet and American Life Project, 2010).

If it was the advent of the mobile phone which caused such a great concern in the past, now it is the turn of the internet and social networking media. Online social networking sites like Facebook and YouTube are fast emerging as the most popular services on the Web (Thompson, 2014). These systems are able to capture a significant portion of Web users. In January 2011, Facebook counted more than 500 million active users and about 50 per cent of active users log on to Facebook at any

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given day (<http://www.facebook.com/press/info.php?statistics>). Statistics reveal that if it were to be taken as a country, then Facebook will be the third largest country today in terms of population after China and India (<http://www.economist.com/node/16660401>). An online gaming site named roi world conducted a study in June 2010 and concluded that on average, American teenagers spend around two hours and 20 minutes a day on the internet and most of that time (1 hour and 50 minutes; i.e., almost 80 per cent of their 'internet time') on a social networking site (<http://www.scribd.com/doc/33751159/Teens-Social-Networks-Study-June-2010>). According to their study the time spent online on a weekly basis by a teenager is 16 hours and 24 minutes, in which approximately 13 hours will be spent on social Networking Sites.

In a Symantec Study in 2007, the researchers found that parents of teenagers in Australia thought that it was only six hours a week that their teen-aged sons and daughters were spending online; whereas in reality the young people reported spending an average of 12 hours online (www.ozchild.org.au/userfiles/docs/ozchild/research). This is true in the case of Indian teenagers too as studies reveal (Shastri, 2011; Varghese and Nivedhitha, 2012). Whereas the teenagers in the West are reporting increasing amounts of Facebook fatigue (the exhaustion due to over use of Facebook) (<http://www.scribd.com/doc/33751159/Teens-Social-Networks-Study-June-2010>), the Indian teenagers are getting more and more attached to the social networking sites (Shastri, 2011). Teenagers find these sites as a means of easy communication with their peers. India is known for its strong family bonds and attachment between parents and children. The prevalent system in India is such that the children live with their parents at least upto their marriage.

According to family communication experts like Laura Schlessinger, social networking sites have replaced the intimate interactions which used to occur within most families (<http://www.examiner.com/article/social-networking-sites-and-the-effects-on-family-interaction>). She informs us that these sites are having a negative effect on the family structure and young teens are most affected by this growing trend (Moore, 2009). RACP Study in 2004 concluded that there is a negative correlation between time spent on the media and the chances of interacting with the family members (<https://www.racp.edu.au/index.cfm/RACP,+2004>). National Altitudinal Poll conducted in 2006 revealed that the number one media concern for parents has shifted from television to the Internet: 85 per cent of the parents reported that among all forms of media, the internet posed the greatest risk to their children (www.common sense.com). Internet today, through its social networking hands, provides the teenagers freedom and privacy in communicating whatever they want to and to whomever they like. Teenagers may find it easy to communicate with anyone outside their friends' circle or family through social networking sites and this in turn accounts for a sizeable amount of time spent with or even without the knowledge of their parents. Researchers like Kavitha Subrahmanyam would say that the socially anxious teens have a tendency to identify communication online as a substitute for real life interactions (Subrahmanyam et al., 2004).

Some researchers have argued that 'The internet' use in the home is an asocial activity (Nie and Hillygus, 2002); however, another study argued that the internet sustains social activities (Wellman and Haythornthwaite, 2002). Valentine (2004) states that though the teenagers have desire to be part of the general political or cultural public they are denied the right to do that. Danah Boyd is of the opinion that teenagers are always restricted from entering into the arena of "publics" because of their under age. But once they are "of age", the so called "public" sphere enlarges itself to include them too (Boyd, 2008: 21). It is in this context the teenagers make their own "counter publics" (Warner, 2002). Teenagers at this stage will have their own public sphere. They make their own peer publics. Hine suggests that the freedom and rights of teenagers are eroding more in this century compared to that of the last centuries (Hine, 1999). The social networking sites have entered the teenagers' world as an extension of their peer publics. The freedom and personal space the social networking sites provide to them have worked as a catalyst to attract more and more teenagers to this fascinating networking world.

Review of Literature

There are not much studies or research conducted on how social media or any other new media devices influence the teenagers' relationship with their parents. But indications of the existing studies are that social media may increase the amount of time for peer communication at the expense of their interaction with the parents or family members (Subrahmanyam and Greenfield, 2008). The review of literature considers several components of family communication and social networking media usage and is presented under three headings: Effect of the internet on family relations and family communication, teenagers and social networking media, and teenagers' attachment to parents.

Effect of the Internet on Family Relation and Family Communication

Communication, according to many researchers, is a key to healthy relationships and attachments in the family. Members of the families that communicate in healthy ways are more capable of problem-solving and tend to be more contented with the bonds they cherish in their families (Peterson, 2009). It is through communication that we achieve quality relationships in any group. Researchers have found that communication acts as a good cause for quality human relationship in different circumstances (Montgomery, 1988). Many studies tell us that in order to have effective family communication the family members must listen actively, communicate frequently, openly and honestly, and must think about the person with whom they are communicating (Peterson, 2009). A research conducted in the USA in 2007 found that the internet use was significantly correlated with decreases in face-to-face communication with family members and with decreases in desire for face-to-face communication with family members. Again, the internet use displaces not only the time the teens spent with the family, but also their desire for spending time with parents and family members (Shim, 2007). A study by Nie and Erbring (2000) found that the more people use the internet, the lonelier they feel and the less they engage in interpersonal communication even among their families. Another study noted that people who like to reveal their true self on the internet than in face-to-face communication will be more likely to form online relationships (McKenna et al., 2002). Some of the studies found a positive impact of the internet on social interaction within the family and friends (Lee and Kuo, 2002) and on community and political involvement (Katz et al., 2001). But there are more studies which reported negative impacts of the internet use on people's face-to-face communication (Shim, 2007).

Teenagers and Social Networking Media

Early researches on social networking media show that teenagers make use of the new media devices to strengthen their already existing friendships and try to form new friends (Cliff et al., 2006). Other researchers came up with findings that adolescents use social networking sites to communicate with their offline friends and to make plans for their holidays or weekends (Lenhart and Madden, 2007). A focus group study made it clear that many teenagers have more than one account in MySpace and the parents can see only one of them (Subrahmanyam and Greenfield, 2008). Another study conducted in 2012 with the teenagers and their parents revealed that many of the Parents do not know what their children are exactly doing on the internet. Many of them are unaware of the nuances of Facebook and other social networking sites. Some even said the only interaction that happens in their family between the teen-aged son and the parents is about money (Varghese and Nivedhitha, 2012). Students in a research identified, that typing the address for their favourite sites (especially Facebook) had become "muscle memory" (Young, 2012). A 2002 survey results showed that an increase in the internet use by the teenagers caused a drastic decrease in their television viewing, but stimulated newspaper reading, radio listening, and socialising with friends. However, it had no significant impact on physical activities and interaction with family members (Lee and Kuo, 2002). In a study conducted in 2012, teenagers revealed that once they come back from the schools the first thing they do is to log in to the Facebook and start chatting (Varghese and Nivedhitha, 2012). An Indian study observed that the percentage of those getting addicted to these sites was much higher for adolescents and youngsters than other users and the more the time spent on Facebook, the more the chances of losing their control over the desire to log in (Neelakantan, 2011).

Teenagers' Attachment to Parents

Teenagers with strong attachment to parents are less likely to disobey their parents for fear of losing an existing strong emotional bond and thus will understand better the justifications behind the standards of expectations (Rankin and Wells, 1990). Teenagers with higher levels of parental attachment are at lower risk of having suicidal tendencies (Maimon et al., 2010). But unfortunately "the internet is the air they breathe" and kids spent at least four hours a day on social media in such a way that they get disengaged from their family and the outside world (Siegel, 2012: 19). Attachment is explained as an "enduring bond of substantial intensity of affection and a lasting psychological connectedness between human beings" (Bowlby, 1969:194). Bowlby (1969) concluded that human beings at any stage of development are most well-adjusted when they have confidence in the accessibility and responsiveness of a trusted other person. An observational research in 1978 has found out that attachment traits can be reliably classified as secure and insecure (Ainsworth et al., 1978). Weiss (1982) observes that while there are increasing intervals during which parental accessibility is not necessary for teenagers' felt security, as their confidence in their parents'

commitment to them remains crucial. Thus there are three factors identified as key to parent-teenager attachment. They are:

1. Parental understanding and respect and mutual trust (Trust)
2. Extent and quality of verbal communication (Communication)
3. Feelings of alienation or isolation (Alienation) (Armsden and Greenberg, 1987).

Methodology

This study was conducted in Thiruvananthapuram, the capital city of Kerala, a southern Indian state. The city for the study was first divided into different zones. Schools, public (government) and private, were selected from each of these zones. Three government schools (out of six) and three private schools (out of six) were randomly selected from the north zone. Four government schools (out of eight) and four private schools (out of nine) were selected randomly from the central zone. Similarly, three government schools (out of five) and three private schools (out of seven) were randomly selected from the south zone. Permission to administer questionnaire to school students was obtained from the school managements. During the course of the study two more government schools were added in order to increase the number of respondents from government schools. Overall, 12 government and nine private schools were selected from the city. A total of 556 teenagers (292 males and 264 females) from Classes 8th to 12th were the participants in the study. The questionnaire was administered to all the students in a class who use social networking media. Table 1 shows the number of students selected from two types of schools and classes (VIII to XII) for the study.

Table 1
Class-wise distribution of respondents

<i>Class</i>	<i>Government School</i>	<i>Private School</i>	<i>Total</i>
VIII	5	16	21
IX	23	72	95
X	104	60	164
XI	49	58	107
XII	72	97	169
Total	253	303	556

A survey method using a structured questionnaire was used for data collection. The questionnaire had three sections of demographics, The internet usage and parent attachment inventory. This paper is based on analysis of the data obtained from these three sections of the questionnaire. The first section of the questionnaire consists of questions related to the demographic details like age, class, gender and the type of school. The second section includes questions pertaining to the internet usage patterns of teenagers. Questions like preferred online activity, time spent online daily, time spent online for education, and the time spent for social networking media were included in this section. The Inventory of Parent and Peer Attachment (IPPA) was taken as the basis for the study (Armsden and Greenberg, 1987). The inventory was developed by Armsden and Greenfield in the early 1980s to analyse the level of attachment of the teenagers to their parents as well as their peers. The attachment to parent scale comprised of 28 items whereas the peer attachment scale had 25 items. It was administered to 179 undergraduate students at the University of Washington. This study adapts the 28-item parent attachment inventory. The Armsden and Greenfield (1987) study yielded three factors, namely, trust ($\alpha=.91$), communication ($\alpha=.91$) and alienation ($\alpha=.86$). In this study, nine items that had high loadings on the three factors in the Armsden and Greenberg (1987) study cited above were selected. The items selected are:

Trust: Parents respect my feelings; parents accept me as I am; and parents trust my decision.

Communication: I can count on my parents; I will tell my parents about my problems and troubles; and my parents encourage me to talk.

Alienation: My parents don't understand what I am going through these days; I get upset a lot more than what my parents know about; and I feel that no one understands me.

Hypotheses:

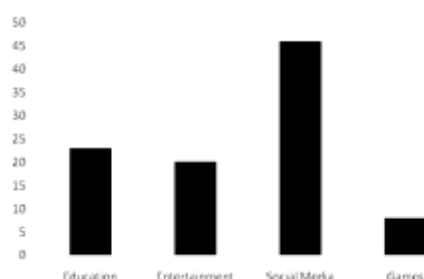
1. Time spent for family communication and social networking media usage are correlated.
2. There is a difference between boys and girls in their family interaction time patterns.
3. There is a difference between boys and girls in their time spent on social networking media.
4. There is a difference between teenagers with the internet facility at home and those without the internet facility at home in their time spent for communication with their family members.
5. There is a difference between teenagers with the internet facility at home and those without the internet facility at home in their time spent on social networking media.
6. There is a difference between high school and higher secondary school students in their time spent for communication with their family members.
7. There is a difference between high school and higher secondary school students in their time spent on social networking media.

In addition, this study is aimed at finding out the structure of teenagers' attachment to their parents. The study also examined whether there were any differences in the structure of attachment of boys and girls to their parents.

Results

For about half (46.4%) of the respondents, social networking media is the most preferred activity online. For 23 per cent education is the most preferred activity while 20 per cent use the internet mainly for entertainment purpose. Eight per cent prefer to play games online (Figure 1). Around 35 per cent of the students spend more than two hours on the internet for social networking sites. Around 31 per cent of the teenagers log into their favourite social media sites more than once a day. A slight difference is seen between boys and girls in their frequency of logging in to the social networking sites. Thirty-two per cent of girls log in to social networking sites more than once a day whereas only 30 per cent of boys log in to it more than once a day. Facebook is the most preferred social networking media for 82 per cent of teenagers.

Figure 1
Preferred online activity of teenagers



Hypothesis 1:

Those who spent more time on social networking media were found to be talking less with the n family members. There is a significant but negative correlation between the time spent on family communication and time spent on social networking media ($p = .0005$, $r = -.416$).

Hypothesis 2:

No significant difference was found between boys and girls in their family interaction time patterns ($t(553) = -1.29$, $p > .05$).

Hypothesis 3:

There is a significant difference seen between boys and girls in their social networking site usage ($t(552) = -.54$, $p < .05$). Sixteen per cent of girls spend more than four hours daily for social networking sites whereas only 11 per cent of boys spend more than four hours in these sites.

Hypothesis 4:

There is significant difference between the teenagers with the internet access at home and those without the internet access at home, in their time spent for family communication daily. Those who have the internet facility at home tend to talk less (around one hour per day) with their family

members compared to those without the internet access at home (around two hours) ($t(553) = -6.18, p < .05$).

Hypothesis 5:

Teenagers with the internet facility at home tend to spend considerably more time on social networking media (around three hours on an average per day) than those without the internet at home (less than one hour) ($t(552) = 15.38, p < .05$).

Hypothesis 6:

High School students are found to talk more (around two hours) with their family members compared to their Higher Secondary counterparts ($t(553) = 3.77, p < .05$).

Hypothesis 7:

There is a significant difference between high school and higher secondary school students in their time spent on social networking media ($t(551) = -4.28, p < .05$). Higher secondary students are spending comparatively more time (2-3 hours per day) on social networking media than the high school students (1-2 hours per day).

Structure of Attachment of Teenagers to their Parents

One of the main objectives of this study was to find out the structure of teenagers' attachment to their parents. At a secondary stage, the sample was split into two groups based on gender and two factor analyses were conducted to examine whether there were any differences in the structure of attachment of boys and girls to their parents. The nine items of the Inventory of Parent and Peer Attachment were factor analysed using principal component analysis with varimax rotation. A three factor solution was obtained. Table 2 shows the results of factor analysis of the nine items of Parent Attachment Inventory. The three factors cumulatively explained 68 per cent of the variance.

Table 2
Structure of attachment of teenagers to their parents

<i>Factor</i>	<i>Items</i>	<i>Loading</i>	<i>Reliability</i>
Trust	Parents respect my feelings	.81	.84
	Parents accept me as I am	.72	
	Parents trust my decision	.70	
	I will tell my parents about my problems	.58	
Alienation	My parents don't understand what I am going through these days	.78	.72
	I get upset a lot more than my parents know about	.76	
	I feel that no one understands me	.71	
Communication	I can count on my parents	.82	.61
	Parents encourage me to talk	.63	
Total Variance Explained (per cent)			68
Principal component analysis with varimax rotation (N=556)			

Trust

The items loading high on this factor are: 'Parents respect my feelings', 'Parents accept me as I am', 'Parents trust my decision' and 'I will tell my parents about my problems and troubles.' This factor accounted for 27 per cent of the variance and the reliability was 0.84.

Alienation

The three items loading high on the factor Alienation are: 'My parents don't understand what I am going through all these days', 'I feel that no one understands me' and 'I get upset a lot more than my parents know about'. It accounted for almost 22 per cent of the variance and the reliability was 0.72.

Communication

Items loaded high on the factor communication are: 'Parents encourage me to talk about my difficulties'; 'I can count on my parents'. This factor accounted for 19 per cent of the variance and the reliability was 0.61.

Gender Based Factor Analysis

Having examined the structure of attachment of teenagers to their parents, we examined whether the structure of Parent Attachment Inventory is similar for boys and the girls. Using principal component analysis with varimax rotation a three factor structure was obtained for the male student group. These three factors cumulatively explained 65 per cent of the variance (Table 3).

Table 3
Structure of attachment of male students to their parents

Factor	Items	Loading	Reliability
Communication	I can count on my parents	.80	.69
	I will tell my parents about my problems	.63	
	Parents encourage me to talk	.60	
Trust	Parents Respect My feelings	.81	.76
	Parents accept me as I am	.73	
	Parents trust my decision	.53	
Alienation	My parents don't understand what I am going through these days	.77	.67
	I get upset a lot more than my parents know about	.75	
	I feel that no one understands me	.69	
Total Variance Explained (per cent)			65
Principal component analysis with varimax rotation (N=292)			

Next, we repeated the procedure to determine the factor structure of female students' attachment to their parents. Principal component analysis with varimax rotation yielded three factors structure. These three factors cumulatively explained 69 per cent of the variance (Table 4).

Table 4
Structure of attachment of female students to their parents

<i>Factor</i>	<i>Items</i>	<i>Loading</i>	<i>Reliability</i>
Trust	Parents respect my feelings	.79	.87
	Parents trust my decision	.69	
	Parents accept me as I am	.66	
Alienation	I will tell my parents about my problems	.58	.76
	My parents don't understand what I am going through these days	.82	
	I feel that no one understands me	.70	
Communication	I get upset a lot more than my parents know about	.58	.68
	I can count on my parents	.82	
	Parents encourage me to talk	.47	
Total Variance Explained (per cent)			72
Principal component analysis with varimax rotation (N=264)			

Overall, the number of factors obtained from factor analyses of the three groups yields a three factor solution. However, differences can be observed among the male and female groups and the general group. Another analysis based on the types of attachment of teenagers to their parents gave us the result that 67 per cent of teenagers are securely attached to their parents while 33 per cent are insecurely attached to their parents.

Discussion

This study attempted to understand the relationship between the time spent for social networking media and time spent for family communication. It was also an attempt to understand whether gender, class or the internet facility at home makes any difference in the time spent by teenagers for family communication and the time spent on social networking media. Those who spent more time on social networking media were found to be talking less with the family members. Gender makes no

significant difference on the time spent for family communication. But, there is a significant difference between boys and girls in their time spent on social networking media.

A statistically significant difference was found between the teenagers with the internet access at home and those without the internet access at home in their time spent on family communication daily. The availability of the internet at home makes it easy for the teenagers to use it for a longer period which in turn may interfere with the time they are supposed to spend on communication with the family members. The higher secondary students are spending more time on social networking media and on the other hand high school students are found to talk more with their family members. This will be because of the amount of freedom they enjoy being both a senior at school and an elder at home. All these could be well related to the fact that there are a lot of teenagers who do not have a secure attachment with their parents. Though the majority (67%) of teenagers are securely attached to their parents we should not neglect the fact that 33 per cent are having alarmingly low levels of parental attachment. This could be regarded as a threat for family relations as the number of teenagers and elders using Facebook is going up day by day.

Teenagers prefer Facebook among all the social media sites. According to a recent survey by the internet and Mobile Association of India Facebook is the leading website accessed by almost 97 per cent of all social media users in India (Kannan, 2013). The recently conducted Times of India-Ipsos survey found out that 29 per cent of the teenagers in Kochi have Facebook accounts whereas 33 per cent of teens in Bangalore and only four per cent of teens in Chennai have Facebook accounts (Nair, 2013). The three cities (Chennai, Bangalore and Kochi) are located in south India.

Factor analysis of the parent attachment inventory showed some differences between the attachment pattern of boys and girls. The factors and the items in them varied in the case of boys and girls. Whereas the boy's group factor structure was similar to the structure that Armsden and Greenberg study found, the girl's group factor structure was similar to the factor analysis of the overall sample of this study (Table 5). There was no significant difference found between males and females in their levels of parent attachment in a 2008 study (Ma and Huebner, 2008).

Table 5
Structure of attachment to parents of three groups

<i>Factor Label</i>	<i>Variance Explained</i>	<i>alpha</i>	<i>Factor Rank</i>	<i>Summary</i>
Trust	Total sample = 27	0.84	1	Trust is the most important factor explaining the largest amount of variance for both the general group and the girls' group. But it is ranked second for the boys' group. The number of items was three in boys group. The item 'I will tell my parents about my problems' which is an item on communication for boys and was loaded highly on Trust in both the general group and the girls' group.
	Male = 21	0.76	2	
	Female = 27	0.87	1	
Alienation	Total Sample = 22	0.72	2	Alienation ranks second in both the general group and the girls' group. But this was the third ranked factor in boys' group. The items were the same in all the three groups. The items 'I get upset a lot more than my parents know about' and 'I feel that no one understands me' swap positions for the boys' group.
	Male= 20	0.67	3	
	Female= 24	0.76	2	

Communication	Total Sample =	0.61	3	Communication is the first ranked factor in boys' group, whereas it ranked third on both general group and girls' group. The factor has two items in both general group and girls' group. Boys group has three items. The item 'I will tell my parent about my problems' is an addition to this factor only in the boys' group.
	19	0.69	1	
	Male= 24	0.68	3	
	Female= 21			

Note: The three groups are: group comprising both boys and girls; group comprising of boys, and group comprising of girls.

This study examined the structure of attachment of teenagers to their parents. Factor analyses were done three times for the general group, the boys group and girls group. Differences were found among the three groups based on the structure of factors and of the items loaded on each of the factors. Except for the factor Alienation the number of items and their order were different for the different groups.

Conclusion

This study was designed to focus on a new aspect of the social networking media, namely its influence on family relationships. We would like to draw some conclusions and give some suggestions at the end of this study. It was found that the more the time the teenagers spend on social networking media the less the time they spend on family communication. The results of this study could be taken into a social discussion level from the academic level. Teenagers always wanted to be noticed, to be listened to and to be loved. David Elkind suggests that teenagers think about an imaginary audience whom they think are watching them always (Elkind, 1967). But generally teenagers are deprived of the chances to get noticed or listened to in public. Danah Boyd (2008) says that teenagers are not given a chance to enter the public sphere of the elders. Warner (2004) suggests that teenagers try making their own counter 'publics.' This space can be called peer public. Teenagers get their needs to be loved, listened to and noticed in this peer public when that peer public is made online. Facebook provides them a stage to get these needs fulfilled. If teenagers do not get their needs fulfilled in the general public they will turn to platforms where their needs are met. If the family cannot provide them a situation where their needs are noticed, or listened to and the need to be loved are met, then, they in turn will look for its fulfillment in Facebook or other social networking sites as other alternatives. A possible solution for this crisis of the teenagers' and their over-dependence on Facebook could be the readiness of families to give time for their teenagers so that they may be noticed in families, they may be listened to by the family members and they may be loved by the family members. Freedom and personal space are two things teenagers would like to have in their age. Parents and family members should learn to allow freedom to the teenagers in the family and the teenagers must learn to use this freedom responsibly. Teenagers are to be heard by the elders in the family and the elders must respond to their teen talks too. At the same time the wrongdoings of the teenagers must be corrected in privacy. They must have trust towards their parents so that they can reveal anything / any information to their parents in a confidential manner. Teenagers must be regarded a little more seriously and appreciated profusely. It could be in the form of a simple gift as a token of appreciation or a favourite dish of their choice. Thus "silent correction" and "loud appreciation" are two elements of better parenting as far as teenagers are concerned. Teenagers will be more attached to the family if and only if they get a feeling that the "like" and "comment" in Facebook are nothing compared to the respect they get in their own families.

Though we cannot, from this survey method, conclude the cause-effect relationship between these two variables (usage of social networking media and time for family communication), the findings of the study stresses the importance of further experimental and elaborative studies on this topic. This study was conducted only for a group of 556 teenagers and that too from a single city of south India. In order to have a wider understanding of the social networking media usage patterns of Indian youth, an extensive study based on a large scale research setting, connecting all the regions of the nation is required.

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