

Mobile Phone as Parenting Device in Dhaka City

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ABSTRACT

The study was aimed at exploring the usage of mobile phone as a parenting device in Dhaka City and its impact. The study deals with both qualitative and quantitative data, hence, a Triangulation strategy was chosen to gather the data, interpret the facts and analyze the results. Most of the respondents in the study were from middle income nuclear families having family size of 3 to 5. Educational qualification of most of the respondents range between secondary and undergraduate level. The findings of the study shows that about two-third of the respondents practice Authoritative parenting style while more the one-third of them practice Authoritarian parenting style. All the respondents perceive mobile phone as an inseparable part of life. All of them use mobile phone and most of them spend 500 taka to 1500 taka per month for their mobile phones. Findings of the study also shows that, almost all the respondents think that mobile should be provided to teens. The parents who do not want to do this are all practicing authoritarian parenting. In most cases the reason for providing mobiles to the teens is getting updates providing and directives to the teens while they are away. However, many parents consider the other uses of mobile phone, such as entertainment, social networking and education. The main focus of this study was to explore the effectiveness of mobile phone as a parenting device in Dhaka City. The researcher found that usage of mobile phone can strengthen parental control. Simultaneously, it might have the opposite impact, i.e., weakening parental control. Usage of mobile phone may effectively strengthen parental control, parents can get updates of their children any time they want to as well as they can provide directives. However, it depends on mutual trust and respect between the teens and their parents as the parents in Dhaka city mostly use the calling feature of the mobile phone; even though many parents know about the apps those can explore the location of a person without acknowledging, none of them uses such apps. On the other hand, parents cannot completely control the usage of mobile phones by their teens. They can talk to anyone or use Internet the way they want to without acknowledging their parents. They can fix time and place for meeting with friends over phone as well which keeps their friends unknown to their parents. Such activities by the teens not only weaken parental control, it might be dangerous for the teens sometimes.

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Dedication

To

*My beloved wife **Farzana Akter Leeza***

...for her sacrifice, support, patience, and encouragement at every point in my life.

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CHAPTER I INTRODUCTION

This study reflects the researcher's personal undertaking to comprehend the effectiveness of mobile phone as a parenting/surveillance tool in Dhaka City, along with exploring the factors those influence parents to provide mobile phone to their teens.

This chapter narrates the background that gave an inspiration and initiation for the topic. In particular, it outlines the research objectives, problem statement, and the significance of the study.

1.1 Background of the Study

The researcher met Arif (pseudonym) at a mobile shop at Basundhara City Shopping Mall. A couple of years earlier, Arif never thought that he will get a mobile phone as a gift from his parents. Arif, a teen of Dhaka city, is now admitted in a renowned college. Arif is a member of huge community of teenagers (teens, hereafter) of Bangladesh. There are 28 million adolescents in Bangladesh; 13.7 million of them are girls and 14.3 million boys (UNICEF, 2009). And finally, to his utmost surprise, Arif received an android mobile phone from his father which comes with a quad core processor, Kitkat software and one year warranty. So the mobile phone immediately takes him to the world of the web where freedom and salvation awaits for him, and secretly installs an extra eye on behalf of his parents.

Mobile phone is salvation device for the teens as they could access to the web at any time from any place. On the other hand mobile phones can be a surveillance device for the parents; they can check on their children anytime using mobile phones which may keep them

tension-free about their children when they are away. On the other hand, surveillance opportunity of Mobile phone provides salvation to the parents. The aim of this thesis is to explore how the easiest contemporary communication tool called mobile phone is being used as a parenting (surveillance) device by the parents in Dhaka city, and with what effect?

Mobile phones (British), also known as a cellular/cell phone (USA), is a device that can make and receive telephone calls/text message over a radio link while moving around a wide geographic area. Using a cellular network provided by a mobile phone operator allows access people to the public telephone network. Mobile phone is one of the most powerful, handy, time saving, low cost tools for communication in the entire world, especially for interpersonal communication.

Bangladesh has a surprising number of mobile subscribers for a developing country which is now exceeded 130 million (BTRC, 2015). Six telecom companies are presently operating in Bangladesh. All the operators have 2G network throughout the country, and 3G network in all major cities which is expanding very rapidly. With the growing number of gadgets embedded in mobile phones (particularly 3G and 4G phones) such as mp3, Internet, camera (still and video), TV, and the continuously declining price of such devices as well as in call and data tariffs, mobile phones have become omnipresent. However, mobile phone has both good and bad sides as Caronia and Caron (2004, p. 122) noted

The mobile phone is an anytime and anywhere tool, boosting the tendency to do things discreetly as well as openly. The internet has removed geographical boundaries and so have mobile phones that have blurred the borders between public and private lives.

According to Ling (1997, cited in Ravichandran, 2009), mobile phones have not only blurred the boundaries of lives but have also shifted the borders of interpersonal communication. The author notes,

It is very common to see people talking about personal issues whilst using mobile phones in front of strangers and also using the same inaudibly (such as text messaging) in the presence of their families and friends. The fact is, with the use of mobile phones, people sometimes lose the capacity to manage the boundaries between appropriate and inappropriate usage.

This means that mobile phones have not only blurred the boundaries of lives but have also shifted the borders of usage. How much mobile phone have influenced teenagers' on blurring the boundaries between their public and private lives and how far their usage is accepted by parents of teenagers are the two main starting points for the research problem.

1.2 Prevalence of Mobile Phone in Bangladesh

Bangladesh is one of the developing countries out of 144 (The International Statistical Institute, 2014). According to the World Bank (2012), developing countries are defined according to their Gross National Income (GNI) per capita per year. Countries with a GNI of US\$ 11,905 and less are defined as developing. According to this, Bangladesh is called as developing country. But the mobile penetration is 66.36% among the whole population with a growth of 10% per annum as per BTRC (Dhaka tribune, 28 May, 2013). On the other hand, BTRC claimed that the total number of mobile phone users in the South Asian country of more than 153 million, and mobile reached 109. 349 million people on August 2013 (Global Times, 07 October, 2013). At the end of October 2013, the total number of Mobile Phone active subscribers has reached 111.797 million (www.btrc.gov.bd). Beside adult mobile users, the large numbers of teenagers living in cities are increasingly added in this number. Nowadays in Bangladesh, mobile companies are targeting this age group as their marketing policies.

1.3 Why Teenagers/Adolescents?

According to World Health Organization, adolescents are the people aged between 10 and 19 years (WHO, n.d.). On the other hand, teenagers (popularly noted as teens), are young people

aged between thirteen and nineteen. They are called teenagers as their age number ends in "teen". In this study, the researcher is focusing on this particular age group because this is the time when they go outside extensively for school/college or private tutor all by themselves, in many cases for the first time in life. Naturally, parents feel worried about their teens' wellbeing when they are away- out of the boundary of their surveillance zone. Research shows that when parents are close their teens, they less likely to get into trouble with things sex and drugs. Also, by having a strong relationship with parents, teens are more likely to accept parents' supervision, adopt their values and ideals, and follow their rules, even when they are not around. Considering the power of mobile phone as a communication device, it can be assumed that it might be a very useful device for the parents to maintain a strong relationship with their teens as well as to keep them under surveillance when they are away.

Usage of mobile phone as a parenting device is a global phenomenon in today's world. According to that study of Lenhart (2010) in the United States, about two-thirds (64%) of parents say that they look at the contents of their children's phone, including looking at the address book, call log, text messages and pictures. Another two-thirds (62%) say that sometimes they take away their teen's phone as a punishment. Besides, about half of the parents (52%) say they have set limits on the times of day when their child can use the phone and a similar number (48%) say that they use the mobile phone to monitor their teen's location.

Teenagers are the most important part of a nation's population. So, it's very important to explore the impact of a device like mobile phone on their growth. Mobile phone is being used as a parenting device around the globe. However, no study has been done in Bangladesh regarding this issue. But, it's important to know how this device is being used a parenting tool and what are the impacts of that.

Moreover, in a family setting, there is a blend of different generations of people living under the same roof. One of the factors that determine the perceptions of parents on their teenagers' mobile phone handling is the level of acceptance of technology (in this case it is mobile phones) by parents. According to Prensky (2001), teenagers of today's generation are digital natives and parents/caregivers that belong to previous generations are referred to as digital immigrants. Considering this, it's quite important to explore how the "digital immigrants" are coping up with the situation, and using a modern technology for parenting their teens.

1.4 Problem Statement

What are the parents' perspectives to provide mobile phone to their teen? How effective mobile phone is as a parenting device?

1.5 Objectives

The present study has the following objectives:

- To explore different types of parenting styles practiced by the parents in Dhaka
- To explore the pattern of mobile phone usage by the parents in Dhaka.
- To explore the factors those influence parents to provide mobile phones to their teens.
- Effectiveness of mobile phone as a parenting/surveillance tool.

1.6 Significance of the Study

This study is aimed at exploring how the parents in Dhaka city are using mobile phones as a parenting device as well as how effective such usage is. Also this study explores the parents' perception regarding providing mobile phones to their teens, especially to the girls. According to the background research this study is the first of its kind.

CHAPTER II

LITERATURE REVIEW

In this chapter, existing literature that discusses the ways mobile phone, the most important communication tool in the modern day to day life, is being used and the impact of such usage on teenagers and their families is presented. This literature review provides the basis for the current study to understand how the parents in Dhaka city use mobile phone as a parenting device, i. e. whether they just try to control their teens or it's about for keeping track of the teens' wellbeing.

2.1 Impacts of Mobile Phone on Daily Life

A mobile phone (also known as a cellular phone or cell phone) is a device which can make and receive telephone calls over a radio link whilst moving around a wide geographic area. It does so by connecting to a cellular network provided by a mobile network operator. Teens and parents alike now have a growing stream of new technological resources at their fingertips, offering increased opportunities for engagement, entertainment, and education.

If we look into the history, we will see several technologies or products which initially started with enthusiasm, but also have negative consequences (Tenner, 1997 mentioned in Baron, 2011). As for example, modern drugs save lives, but benefits must be weighed against side effects. Fast food is convenient, but often is a poor nutritional choice. Deep-water rigs increase the world's access to oil, but risk polluting our waters.

Like those, Mobile telephony is another technology which provides the users with enormous freedom to communicate on their own terms, almost regardless of time and space. Yet Baron (2008) mentioned the opposite side of the Faustian bargain is that people find themselves at the mercy of others, struggling with the perceived social need to be always on.

However, the usage and gratifications theory can be consulted to understand the abovementioned phenomena. This approach was proposed by media scholars in response to the media effects paradigm. The media effects paradigm conceptualized mass media audiences as passive users of media and susceptible to media influences. In contrast, Blumler and Katz (cited in Matanhelia, 2010) suggested that audiences are active users of mass media who use media to obtain certain gratifications. He mentioned in his PhD thesis that the usage and gratifications approach has been used by media researchers to examine the gratifications associated with the use of different types of media such as television (Rubin, 1983), newspapers (Katz, Gurevitch and Haas, 1973), VCRs (Levy, 1987), electronic mail (Dobos, 1992), pagers (Leung and Wei, 1998), telephones (Dimmick et al., 1994) and internet (Papacharissi and Rubin, 2000).

“The new digital environment presented an exceptional array of possibilities for communication, interaction, and information retrieval at the fingertips that was never before available” (Montgomery, 2007, p. 110 cited in Vaidyanathan, 2009). It is a general understanding that mobile phones have fastened the society in various aspects through its variety of functionalities. While cell phone expansion is at ‘breath-taking speed’ (Geser, 2004, p. 4), SMS through mobile phones is pervading ‘like a wild-fire’ (Vaidyanathan and Latu, 2007, p. 4).

“The mobile phone is competing with, or perhaps supplementing, the wristwatch as a way to coordinate social interaction in a way cutting the ‘middleman’ out” (Ling, 2004, pp. 69, 70 mentioned in Vaidyanathan, 2009). For teens especially, this technical invention has become a social fad. Mobile phones contain an amalgamation of gadgets and some of the uses were identified to comprehend teenagers’ mobile phone use as per Vaidyanathan (2009) shown in below:

Table 1. Feature/Gadgets and uses of mobile phone

Features/Gadgets	Uses
Phone -Voice Communication	Stay in contact with parents/guardians and peers
SMS - Text Messaging	Safety and Emergencies Cast vote (TV shows) Schedule/re-schedule affairs Gossip or flirt For building romantic relationships Health advice during teenage pregnancies
Clock	Time and Alarm Clock
PDA	To know the location Games
Play	Pass time
Camera	Take still and video pictures
Music Player	Listen to music
Internet Browse on the net	Download music Add flexibility to shopping and purchases
Others	Have fun with ring tones and screen savers

(Buckley, 2005; Byrne and Findlay, 2004; Ling, 2006; Livingstone and Bober, 2005; Livingstone, Bober, and Helsper, 2005; Vaidyanathan and Latu, 2007)

2.2 Previous Research on Mobile Phones and Teens

According to Lenhart (2010),

the first studies to examine the social consequences of the mobile phone came in the early 1990s when researchers examined its impact on residential markets. One of the earliest papers on mobile phones examined it through the lens of gender; in 1993, Lana Rakow and Vija Navarro wrote about the mobile phone and what they called “remote mothering.”

Lenhart (2010) also reviewed the works done on mobile communication in Europe in mid-1990 and U.S. in early 2000. He summarizes his findings as

Several themes have been central in these analyses. One is the use of mobile phones in the “micro-coordination” of daily interaction. As the name implies, this line of research examines how the mobile phone allows for a more nuanced form of coordination. Instead of having to agree on a time and place beforehand, individuals can negotiate the location and the timing of meetings as a situation clarifies itself (Lenhart, 2010).

Similar work has been carried out in the sub-continent in the last decade. One of such study regarding teenagers' usage of mobile phone has revealed that "The usage of mobile phones has re-shaped, re-organised and altered several social facets" (Vaidyanathan, 2009). Vaidyanathan also notes, Parents and Care Giver (PACG) perceive mobile phones as very useful devices for communication and co-ordination of activities. PACG find mobile phones compulsory too as they are used as safety devices especially in emergencies. On the other hand, the PACG feel that mobile phone distracts the teenagers from their study time and other important activities.

In Bangladesh, some works have been done on the socio-economic effects of mobile phones, but none of these studies relate teenagers' usage of mobile phone or mobile phone as a parenting device.

2.3 Parenting Styles

Parents are influential figures in adolescent's search for identity. Enright and others (1980) studies (cited in Kafle and Thakali, 2013) that relate identity development on parenting styles have shown that democratic parents, who encourage adolescents to participate in family decision making, foster identity achievement. Autocratic parents, who control the adolescent's behavior without giving the adolescent an opportunity to express opinions, encourage identity foreclosure and discourage identity exploration. Permissive parents, who provide little guidance to adolescents and allow them to make their own decisions, promote identity diffusion (Santrock 2010, 149).

According to Kordi and Baharudin (2010), psychologists use the term "Parenting Style" to describe how parents rear their children through behavior, discipline, and methods used that influence children. Diana Baumrind was one of the

most important researcher who extensively studied parenting styles. She described parenting styles as a way to “capture normal variations in parent’s attempts to control and socialize their children” (Baumrind, as cited in Erden and Uredi, 2008, p. 25; Baumrind, as cited in Terry, 2004, p. 87). Terry (2004) notes that parenting styles form within the first year or two of a child’s life based on how parents react to children and what has worked best for them with the child. He also notes that the overall parenting style is more influential for determining the child’s future conduct than the specific behaviors used.

Baumrind studied the issue of parenting styles for several years and came up with two characteristics of parenting styles: control or demandingness and responsiveness or child centeredness (Baumrind, as cited in Klein, O’Bryant, and Hopkins, 1996). Baumrind described demandingness as how parents include children into the family unit based on their maturity, supervision, and disciplinary styles and how well a parent can use confrontation when a child is disobedient (Baumrind, 1991). And, responsiveness includes the parent’s ability to specifically strive to nurture individuality, self-regulation, and self-assertion through parental support for the children’s distinct needs (Baumrind, 1991; Lazar, Gutmann, and Abas, 2009). Terry (2004) explains parental responsiveness as “the supportiveness and warmth that a child received, and demandingness deals with behavioral control”.

Baumrind created the three parenting styles commonly used today from those traits: permissive, authoritarian, and authoritative (Baumrind, as cited in Buri, 1991). A simple definition of each could be described as follows: permissive parents are low with control and high in responsiveness; authoritarian parents are high in control and

low in responsiveness; and authoritative parents are high in control and responsiveness (Klein et al., 1996). Later, Maccoby and Martin (1983) extended the types of parentings style to four; they have added “Neglectful” with the three types described by Baumrind.

Overall, the level of parental control and the reason for the control influences the parenting style (Blondin and Cochran, 2011). Parental control in extreme forms can include overregulation, dictatorial decisions, and imposing parental beliefs all of which allow parents to demonstrate their power (Lazar et al., 2009).

Blondin and Cochran (2011) note that parenting style affects the development of children’s conduct and characteristics. According to Terry (2004), “The three parenting styles can predict a child’s outcome including social competence, academic performance, psychosocial development, problem behavior.” Kordi and Baharudin (2010) added optimism, confidence, motivation, and attention problems with Terry’s (2004) list. Dornbusch, Ritter, Leiderman, Roberts, and Fraleigh (1987) also shared the same view regarding the influence of parenting styles in cognitive development and social competence of the children. In general authoritative parenting is associated with positive outcomes, while authoritarian and permissive parents correlate to poorly adjusted children including low academic grades and low self-esteem (Terry, 2004). However, the information of parenting styles across different cultures is inconsistent and may not be the same as American culture. While more research is needed, Asian parents mainly show features of authoritarian parenting and seem to lack other styles (Kordi and Baharudin, 2010).

The four types of parenting styles are described below:

2.3.1 Authoritarian parenting. The parent is demanding but not responsive. Elaborate becomes totalitarian parenting. Authoritarian parenting, also called strict parenting, is characterized by high expectations of conformity and compliance to parental rules and directions, while allowing little open dialogue between parent and child. Authoritarian parenting is a restrictive, punitive parenting style in which parents make their children follow their directions and respect their work and effort (Santrock, 2007).



Figure 1. Authoritarian Parenting (Source: Parenting Style-Parenting Course)

2.3.2 Authoritative parenting. The parent is demanding and responsive. When this style is systematically developed, it grows to fit the descriptions propagative parenting and concerted cultivation. Authoritative parenting is characterized by a child-centered approach that holds high expectations of maturity. Authoritative parents can understand how their children are feeling and teach them how to regulate feelings. They often help their children to find appropriate outlets to solve problems. Authoritative parents encourage children to be independent but still place controls and limits on their actions (Santrock, 2007). Extensive verbal give-and-take is not refused, and parents try to be warm and nurturing toward the child (Santrock, 2007). Authoritative parents are not usually as controlling as authoritarian parents, allowing the child to explore more freely, thus having them make their own decisions based upon their own reasoning. Often, authoritative parents produce children who are more independent and self-reliant.

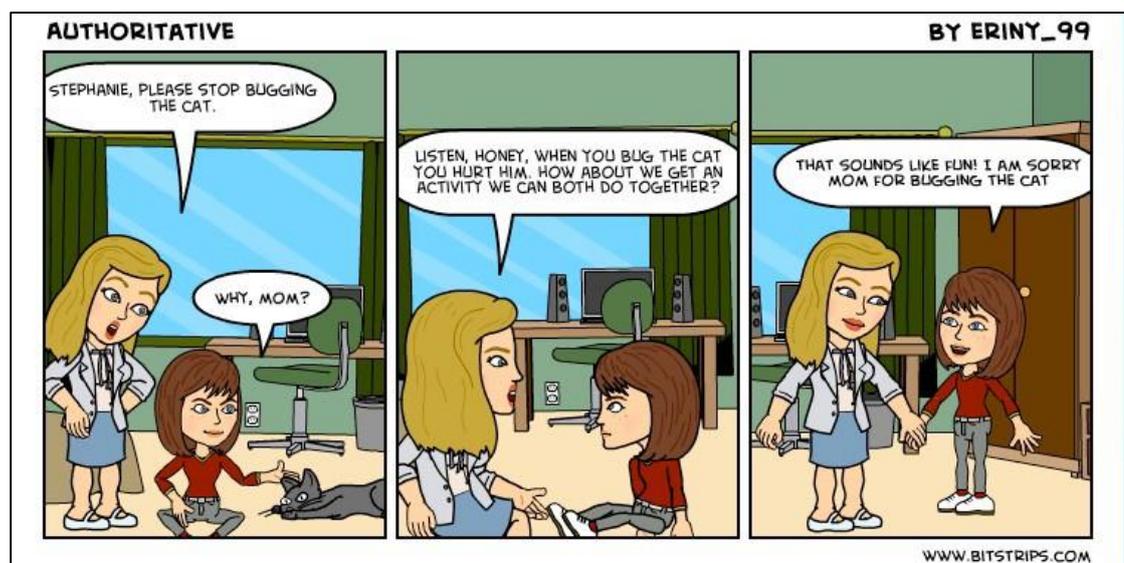


Figure 2. Authoritative Parenting (Source: Parenting Style-Parenting Course)

2.3.3 Indulgent parenting. The parent is responsive but not demanding. Indulgent parenting, also called permissive (Baumrind, 1967, 1971, 1978), non-directive or lenient, is characterized as having few behavioral expectations for the child. "Indulgent parenting is a style of parenting in which parents are very involved with their children but place few demands or controls on them" (Santrock, 2007). Parents are nurturing and accepting, and are responsive to the child's needs and wishes. Indulgent parents do not require children to regulate themselves or behave appropriately.



Figure 3. Indulgent/Permissive Parenting (Source: Parenting Style-Parenting Course)

2.3.4 Neglectful parenting. The parent is neither demanding nor responsive. Neglectful parenting is also called uninvolved, detached, dismissive or hands-off. The parents are low in warmth and control, are generally not involved in their child's life, are disengaged, undemanding, low in responsiveness, and do not set limits. Neglectful parenting can also mean dismissing the children's emotions and opinions. Parents are emotionally unsupportive of their children, but will still provide their basic needs.

Provide basic needs meaning: food, housing, and toiletries or money for the pre-mentioned. Neglectful parenting can stem from a variety of reasons; this includes the parents prioritizing themselves, lack of encouragement on the parent's parts, financial stresses, lack of support and addiction to harmful substances.



Figure 4. Neglectful Parenting (Source: Parent Power)

In a nutshell, the characteristics of different parenting styles can be listed as follows:

- i. Authoritarian/Strict: Low responsiveness/care/nurturance, high demand/control, abusive.
- ii. Authoritative/Moderate: High responsiveness/care/nurturance, moderate demand/ control, low/no punishment.
- iii. Indulgent/permissive: High responsiveness/care/nurturance, low/no demand/control, no punishment.
- iv. Neglectful/Uninvolved: Low/no responsiveness/care/nurturance, no demand/control; children are on their own.

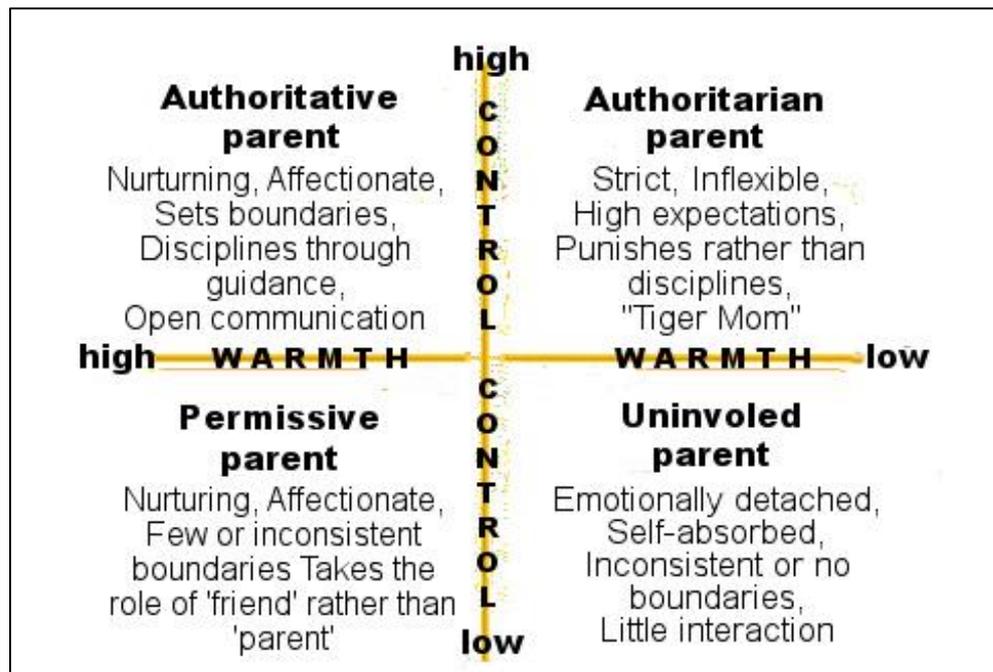


Figure 5. Characteristics of different Parenting Styles (Source: Focusas.org)

2.4 Parent Teen Relationship through Mobile Phone

One of the most cited reasons that parents want their children to have a mobile phone is for safety (Geser, 2004). The mobile phone is given to the children by parents when they are first venturing outside of the home alone or going to school (Oksman and Rautiainen, 2003 mentioned in Campbell, 2005). The issue of gender and safety does not seem to have been considered in most research, with parents seemingly as concerned with the safety of both male and female children (Ling and Helmersen, 2000). There appears to be an over reliance however, on the use of the mobile phone as a source of protection for children.

Cambell (2005) mentioned in an Australian study, 68% of parents reported that as their child had a mobile phone, they knew where they were at any time (Matthews, 2004). There needs to be trust in the parental child relationship, in that the child will be truthful in reporting their location. That study also found that 77% of parents reported at least one

occasion when they needed to urgently contact their child but were unable to do so. Conversely 37% of young people reported that they were unable to contact their parents urgently mainly because they were out of credit (Matthews, 2004).

The safety issue is interesting as part of the double-edged sword that the impact of mobile phones have on the family. While its use enables young people to extend their freedoms in the family in relation to curfews and places where they are permitted to go, its use also extends parents' control and authority over their children (Williams and Williams, 2005). The mobile phone means thus both enabling the child to call parents if they are in trouble but also provides a surveillance capacity of parents phoning young people. This impact on the evolving relationship in the family has been interpreted by some researchers as undermining the authority of parents.

Some researchers postulate that the mobile phone has altered the power in parent-child relationships (Ling, 2000a) in that peers can contact each other without parental knowledge. Parents may not know who their child's friends are, because of lack of communication with them (Davie, Panting, and Charlton, 2004), therefore, weakening parental control (Ling, 2000a). Srivastava (2005) mentioned in Campbell (2005) even goes as far as claiming that the individualized mobile phone has diluted the collective identity of the family, by becoming "less about 'oneness' and more about 'many-ness'" (p.112).

However, other researchers have interpreted the use of the mobile phone by parents as an intrusion into young people's lives. Williams and Williams (2005) base their argument of intrusion on claiming that the "relations between children and parents are increasingly characterized by negotiation, replacing more conventional relationships and traditional ideas of parental authority" (p.315). They argue that parents use the mobile phone to enter into their children's space and are thus able to socially influence their children and exert a certain

degree of control over them in a public space. Keeping ‘tabs’ on their children is seen as parental intrusion both by talking on the mobile phone and using text messages. Parents identify where their children are and often (by texting) maintain an almost constant dialogue, similar to face-to-face conversation. Young people however, have many ways to counteract their parent’s surveillance. They program certain numbers to go to the message bank or block numbers, turn their phone off straight away, or answer and pretend there is too much interference to hear (Ling and Helmersen, 2000).

Conversely, the ability to directly communicate with their children allows parents more freedom. It satisfies the need for some mothers to always be available for their children (Roos, 1993), a practice Geser calls “remote mothering” (2004, p.14). However, it also allows the parents the freedom to go out whilst still being able to be contacted at a moment’s notice (Davie et al., 2004).

Mobiles have also helped aid the social emancipation of young people from parental authority (Ling, 2004 mentioned in Baron, 2011). If teenagers have mobile phones, their parents often feel more security when children travel independently outside the home. Teenagers are also freed from having to talk from a family landline, which is often in quasi-public space (Ling and Baron). For young adults living away from home, these freedoms are magnified.

2.5 Hypothesis

The researcher had developed two hypotheses while started exploring the issue “Mobile phone as a parenting device in Dhaka City”: The hypotheses are as follows:

1. Majority of the parents in Dhaka City practice authoritarian parenting style.
2. Usage of mobile phone increases parental control.

The first hypothesis is based on Kordi and Baharudin's (2010) argument where they noted that Asian parents mainly show features of authoritarian parenting and seem to lack other styles

2.6 Conceptual Framework

The study aims to explore the relations between mobile phone usage and parental control using the hypothesis- usage of mobile phone increases parental control. The figure below presents the conceptual framework.

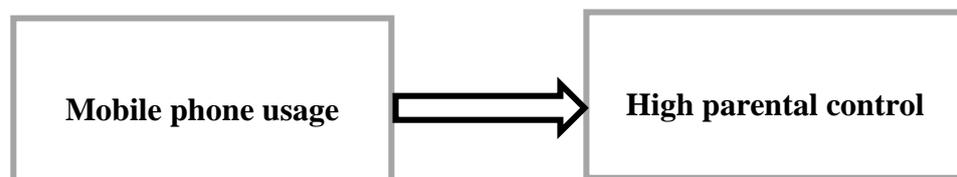


Figure 6. Conceptual Framework

2.7 Definition of Concepts

2.7.1 Mobile Phone Usage. In terms of usage mobile phone, an oral and written communication held between one to one and sometimes many. Nevertheless, internet browsing, playing games, using apps, accounts calculating, using torch, location tracking, image and video capturing are more useable function of mobile phone now a days. On the other hand, as voice and data rate reduced, so mobile phone uses increased. One new application would let people access their personal health records on their mobile phones and PDAs (McGee, 2008).

2.7.2 Parenting. Parenting (or child rearing) is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child

from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship (Martin, 2000). In all country, teens are not able enough to take care of them, so parenting is also relevant for the teenagers as well.

2.7.3 Control. The word control means the authority to influence or direct people's behavior or the course of events. Control may also refer to the restriction of a movement, tendency or phenomenon in other words to dominate or command.

2.7.4 Parenting Device. By which means parents are going to control/look after their children or teen. Mobile phone is such a medium.

2.7.5 Teenagers. A teenager, or teen, is a young person whose age falls within the range from thirteen through nineteen (13–19). They are called teenagers because their age number ends in "teen". Someone aged 18 or 19 is also considered a young adult. During puberty, rapid mental and physical development occurs. Adolescence is the name for this transition period from childhood to adulthood.

CHAPTER III RESEARCH DESIGN AND METHODS

This chapter presents the research design of this study. Besides, it provides the rationale for the research methods adopted as well as sampling methods, research instruments and data analysis procedure used in the research. Furthermore, ethical concerns considered in the entire research process are outlined.

3.1 Research Design and Methods

3.1.1 Quantitative research method. In quantitative research method, data collected through measuring things (Minichiello, 1990). Quantitative data can reveal generalizable information for a large group of people. Quantitative research gathered data in numerical form which put into categories, or in rank order, or measured in units of measurement.

In this study, researcher had used this method because of quantitative data provided precise, quantitative, numerical data, it is useful for studying large numbers of people as well as testing hypotheses that were constructed before the data collection. Moreover, Strength in numbers characterizes the many advantages of quantitative research. A numbers-based research discipline, quantitative research will statistically measures parents' attitudes behavior, and performance towards their teens. Utilizing a series of tests and techniques, quantitative research will often yield data that's projectable to a larger population. Because it is so deeply rooted in numbers and statistics, quantitative research has the ability to effectively translate data into easily quantifiable charts and graphs.

However, quantitative research does have its limitations. Large samples are required, and the logistical difficulties inherent in gathering a sufficiently large sample can sabotage

the study before it even gets off the ground. Larger samples also tend to be more expensive. So, researcher also used “Qualitative Research Method” for the study.

3.1.2 Qualitative research method. Qualitative research gathers information that is not in numerical form. Qualitative data is typically descriptive data and as such is harder to analyze than quantitative data. Qualitative research is useful for studies at the individual level, and to find out, in depth, the ways in which people think or feel. In qualitative research method, data were collected through participant observation, interviews, discussions etc. Qualitative research provides data about meaning and context regarding the people and environments of study. Findings were often not generalizable because of the small numbers and narrow range of participants

3.1.3 Mixing methods - Triangulation. Researcher had used Mixing Method to operate this research in a fruitful direction; “Mixed methods research is formally defined as the class of research where the researcher mixes or combines quantitative and qualitative research techniques into a single study” (Johnson and Onwuegbuzie, 2004, p. 7, mentioned in Ravichandran, 2009). On the other hand, this method encouraged the researcher to use both words and numbers using inductive and deductive thinking in solving the research problem as well as this research provides comprehensive evidence for studying a research problem when compared to using just one method.

There is a distinct tradition in the literature on social science research methods that advocates the use of multiple methods. This form of research strategy is usually described as one of convergent methodology, multi method / multi trait (Campbell and Fiske, 1959, mentioned in Jick, 1979), convergent validation or, what has been

called "triangulation" (Webb et al., 1966, mentioned in Jick, 1979). These various notions share the conception that qualitative and quantitative methods should be viewed as complementary rather than as rival camps. In fact, most textbooks underscore the desirability of mixing methods given the strengths and weaknesses found in single method designs.

Moreover, as the topic has a close relationship to the behavioral patterns of teenagers and parents, and thus understanding a social aspect of a technology, this method had chosen to gather the data, interpret the facts and analyze the results. Because using Mixed Methods will very suitable to this topic as it relates with social sciences and behavioral patterns (Collins, Onwuegbuzie and Jiao, 2007, mentioned in Ravichandran, 2009).

Table 2. Research Methodology, Method and Instrument

Methodology/Approach		Method	Instrument
Triangulation/ mixed Method	Quantitative	Survey	Survey questionnaire
	Qualitative	In-depth Interview	Interview Schedule

3.1.4 Research Design. Research design is the plan and the procedure for research that spans the decisions from broad assumptions to detailed methods of data collection and analysis. It involves the intersection of philosophic assumptions, strategies of inquiry and specific methods (Creswell, 2009, p. 233). Figure 3 depicts the structure of the research design used in this study. The data was collected sequentially and analyzed simultaneously. The results were linked with the literature for meaningful analysis that helped address the research question.

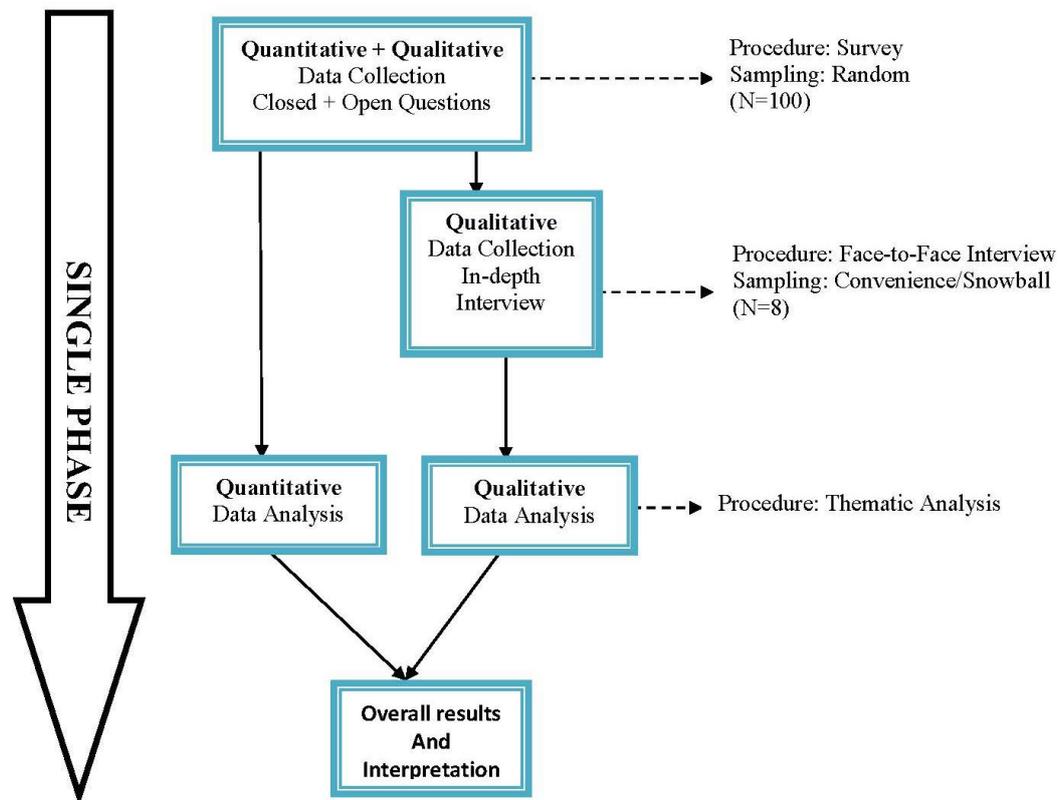


Figure 7. Research Design

3.2 Variables

This study deals with two variables – “Mobile Phone Usage” and “Parental Control”. The first one is independent variable and the second one is dependent variable. The study is aimed at exploring the relations between these two variables.

3.3 Population and Sampling

3.3.1 Population. Population of the study includes the parents in Dhaka City who have teenager children.

3.3.2 Sampling. Both qualitative and quantitative data was gathered in this study, for this different sampling methods have been used:

3.3.2.1 Qualitative Data Sampling. The following two non-probability sampling techniques were used for sampling for qualitative data gathering:

3.3.2.1.1 Purposive sampling. As its name suggests, the sample is chosen for a specific purpose. Particular characteristics are sought in order to build a sample that is satisfactory to the specific needs of the researcher (L. Cohen, Manion, and Morrison, 2007, pp. 114-115 mentioned in Ravichandran, 2009). In this study, this sampling technique was mainly used to determine the sample that fulfilled certain criteria such as the participant is either a parent or caregiver, has a teenager aged between 13 and 19 years, and uses mobile phone.

3.3.2.1.2 Snowball Sampling. “A sampling procedure in which initial respondents are selected by probability methods and then additional respondents are obtained by information provided by the initial respondents” (Zikmund, 2000, p. 353 mentioned in Ravichandran, 2009). The researcher used snowball referral method, data was eventually obtained from a desired number of people.

3.3.2.2 Quantitative Data Sampling. Unlike the qualitative sampling technique, a probability sampling technique, stratified simple random sampling, was used in sampling for qualitative data gathering. It is a sampling procedure that assures each element in the population an equal chance of being included in the sample (Zikmund, 2000, p. 353 mentioned in Ravichandran, 2009).

In quantitative data gathering phase, 100 parents were interviewed in front of three schools (02 Bangla medium and 01 English medium) and two colleges situated

in Dhaka City. The respondents were sampled randomly, however, the respondents were asked whether they use mobile phone before interviewing.

3.4 Locale of the Study

As the title suggests, the study was conducted in Dhaka City.

3.5 Research Instrument

The following instruments were used in the study:

3.5.1 Survey questionnaire. A survey questionnaire had designed (Appendix A) which was comprised of both open-ended and close-ended questions. The close ended questions were mostly Multiple Choice Questions (MCQ); five point Likert had been used for ranking the responses in few questions as well. Respondents' profile that includes age, sex, civic status, income, family (suppose, number of children) and education had also been recorded using the same questionnaire. Besides, a section on "non-disclosure agreement" had been included in the questionnaire where the researcher ensured that the respondent is not bound to answer to any question if s/he doesn't want to, and the researcher will not disclose the identity of the respondent anywhere or in any form.

3.5.2 Interview schedule. Qualitative data collection can be carried out in several ways such as face-to-face interviews, using on-line media and telephone interviews (Seale, 2004, mentioned in Ravichandran, 2009). For gathering qualitative in this study, face-to-face interviews were done using a semi-structured interview schedule containing open-ended questions.

3.6 Data Gathering Procedure

Quantitative data was gathered from 100 participants using survey questionnaire (Appendix A) that included both closed and open-ended questions. The respondents were requested to fill up the survey questionnaires in the presence of the researcher.

For gathering qualitative data, the researcher had conducted face to face in-depth interviews (Appendix B). An interview schedule was developed for this purpose. The interviews were recorded using a digital audio recorder. Also the researcher took notes where he wrote down his observations of the interviewee, surroundings and important points made by the interviewee.

3.7 Data Analysis Procedure

A Triangulation strategy was adopted for the study where quantitative methods were implemented first and then qualitative. Data gathering was sequential (first survey and then interviews) but not data analysis. The analysis and interpretation of both quantitative and qualitative data were done simultaneously.

The researcher organized the quantitative data using SPSS, he also prepared a coding sheet in MS Excel containing all quantitative data. Afterwards, various statistical procedures were implemented for analyzing these data and various tables and charts were used for presenting the results.

For qualitative data, the researcher transcribed all the interviews and summarized those. As the interviews were recorded in Bangla, those were translated in English and checked by third party for consistency. Later those were analyzed using thematic analysis method.

3.8 Timeline

As a part of the study for completion the post-graduation, researcher had six (06) months to fulfill the research. For this reason, researcher started the data collection process from February 2015 and ends the study within July. The Gantt chart is attached with the study.

Table 3. Timeline

SL#	Activities	February 2015 – September 2015							
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
1	Questionnaire Survey								
2	In-depth interview with parents								
3	Transcription								
4	Data Analysis & Reporting								
5	Thesis Write up								
6	Submission								

CHAPTER IV FINDINGS AND DISCUSSIONS

In this chapter, researcher presents the research findings from his survey and In-depth interview. To make this chapter easily explicable, researcher had divided this chapter into four sub-heading to meet the objectives step by step. Section 4.1 presents the socio-economic background of respondents where researcher explains the socio-economic background of his respondents using charts followed by explanation of the same. Section 4.2 is composed of findings and discussion related to study objective 1, i.e., exploring different types of parenting styles practiced by the parents in Dhaka. Afterwards, parents' mobile phone usage pattern and parent-teen relations have been presented with several charts/table in Section 4.3. The discussion in Section 4.4 relates to the study objective 3 while Section 4.5 relates to study objective 4. The former one discusses the factors those lead the parents to provide mobile phones to their teens, and the latter one discusses the effectiveness of mobile phone as a parenting or surveillance device. A summary is also presented at the end of each subsection.

4.1 Socio-Economic Background of Respondents

This section presents the socio-economic background of the respondents that includes gender, age, profession, marital status, educational information, Monthly income, average family size. This is important to analyze such things as the socio-economic background of the respondents may have influence over their parenting style. The following charts and tables present the socio-economic background of the respondents.

Table 4. Male Female Ration of the respondents

Sex	Frequency (n)
Male	9
Female	91
Total (N)	100

Table 5 presents the sex based division of the respondents. A total of 100 respondents did participated in the survey. Among them 9% of respondents were male and 91% respondents were female. This distribution may seem ‘imbalanced’, however, such scenario is very natural in Bangladesh where males are mainly involved in earning, and they don’t usually carry out the responsibility of taking their children to school or college and bringing them back home. Female members (usually mothers) of the family usually do this. And, as the survey was conducted at schools and colleges, female respondents turned out to be the majority of the respondents.

Table 5. Age of the respondent

Age	Frequency (n)
31-35 years	35
36-40 years	54
41-45 years	6
46-50 years	5
Total (N)	100

The above table 6 shows the age based division of the respondents. Age of the respondents in this study is ranged between 31 years to 50 years which is shown in the above table. Also, from the above table it is seen that majority of the parents who accompany their children to schools/colleges belong to two age groups 31-35 (35%) and 36-40 years (54%).

Table 6. Occupational status of Respondents and their Spouse

Occupation		Frequency (n)
Profession (own)	Service	8
	Self-Entrepreneur	3
	Homemaker	89
	Living Abroad	-
Total (N)		100
Profession (Spouse)	Service	41
	Self-Entrepreneur	49
	Homemaker	8
	Living Abroad	2
Total (N)		100

In table 7 according to the survey, it was found that 89% of respondents were the homemaker. Among others, 8% were service holders and 3% were self-entrepreneur. Majority of the respondents (49%) said that their spouse were self-entrepreneur, while 41% of the respondents listed their spouses under service holder. Among others, 2% of respondents' spouse are living in abroad and 8% are homemakers.

Table 7. Gender based occupational information of the respondents

Gender	Occupation of the respondent (Frequency)			Total
	Service	Business	Homemaker	
Male	7	2	0	9
Female	1	1	89	91
Total	8	3	89	100

Among the 91 female respondents only two are earners; one is service holder and the other is self-entrepreneur. Rest of the female respondents are homemakers.

On the other hand, among 9 male respondents 7 are service holder and the other 2 are businessmen.

Table 8. Marital Status of the respondents

Marital Status	Frequency (n)
Married	97
Divorced	3
Widowed	0
Total (N)	100

Table 9 the marital status of the respondents. From the table, it is seen that only 3% of the respondents were single parent (divorced). The other respondents were married. The researcher didn't find any widowed person in this survey.

Table 9. Educational qualification of the respondents

Gender	Education of the respondents (Frequency)				Total
	SSC	HSC	Degree/Honors	Masters	
Male	0	1	4	4	9
Female	8	57	24	2	91
Total	8	58	28	6	100

From Table 10, it is seen that most of respondents possess low to medium level of educational qualification. Among 100 respondents, 58 studied up to Higher Secondary level, and 28 other have done their undergrad. Only 6 respondents have a Master degree. If the educational qualification is seen based on gender, male respondents were found of higher educational qualifications; among 9 of them, 4 have masters and 4 others have undergraduate degree where among 91 female respondents

only 2 have masters and 24 have undergraduate degree. Most of the female respondents (58) have studied up to higher secondary.

Table 10. Monthly income of the respondents' families

Income Range	Percentage
25000 - 30000	10
31000 – 35000	15
36000 – 40000	22
41000 – 45000	15
46000 - 50000	27
51000 - 55000	2
56000 - 60000	6
61000 – 65000	1
66000 - 70000	2
Total	100

Table 11 describes the monthly income of the respondents' families which varied between below Tk.25000 and Tk.70000. Among 100 respondents, the table shows that between 25 to 30 thousand earners are 10%, between 31 to 35 thousand earners are 15%, between 36 to 40 thousand earners are 22%, between 41 to 45 thousand earners are 15%, between 46 to 50 thousand earners are 27%, between 51 to 55 thousand earners are 2%, between 56 to 60 thousand earners are 6%, between 61 to 65 thousand earners are 1% and between 66 to 70 thousand earners are 2%.

Table 11. Number of teen in families

Number of Teens	Percentage
01 Teen	93
02 Teens	7
Total	100

Table 12 shows that 93% of the respondents' families have 01 teenager and 7% have 02 teenagers.

Table 12. Average Family size

Average Family size	Percentage
03 members	34
04 members	60
05 members	6
Total	100

The above table 13 shows that among the entire respondent, there are 34% families contains 03 members, 60% have 04 members and only 6% have 05 members.

From the above discussion it can be concluded that most of the respondents are coming from middle income (n=75) families. All the respondents are members of families consisting 3 to 5 members, and the average family size is 3.72 which is lower than the average family size in Bangladesh- 4.8 (BBS, 2001). Das (2000) has defined family of such size as nuclear family. Educational qualification of most of the respondents range between secondary and undergraduate level. Moreover according to Bangla Tribune (2015), according to table 11 most of the respondents are from middle income level.

4.2 Parenting Styles Practiced by the Parents in Dhaka

In order to determine parenting styles practiced by the respondents', thematic analysis of the open ended questions regarding teens' possession of mobile phones and its types, discussion topics between parents and teens has been done. From the thematic

analysis, responses were categorized in ‘care’ and ‘control’ which are the main basis of determining parenting styles (as shown in section 2.xx). The thematic analyses are presented in the table 14 and 15 below:

Table 13. Thematic Analysis of respondents’ opinion regarding mobile phone usage by the teens

Q. Do you think children should possess and use mobile phone? Why?			
Response	Respondents	Keywords/Phrases used	Theme emerged
Yes: 96% No: 4%	n= 63	To always keep in touch	Care
	n= 17	To get updates when they're (teens) away	
	n= 12	To immediately acknowledge parents if they (teens) fall in any sort of problem(s)	
	n= 5	To communicate classmates/teachers for academic purposes	
	n= 7	I (parent) feel worried when they're away	
	n= 6	They (teens) don't need mobile phones, if needed they can use parents' mobile	Control
	n= 7	if teen goes outside they took phone, but while arriving at home teen give back the mobile phone	
Q. What type of mobile phone should the children have? Why?			
Basic: 95% Multimedia: 3% Smart: 2%	n= 9	For taking photos, smart phone is required	Care
	n= 8	Basic phone is enough, however smart phones can be provided for entertainment purposes.	
	n= 6	It's good to have a device for listening music when they are not studying	
	n= 2	Basic phone is enough, but my husband bought my daughter a smart phone	
	n= 4	A smart phone is needed to keep connected and to know the world through internet	
	n= 40	Basic phone is enough for making calls and sending SMS	Control
	n= 26	Multi-features phone may hamper their study, so it's better to provide a phone which can be used only for calling.	
n= 16	What the children would do with expensive phones? Also they might lose the phone		

Table 14. Thematic analysis of discussion between parents and teens over phone

Respondents	Response	Theme emerged
n= 10	Have you reached school/coaching safely?	Care
n= 10	Is there any problem?	
n= 3	Take your lunch on time	
n= 1	Do I need to go to your school?	
n= 1	Cross the streets carefully	
n= 43	What are you doing?	Control
n= 29	How long would it take for you to reach home	
n= 25	Where are you?	
n= 17	Who are you with?	
n= 3	Why would you be delayed in coming home	
n= 2	What are you doing during the break	
n= 2	When will your coaching/class end?	
n= 2	Have you finished your study?	

The other basis of categorizing parenting style, ‘punishment’ has been taken from the answer of a question regarding punishing the teens for particular reasons. The question was- “Have you recently had scolded your children for any of the followings?” Four answers were listed along with “others”. Based on the frequency of punishing the children the respondents were categorized in low (who punished their teens twice or less in a month) and high (who punished their teens more than twice in a month). The findings is shown in the table below:

Table 15. Use of Punishment for disciplining teens

Punishment level	Frequency (n)
None	13
Low	51
High	36
Total	100

Table 16 shows that almost three-fourth (n=64) of the respondents use none or low level of physical or mental punishment to discipline their teens; among them 13 said they never punish their teens. The rest of the respondents (n=36) use high level of punishment.

By combining table 14, 15 and 16, the respondents have been categorized on the basis of parenting style features described in section 2.3, and shown in the table below:

Table 16. Parenting Style Practiced by the parents in Dhaka city

Parenting Style	Frequency (n)
Authoritative	63
Authoritarian	36
Indulgent	1
Neglectful	0
Total (N)	100

From the above table 17, it is seen that nearly two-third of the respondents (n=63) practiced Authoritative parenting style while more the one-third (n=36) of them practiced Authoritarian parenting style. No neglectful parent was found in the study which seems quite natural because the parents participated in the survey are regularly accompanying their children to their school/college; neglectful parents would never do that.

4.3 Pattern of Mobile Phone Usage by the Parents in Dhaka

Following tables and charts present the pattern of mobile phone usage by the parents in Dhaka:

Table 17. Mobile phone usage history (parents)

Question	Answer	Frequency
Using a mobile phone	Yes	100
	No	0
	Total	100
Timeframe for using a mobile phone	Less than 1 year	0
	1-2 years	1
	2 - 3 years	0
	3-4 years	2
	More than 5 years	97
	Total	100

From Table 18, it is seen that all the parents (N=100) participated in the survey do use mobile phones. Among them 97 are using mobile phone for more than 5 years, and only 1 of them have a history of using mobile phone for less than 2 years.

Table 18. Type of mobile phone by respondents (Parents)

Mobile phone type	Frequency (n)
Basic phone	31
Multimedia phone	22
Smart phone	47
Don't know	0
Total (N)	100

According to Table 19, most of the respondents (parents) use smart phone (n=47). Among the rest, 31 respondents use basic phone and 22 use multimedia phone.

Table 19. Degree of inconvenience due to the absence mobile phone

Essence of Mobile phone	Frequency (n)
Very strongly	05
Strongly	70
Moderately	25
Very Little	0
Not at all	0
Total (N)	100

According to above table 20 the respondents think that the absence of mobile phones hampers daily life. When asked the question “If you could not use your mobile phone at all tomorrow, how much would this affect your daily routine and activities?” no one answered negatively to the question. On the contrary, three-fourth of the respondents said that it would “strongly” (n=70) or “very strongly” (n=5) affect their daily life.

Table 20. Monthly expenses for mobile phone (Parents)

Mobile Phone Expenses	Frequency (n)
below 500	25
500-1000	68
1000-1500	06
1500-2000	0
2000+	01
Total (N)	100

From Table 20 it is seen that the respondents believe mobile phone is a very important part of their lives, hence, they think absence of mobile phone will hamper their daily life which actually is a reality in urban life nowadays. For this, everyone has to allocate a significant part of their daily life expenses for mobile phone. Table 21 shows, three-fourth of the respondents (n=75) spend more than 500 taka per month

for their mobile phones. Among them, 68 respondents spend 500 to 1000 taka per month, 6 of them spend 1000 to 1500 taka per month, and the rest spends more than 2000 taka per month. Only 25 out of 100 parents surveyed have mobile phone expenses below 500 taka per month.

Table 21. Internet usage pattern (Parents)

Question	Answer	Frequency (n)
Using Internet on mobile phone	Yes	31
	No	69
	Total	100
Type of Internet Connection	2G	0
	3G	27
	4G	0
	Broadband through Wi-fi	04
	Don't Know	0
	Total (N)	100

Table 22 shows that most of the respondents (n=69) do not use internet on their phones. Among those who use internet (n=31), 27 uses 3G mobile internet connection, and the others (n=04) use broadband internet connection through wi-fi.

Table 22. Factors affecting the use of mobile phone

Factors	Frequency (n)
Cost	3
Nature of relationship	37
Convenience	24
Topic of conversation	36
Total (N)	100

Table 23 shows about the factors that affect the respondents' decision to communicate using mobile phone. It is seen from the above table that two factors mostly influence the decision of communication someone using mobile, "nature of

relationship” and “topic of conversation”. Thirty-seven out of 100 respondents said that the nature of relationship is the most important factor for them in this regard while 36 others noted “topic of conversation” as the most important factor in deciding whether to call someone. “Convenience” is also a very important factor in choosing mobile phone for communication; 24 respondents noted this as the most important factor for using mobile. “Cost” doesn’t seem to be an influencing factor as only 3 of the respondents said that they think about cost while calling someone.

Table 23. Mobile phone usage pattern (Parents)

Main uses of mobile phone	Always	Frequently	Sometimes	Rarely	Never	Total
Calling	98	0	2	0	0	100
Texting	1	7	90	1	1	100
MMS	0	1	1	4	94	100
Listening Radio	0	0	9	33	58	100
Listening Music	0	0	46	21	33	100
Internet Browsing	0	4	27	1	68	100
Social Networking	0	3	27	2	68	100
Taking Photos	0	1	55	1	43	100
Gaming	0	0	2	8	90	100
Watching Movies	0	0	1	4	95	100

Table 24 shows mobile phone usage pattern of respondents. From this table it can be noted that calling is the sole use of mobile phone as it can be seen from the table that the most of the respondents never use the other features, only in case of few features like texting (90%), taking photos (55%), listening music (46%), Internet browsing (27%), social networking (27%) respondents said that they sometimes use it.

Table 24. Awareness and usage of locator apps/services

Awareness and usage	Answer	Percentage
Aware of the apps	Yes	57
	No	43
	Total	100
Use of those apps	Yes	0
	No	100
	Total	100

According to table 25, nearly half the respondents know about the apps those can locate people without acknowledging them, but none of them uses it to spy on their teens.

From the discussion above, it is clear that the respondents perceive mobile phone as an inseparable part of life. All of them use mobile phone and most of them spend 500 taka to 1500 taka per month for their mobile phones. Considering the income level of the respondents, spending such amount of money for mobile phones is noteworthy. Also, from the survey results it was found that only 3% of the respondents think about the cost while calling/communicating through mobile phone.

Even though a large number of the respondents (n=47) use smart phones, the use of mobile phone is mostly limited in talking. Most of the respondents (n=68) never use Internet while only 4 out of 100 respondents said that they frequently use Internet on mobile. Same applies in case of social networking; only 3 out of 100 said that they frequently do social networking, and 68 said that they never do it.

The above findings lead the researcher to a conclusion that the usage of mobile phone among the respondents is at very basic level. With such usage pattern, they may

use mobile phones as a parenting device only by calling and texting their teens. The parents participated in the survey are not using social media or any other apps to trace their teens without acknowledging them.

4.4 Factor Influencing the Parents to Provide Mobile Phone to their Teens

The researcher has tried to explore the factors those influence the parents to provide mobile phones to their teens, and the results are presented in the following tables and charts:

Table 25. Parents' perception on providing mobile phone to teens

Question	Answer	Frequency (n)
Should teens possess mobile phone?	Yes	96
	No	4
	Total (N)	100

It is seen from the survey results presented in Table 26 that almost all the respondents (n=96) think that teens should be provided with mobile phone while only 4 out of 100 didn't agree on this. From the table 27, researcher identified that all four respondents who don't think that mobile phone should be provided to teens practice authoritarian parenting style. They don't want to provide mobiles to their teens for below reasons:

Table 26. Why teens shouldn't be provided with mobile phones

Respondent No.	Responses
8	<ul style="list-style-type: none"> ▪ My daughter doesn't go outside alone. So she doesn't need any mobile phone ▪ Mobile phone can be given to teens after reaching 18 ▪ Teens' usage of mobile phone has more negative effects than positive ▪ Mobile phone can be given to teens when they grow up and can understand right and wrong
15	<ul style="list-style-type: none"> ▪ Mobile phone can be given to teens after reaching 18 ▪ Mobile phone is harmful for the teen agers ▪ If we provide mobile phones to teens, they will not study properly ▪ Internet must not be given to teens
27	<ul style="list-style-type: none"> ▪ Children do not need mobile phones. I can call the school/coaching centre if my daughter come home late ▪ Mobile phone can be given to teens after reaching 18
50	<ul style="list-style-type: none"> ▪ Children do not need mobile phones. They can use parents' mobile ▪ It's not safe for the teens to use mobile phone ▪ Mobile phone can be given to teens after reaching 18

Among the respondents (n=96) who think that teens should be provided with mobile phones, 58 are practicing authoritative parenting, 37 are practicing authoritarian parenting and only one is practicing indulgent parenting. Their explanations are supports to providing mobile phones to teens are as follows:

Table 27: Authoritative parents' perception on providing mobile phones to teens

Responses	Frequency (n)
To always keep in touch	31
To get updates when they're (teens) away	11
To immediately acknowledge parents if they (teens) fall in any sort of problem(s)	7
I (parent) feel worried when they're away	5
To keep connected and to know the world through internet	2
Phones can be provided for entertainment purposes like taking photos, listening music etc.	4

Table 28: Authoritarian parents' perception on providing mobile phones to teens

Responses	Frequency (n)
To always keep in touch	27
To immediately acknowledge parents if they (teens) fall in any sort of problem(s)	3
To get updates when they're (teens) away	2
To communicate classmates/teachers for academic purposes	1
I (parent) feel worried when they're away	1
They (teens) don't need mobile phones, if needed they can use parents' mobile	1

From table 28 and 29, it can be seen that authoritative and authoritarian parents have quite a few similar reasons to provide their teen with mobile phones, i.e. “To always keep in touch”, “To immediately acknowledge parents if they (teens) fall in any sort of problem(s)”, “To get updates when they're (teens) away”, “I (parent) feel worried when they're away” etc.

However, the authoritative parents think that the mobile phones are important for the teens “To keep connected and to know the world through internet”. Also, they think that “Phones can be provided for entertainment purposes like taking photos, listening music etc.” In case of authoritarian parents, such thoughts were not observed. All the reasons they have talked about were related to communicate and to provide directives to the teens while they are away.

Table 29: Parents' perception regarding the type of mobile phone children should possess

Parenting Style	Type of mobile phone should children possess			
	Basic	Multimedia	Smart	Total
Authoritative	53	3	2	58
Authoritarian	37	0	0	37
Indulgent	1	0	0	1

Table 30 shows that most of the parents (n=91) think that teens should possess basic mobile phones. Most of authoritative (n=53) and all authoritarian (n=37) parents belong to this group. Same applies to the only indulgent parent. Only, few authoritative parents think that teens should be provided with multimedia phone (n=3) or smart phone (n=2).

Table 30: Types of Mobile phone teens are using

Parenting Style	Children possesses "Basic mobile" phone	What kind of mobiles children using now					
		Basic (n)	%	Multimedia (n)	%	Smart (n)	%
Authoritative	53	29	55	22	40	7	17
Authoritarian	37	14	38	15	40	8	20
Indulgent	1	1	100	-	-	-	-

However, in practice (shown in Table 31) the respondents are not consistent with their belief as 37 of them provided their teens with multimedia phone and 15 with smart phones; 43 parents remained strict to their belief and provided their teens with basic phones. Among the last group authoritative parents are majority though by definition authoritarian parents are more strict. Survey shows that about 55% of authoritative parents remain strict on their belief regarding providing basic phone to their teens while only 38% of authoritarian parents could manage to do this. It happened probably because authoritative parents have closer relations with their children.

Table 31: Parents' perception on providing mobile phones to girl child

Type of response	Responses	Frequency (n)
Yes	Should be given as it is required for always keeping in touch	n= 61
	Mobile should be given as it is important for their safety	n= 12
	Can be given to get update whether girls facing any problem on the way	n= 9
Conditional	Can be given, but should be with proper monitoring	n= 4
	Girls can be given mobile phone after reaching 18	n= 6
	Can be given, but only when they are outside home	n= 16
No	Girls should use parents' phone	n= 2

From the table 32, it is seen that almost all the parents think that girls should be provided with mobile phone; only 2 thinks otherwise. One-fourth (n=26) of the respondents, who opine in favor of providing mobile phone to girls, said that it should be conditional. Two of the respondents think that girls shouldn't be provided with mobile phones, the can use parents' phone.

The above discussion can be concluded as below:

- All the parents except four (4) think that mobile should be provided to teens.
- The parents who do not want to do this are all practicing authoritarian parenting. Other authoritarian parents want to provide the teens with mobile phones mostly for providing directives. They do not consider other uses of mobile phone
- Providing directives is one of the reasons for authoritative parents to provide mobile phone to the teens as well. However, many such parents consider the

other uses of mobile phone, such as entertainment, social networking and education.

- Even though most of the parents think basic phone is enough for the teens, in practice more than half of them have provided their teens with multimedia and smart phones.
- Almost all the respondents (n=98) opined in favor of providing mobile phones to girls, because they think it's very important for their safety. However, about one-fourth of them said that mobile phones should be given to the girls on condition and it should be properly monitored.

4.5 Effectiveness of mobile phone as a parenting/surveillance tool

This section discusses communication behavior of the respondents while communicating their teens through mobile phones, and sheds light on the issue of effectiveness of mobile phone as a parenting/surveillance tools.

Table 32. Calling behavior of the parents

Parenting Style	Frequency	Number of calls			Call Duration	
		0 times	1-3 times	4-6 times	1-2 minutes	3-5 minutes
Authoritative	58	0	47	11	54	4
Authoritarian	37	1	36	0	26	11
Indulgent	1	0	1	0	1	0
Neglectful	0	0	0	0	0	0

According to the table 33, regardless of parenting style most of the parents (n=84) call their teens 1-3 times. All the authoritarian and indulgent parents fall in this group. Only 11 authoritative parents call their teens 4-6 times. However,

authoritarian parents talk more than the other parents- 30% of them talk 3-5 minutes per call which is only 7% in case of authoritative parents. All the others talk 1-2 minutes per call. Table below presents the most common conversation patterns between parents and teens.

Table 33. Topics of discussion between the parents and teens

Responses	Frequency (n)
What are you doing?	n= 43
How long would it take for you to reach home	n= 29
Where are you?	n= 25
Have you finished your study?	n= 23
Cross the streets carefully	n= 20
Who are you with?	n= 17
Have you reached school/coaching safely?	n= 10
Is there any problem?	n= 10
When your coaching/class will end?	n= 9
What are you doing during the break	n= 8
Come straight to home after your class ends	n= 7
Do I need to go to your school?	n= 6
Why would you be delayed in coming home	n= 3
Take your lunch on time	n= 3

Table 34. Safety feelings of the parents regarding teens' mobile usage

Feelings	Percentage
Very safe	0
Safe	3
OK	26
Not that safe	71
Not Safe at all	0
Total	100

From Table 35 it is seen that only a few parents (n=3) feel it's safe for their children to have mobile phone. The table also shows that almost two-thirds of the parents (71%) don't feel it safe enough while 26% parents said it's alright with their children having mobile phone.

Table 35. Parents' feelings when teens are away and not carrying mobile phone

Question	Answer	Frequency
Feelings when your children are away from home and left their phone at home	Worried	78
	Angry	0
	worried and angry	22
	Nothing Special	0
	Total	100
What do parents do when children are away from home and left their phone at home?	Go out to find them	04
	Call their friends for updates	92
	Do nothing	04
	Others	0
	Total	100

Table 36 shows the responses when the respondents were asked "how do you feel when your children are away and not carrying a phone? In response, more than three-fourth (n=78) parents said that they become worried, while 22 Parents said that they become "worried and angry". The table also shows that, in such a situation almost all the parents (n=92) call their friends (teens') for updates, and four out of 100 respondents said that they go out to find them. Only four parents said that they do nothing. This is noteworthy here that all these four parents haven't provided mobile phone to their children.

Table 36. Parents' reaction when their teens don't receive call

Parents' Reaction	Frequency
Keep calling	12
Wait for a while before calling again	18
Call their friends	66
Use apps/services to know their location	0
Others	0
Total	96

Table 37 shows that most of the parents (n=66) become worried when their teens don't receive their call, and start calling their (teens') friends immediately to get updates. Among the rest, 18 said that they wait for a while before making the next call, while 12 others said that they keep calling until his/her child receives the call.

Table 37. Restrictions imposed by the parents regarding teen's mobile phone usage

Question	Percentage
Don't talk on your mobile phone during late night	18
Don't spend too much time talking on mobile phone	28
Should not go over certain limit	18
Don't talk on mobile phone while you are with parents/relatives	7
Don't use mobile phones when you are studying	29
No rules	0
Total	100

Form Table 38, it is seen that in most cases parents become unhappy when they see the teens talking during the late night as well for talking on phone for long time. Also, the parents don't like to see the children using mobile during the study hours. Hence, they impose restrictions.

Table 38. Reason for scolding/beating teens

Question	Yes	No	Total
Talking long hours on mobile phone	38	62	100
Buying a new mobile phone	46	54	100
Poor performance in exam to over use of mobile	70	30	100
excessive bill of mobile phone	42	58	100

Among all respondents, 11 said that they never scolded their children, while 89 said they did so at least in one instance. However, almost three-fourth of the respondents, who scolded children at least once, blame excessive mobile phone usage for poor exam performance of their teens and scold/beat their children. 38 parents said that they have scolded/beaten their children at least once for talking for long time on mobile phone, and almost half the respondents (n=46) said that they scolded their children when they demanded new mobile phone.

From the responses of another question, it was revealed that 35 percent of the respondents took away their teens' mobile phone at least once.

From the in-depth interviews it was revealed that mobile phone has both positive and negative impact on parental control. Table 40 lists the responses of the participants of the in-depth interviews regarding these issues:

Table 39. Impact of Mobile Phone Usage on Parental Control (In-depth Interview)

Respondent No.	Response
1	<ul style="list-style-type: none"> ▪ New generation need smart phone. ▪ My Son's college is far from my residence, so I had to provide him a mobile phone that I could talk to him whenever needed. ▪ I bought my son a smart phone as he insisted. Moreover, all of his classmates uses smart phone. ▪ Yes, I know the features that he uses. He uses his smart phone for calling and browsing internet. ▪ I provide the money needed for the phone, but he also buys recharges by himself from his pocket money sometimes. ▪ We let my younger son to use the mobile phone for the wellbeing of him. This phone gives him the opportunity to always keep in touch with us. We also call him to know whether he reached school safely, or whether his class has started, or to come home earlier. ▪ I don't see any negative side of mobile phone, this is a very useful device for us all including our children. And, it's a necessity nowadays. The most important positive side of mobile is that it helps us to always keep in touch. ▪ I've never imposed any control on my son, because he does not need to be controlled. He is a good boy, and respects the elders. We have a friendly relation. I trust him and he hasn't done anything wrong till now. ▪ I think it's not mandatory to provide mobile phone to the girls. ▪ I don't believe spying on teens. My son use the mobile phone for his betterment, he calls his friends to get updates about the study. ▪ Yes, I scolded my son once for playing games on mobile phone for too long.
2	<ul style="list-style-type: none"> ▪ I've provided mobile phone to my daughter as I cannot accompany her to school/coaching center. Previously, I used to be worried all the time when my daughter used to go for school/coaching, now I can talk with her anytime. Mobile phone has brought me that opportunity. ▪ Sometimes I feel very angry as my daughter always browses internet. ▪ My daughter remains busy with Facebook most of the time nowadays which creates some problems between us as it makes her attention away from study. Also, she has this habit of taking photographs all the time and posting those in facebook. She spends a significant amount of time in chatting as well. ▪ If my daughter didn't get mobile phone at such early age, her SSC result could be much better. ▪ Before, I used to be able to keep her in discipline, but now she doesn't listen to me. So it has become more difficult nowadays to control her. ▪ Sometimes I feel that my daughter might tell lie though I believe her.
3	<ul style="list-style-type: none"> ▪ I provided mobile phone to my daughter as I feel it's necessary to get the updates of my daughter while she is at school/coaching. I have done this basically for the safety of my daughter. I can talk to her anytime which is good, but I can't see everything she does on mobile which worries me. Also, it [mobile phone] saves time, energy, money. I can now look after my daughter from home.

	<ul style="list-style-type: none"> ▪ My daughter use to take photographs with her phone. I haven't given permission for using Internet as I think it may negatively affect her study. Still, her exam results are not satisfactory. It happened due to excessive use of mobile phone. So, I took away the phone from her for few days during her exams. ▪ Sometimes I feel that my daughter might lie because she is in that age where teenagers try to keep their own secrets, so I always try to motivate her not to lie, especially to me.
4	<ul style="list-style-type: none"> ▪ We didn't buy mobile phone for my younger son, he got a multimedia phone as a gift about two years ago. ▪ My son uses it for calling and browsing internet. Previously he used to listen music and take photographs with that phone. Nowadays he uses facebook also. ▪ We let my son to use the mobile phone for his wellbeing. This phone gives him the opportunity to always keep in touch with us. ▪ We also call him to know whether he reached school safely, or whether his class has started, or to come home earlier, or to go to his father for helping his father's business, etc. ▪ The negative sides of mobile phone are browsing internet and using Facebook. Those are not good for them. ▪ The positive side of mobile is that it helps us to always keep in touch with family members and friends. ▪ I haven't ever imposed any control on my son. ▪ I believe my son when he tells me something; he never lies. ▪ I think it's not mandatory to provide mobile phone to the girls. ▪ As being a parent of a teen, a person should check the call list, pictures etc of teens mobile secretly for the wellbeing of the teens.
5	<ul style="list-style-type: none"> ▪ As both I and my husband are service holders, we have provided mobile phone to our son that we could always communicate him. ▪ Mobile phone helps my son to always communicate with his friends for educational purposes as well as in recording lectures, taking snaps of lectures on black board, etc. which is good, but he often spends too much time for playing games which sometimes causes a fight between us. ▪ The thing I don't really like is that nowadays I don't know most of his friends. He can talk to anyone over mobile phone without acknowledging me. He can also fix time and place for meeting someone as well which I cannot trace. It really worries me.
6	<ul style="list-style-type: none"> ▪ I do not use mobile phone as we have land phone. I used to keep in touch with my relatives through land phone. ▪ I bought basic phone for my elder son when he got admitted in college. Later, when my lost the phone, I bought him a smart phone as he was so adamant to have one. ▪ I do not know the features of my son's phone. But, I think he uses the phone for calling and browsing Facebook. ▪ I don't pay for my son's phone, he buy recharges by himself from his pocket money when needs to. ▪ We let both my sons to use mobile phone for their wellbeing. We always call them to know whether they reached school safely, or to ask them to come home earlier. ▪ I don't see any negative side of mobile phone, it's much needed nowadays. ▪ The positive side of mobile is that it helps us to always keep in touch. ▪ I can't really control my son, he doesn't listen to my directives nowadays. However, I haven't seen anything wrong in him till now. ▪ I 100% believe on my son when he tells me anything, he never tells a lie. He shows me all the things regarding his communication. In fact, if any girl calls him, he shows it to us. Moreover, he also shows us the Facebook status. ▪ I think, we should have a friendly relationship with our children so that they can share each and everything.

	<ul style="list-style-type: none"> ▪ I don't believe spying on teens and I also practice this. I believe that we should not use location tracker, because it's their life, they should take their own decision. ▪ Those who goes to the wrong direction, it is not possible for the parents to take them in a right direction. ▪ Every parents should be friendly with their teens so that they can share right and wrong with their parents.
7	<ul style="list-style-type: none"> ▪ I bought mobile phone to my elder daughter as she insists, and I believe that I had taken a right decision. ▪ I saw that after getting mobile phone, she become very spontaneous in her study. ▪ Teachers called her if classed postponed or extra class needed. ▪ She precisely use it for calling, texting, taking selfies, etc. sometimes she called me to take pen, khata or food etc. ▪ We let our daughter to use the mobile phone for the wellbeing of her. This phone gives her the opportunity to always keep in touch with us. ▪ We also called her to come home earlier, whether he reached school safely or not, what is the location she were etc. ▪ The negative side of mobile phone is that we do not see them what is she actually doing. ▪ Sometimes her friends requested her to go to their house, but she didn't share that with us because of her fear to us. So she lied sometimes. ▪ For being a parent of a teen child, they should always be alert so that they can easily take the lead to solve the problem if the teens fells.
8	<ul style="list-style-type: none"> ▪ About 2 years ago, I bought a multimedia phone to my daughter which she can talks and listening music's. But now I bought her smart phone as smart phone is very cheap. ▪ She uses Tk. 200/300 monthly for calling and internet purposes. ▪ Using internet is not very frequent, but she uses my phone also for internet. ▪ We let our daughter to use the mobile phone for the wellbeing of her. This phone gives her the opportunity to always keep in touch with us. We also called her to come home earlier, whether she reached school safely or not. ▪ Sometimes it not possible for us to accompany her at school or coaching, so mobile phone gives us that opportunity to always contact. ▪ The negative side of mobile phone are talking too much, browsing internet and using Facebook. ▪ Mobile phone is become a status, her friends shows her what the features she don't have. It makes her sometimes feeling bad. ▪ In the time of exam too much talk through mobile phone makes the result poor. So I took the phone from her several times especially in exam time. Moreover, mobile phone waste valuable times. ▪ The positive side of mobile is to always keep in touch. ▪ Smart phone have the option for call blocking, so if any unwanted call disturb my daughter, I blocked the call.

From Table 40 it is clearly seen that usage of mobile phone can strengthen parental control. Simultaneously, it might have the opposite impact and that is, weakening parental control. Usage mobile phone may effectively strengthen parental control, parents can get updates of their children any time they want to (according to

the respondents 1, 2, 3, 4, 5, 6); they can provide directives as well. However, it depends on mutual trust and respect between the teens and their parents as the parents in Dhaka city mostly use the calling feature of the mobile phone (Table 24); even though many parents know about the apps those can explore the location of a person without acknowledging, none of them uses such apps (Table 25). On the other hand, parents cannot completely control the usage of mobile phones by their teens. They can talk to anyone or use Internet the way they want to without acknowledging their parents. They can fix time and place for meeting with friends over phone as well which keeps their friends unknown to their parents. Such activities by the teens not only weaken parental control, it might be dangerous for the teens sometimes.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary and conclusion of the present study. In the end the researcher makes some recommendations as well.

5.1 Summary

- This study reflects the researcher's personal undertaking to comprehend the effectiveness of mobile phone as a parenting/surveillance tool in Dhaka City, along with exploring the factors those influence parents to provide mobile phone to their teens.
- As the study deals with both qualitative and quantitative data, a Triangulation strategy was chosen to gather the data, interpret the facts and analyze the results.
- Population of the study includes the parents in Dhaka City who have teenager children. One hundred parents were surveyed using a survey questionnaire containing both close-ended and open-ended questions in order to gather quantitative data. For gathering qualitative data, eight parents were interviewed using semi-structured interview schedule.
- For sampling of qualitative data gathering, non-probability sampling techniques, namely Purposive sampling and Snowball Sampling were used. For, quantitative data gathering a probability sampling technique, stratified simple random sampling, had been used.

- The findings shows most of the respondents (n=75) are from middle income nuclear families having family size of 3 to 5. Educational qualification of most of the respondents range between secondary and undergraduate level
- About two-third of the respondents (n=63) practice Authoritative parenting style while more the one-third (n=36) of them practice Authoritarian parenting style. No neglectful parent was found in the study which seems quite natural because the parents participated in the survey are regularly accompanying their children to their school/college; neglectful parents would never do that.
- All respondents perceive mobile phone as an inseparable part of life. All of them use mobile phone and most of them spend 500 taka to 1500 taka per month for their mobile phones. Considering the income level of the respondents, spending such amount of money for mobile phones is noteworthy. Also, from the survey results it was found that only 3% of the respondents think about the cost while calling/communicating through mobile phone. Even though a large number of the respondents (n=47) use smart phones, the use of mobile phone is mostly limited in talking. Most of the respondents (n=68) never use Internet while only 4 out of 100 respondents said that they frequently use Internet on mobile. Same applies in case of social networking; only 3 out of 100 said that they frequently do social networking, and 68 said that they never do it.

The above findings lead the researcher to a conclusion that the usage of mobile phone among the respondents is at very basic level. With such usage pattern, they may use mobile phones as a parenting device only by calling and texting

their teens. The parents participated in the survey are not using social media or any other apps to trace their teens without acknowledging them.

- Finding of the study shows that all the respondents except four thought that mobile should be provided to teens. The parents who do not want to do this are all practicing authoritarian parenting. Other authoritarian parents want to provide the teens with mobile phones mostly for providing directives. They do not consider other uses of mobile phone. Providing directives is one of the reasons for authoritative parents to provide mobile phone to the teens as well. However, many parents in this group consider the other uses of mobile phone, such as entertainment, social networking and education. Even though most of the parents think basic phone is enough for the teens, in practice more than half of them have provided their teens with multimedia and smart phones. Almost all the respondents (n=98) opined in favor of providing mobile phones to girls, because they think it's very important for their safety. However, about one-fourth of them said that mobile phones should be given to the girls on condition and it should be properly monitored.
- The main focus of this study was to explore the effectiveness of mobile phone as a parenting device in Dhaka City. The researcher found that usage of mobile phone can strengthen parental control. Simultaneously, it might have the opposite impact and that is, weakening parental control. Usage of mobile phone may effectively strengthen parental control, parents can get updates of their children any time they want to as well as they can provide directives. However, it depends on mutual trust and respect between the teens and their parents as the parents in Dhaka city mostly use the calling feature of the mobile

phone; even though many parents know about the apps those can explore the location of a person without acknowledging, none of them uses such apps.

On the other hand, parents cannot completely control the usage of mobile phones by their teens. They can talk to anyone or use Internet the way they want to without acknowledging their parents. They can fix time and place for meeting with friends over phone as well which keeps their friends unknown to their parents. Such activities by the teens not only weaken parental control, it might be dangerous for the teens sometimes.

5.2 Conclusion

The researcher adopted two hypotheses. Findings of the study disproved the first hypothesis- Majority of the parents in Dhaka City practice authoritarian parenting style which was based on Kordi and Baharudin's (2010) argument where they noted that Asian parents mainly show features of authoritarian parenting and seem to lack other styles. The second hypothesis has been proved conditionally. The second hypothesis was- "usage of mobile phone increases parental control." The findings shows that the usage of mobile phone increases parental control but it depends on the mutual trust between the parents and teens.

The researcher believes that the sample size of this study is not enough for generalization. He will be looking forward to carry out similar work in broader scale in future which would provide a more clear view of the issue dealt in this study.

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APPENDICES

Appendix A: Survey Questionnaire

MOBILE PHONE AS PARENTING DEVICE IN DHAKA CITY

Survey on Parents

Informed Consent

Salam/Adab. I'm _____ and at present I am conducting a study on **MOBILE PHONE AS PARENTING DEVICE IN DHAKA CITY**. It is an academic research. Information provided by you will be kept strictly confidential and will only be used for research purpose.

You can refuse to answer any or all the questions. Thank you in advance for your cooperation.

Do you want to know anything else about this study? [Yes] [No]

Can we start the discussion now? [Yes] [No]

SL No:

Date:

A. Respondent's Profile

Name:

.....

Age: **Sex:** [] Male [] Female [] Other [Please Specify]

Education: **Marital Status:** [] Married [] Divorced [] Widowed

Occupation: Own.....Spouse's.....

Estimated Income: [] Annual BDT [] Monthly BDT.....

B. Respondent's Family Profile

SL#	Name	Age	Sex [M/F/O]	Education	Wage earner? [1] Yes; [2] No
1					
2					
3					
4					
5					
6					

Q1. Please opine on the followings (Please, remember that “children” means “teenager children” here):

- a. Parents should have a friendly relation with their children
[1] Strongly Agree [2] Agree [3] May be [4] Disagree [5] Strongly Disagree
- b. Parents should spend a particular amount of time for their children everyday
[1] Strongly Agree [2] Agree [3] May be [4] Disagree [5] Strongly Disagree
- c. Parents should always discuss with the children before taking any decision regarding them.
[1] Strongly Agree [2] Agree [3] May be [4] Disagree [5] Strongly Disagree
- d. Parents should always give preference of the children’s choice
[1] Strongly Agree [2] Agree [3] May be [4] Disagree [5] Strongly Disagree
- e. Children should be provided with whatever they want
[1] Strongly Agree [2] Agree [3] May be [4] Disagree [5] Strongly Disagree
- f. Children shouldn’t be forced to do anything
[1] Strongly Agree [2] Agree [3] May be [4] Disagree [5] Strongly Disagree
- g. Parents shouldn’t strictly control children’s communication with people (such as making friends, passing time with friends etc.)
[1] Strongly Agree [2] Agree [3] May be [4] Disagree [5] Strongly Disagree
- h. Parents should monitor but shouldn’t spy about what their children are doing on their computer/phone or whom they’re talking to over phone.
[1] Strongly Agree [2] Agree [3] May be [4] Disagree [5] Strongly Disagree
- i. Parents shouldn’t force their children to always act on the parents’ expectation
[1] Strongly Agree [2] Agree [3] May be [4] Disagree [5] Strongly Disagree
- j. Parents should listen to the children first if something goes wrong
[1] Strongly Agree [2] Agree [3] May be [4] Disagree [5] Strongly Disagree
- k. Parents shouldn’t verbally or physically punish their children if they fail to follow parents’ guidance or fail to meet parents’ expectation.
[1] Strongly Agree [2] Agree [3] May be [4] Disagree [5] Strongly Disagree

Q2. Do you use a mobile phone?

- [1] Yes [2] No

Q3. How long have you been using a mobile phone?

- [1] Less than 1 year [2] 1 - 2 years [3] 2 - 3 years [4] 3 - 4 years [5] More than 5 years

Q4. What is the type of your mobile phone?

- [1] Basic phone [2] Multimedia phone [3] Smart phone [] Don’t know

Q5. Purposes and frequency of your Mobile Phone use [Tick just one answer for each]

i. Talking

- [1] Always [2] Frequently [3] Sometimes [4] Rarely [5] Never

- ii. Texting [SMS]
 [1] Always [2] Frequently [3] Sometimes [4] Rarely [5] Never
- iii. MMS
 [1] Always [2] Frequently [3] Sometimes [4] Rarely [5] Never
- iv. Listening Radio
 [1] Always [2] Frequently [3] Sometimes [4] Rarely [5] Never
- v. Listening Music
 [1] Always [2] Frequently [3] Sometimes [4] Rarely [5] Never
- vi. Internet Browsing
 [1] Always [2] Frequently [3] Sometimes [4] Rarely [5] Never
- vii. Social Networking (such as, Facebooking, Blogging etc.)
 [1] Always [2] Frequently [3] Sometimes [4] Rarely [5] Never
- viii. Taking Photos
 [1] Always [2] Frequently [3] Sometimes [4] Rarely [5] Never
- ix. Gaming
 [1] Always [2] Frequently [3] Sometimes [4] Rarely [5] Never
- x. Watching Movies [YouTube/Any video sites]
 [1] Always [2] Frequently [3] Sometimes [4] Rarely [5] Never

Q6. Which of the following factors affect your decision to communicate using a mobile phone?

[Tick all that apply]

- [1] Cost [2] Nature of relationship [3] Convenience
 [4] Topic of conversation [5] None of the above

Q7. How much money do you spend toward your mobile phone each month? [Taka]

- [1] Below 500 [2] 500-1000 [3] 1000-1500 [4] 1500-2000 [5] 2000+

Q8. Do you use internet on your mobile phone?

- [1] Yes [2] No

If yes, what kind of Internet Connection do you use mostly on your mobile?

- [1] 2G [2] 3G [3] 4G [4] Broadband through Wi-fi [5] Don't know

Q9. If you could not use your mobile phone at all tomorrow, how much would this affect your daily routine and activities?

- [1] Very strongly [2] Strongly [3] Moderately [4] Very Little [5] Not at all

Q10. Describe the advantages of using mobile phone as a communication device:

- i.
- ii.

Q11. Do you think children should possess and use mobile phone?

[1] Yes [2] No

If yes,

a. Please explain

why.....

b. What type of mobile phone should the children possess?

[1] Basic [2] Multimedia [3] Smart [4] Don't know

Please explain

why.....

c. Do your children possess mobile phone? Please, list them using their serial no in

Section B.

	Serial No. in [B]	Possesses Mobile Phone	Type of Mobile Phone
i.		[1] Yes [2] No	[1] Basic [2] Multimedia [3] Smart [4] Don't know
ii.		[1] Yes [2] No	[1] Basic [2] Multimedia [3] Smart [4] Don't know
iii.		[1] Yes [2] No	[1] Basic [2] Multimedia [3] Smart [4] Don't know

Q12. Please describe some important features of your children's mobile phone.

- i.
- ii.

Q13. Who pays for your children's phone?

[1] Parents (you) [2] Children themselves [3] Both the parents and children

If children pay any amount for their phone, please specify how

.....

Q14. Do your children use internet?

- [1] Yes [2] No [3] Don't know

Q15. How safe are you to see them using the phone?

- [1] Very safe [2] Safe [3] OK [4] Not that safe [5] Not Safe at all

Q16. What do you feel when your children are away from home and left their phone at home?

- [1] Worried [2] Angry [3] Worried and angry [4] Nothing special

Q17. What do you do when your children are away from home and left their phone at home?

- [1] Go out to find them [2] Call their friends for updates
[3] Do nothing [4] Others (Please specify)

Q18. How many times do you call your children when they are away?

- [1] 0 [2] 1-3 [3] 4-6 [4] 7-9 [5] 10+

Q19. How long do you talk in each call with your children?

- [1] 1-2 minutes [2] 3-5 minutes [3] 6-8+ minutes

Q20. How do your children react when you call them?

- [1] Always normal [2] Always Impulsive
[3] Shouts if call more than once/twice [4] Do not receive if called more than twice

Q21. What are the topics do you usually discuss with your children over phone?

.....
.....

Q22. What do you do when your children don't receive your call?

- [1] Keep calling [2] Wait for a while before calling again [3] Call their friends
[4] Use apps/services to know their location [5] others (please specify)

Q23. Do you know about the apps/services those help to know people's location?

- [1] Yes [2] No

If yes, do you use such apps/services?

- [1] Yes [2] No

Q24. Have you ever taken away mobile phone from your children to discipline them?

- [1] Yes [2] No

If yes, what is the frequency in a month:

- [1] Never [2] 1-3 [3] 4-6 [4] 7-9 [5] 10+

Q25. Have you recently had scolded/beaten your children for any of the followings. [Tick one answer for each]

- | | | |
|--|---------|--------|
| [1] Talking long hours on mobile phone | [1] Yes | [2] No |
| [2] Buying a new mobile phone | [1] Yes | [2] No |
| [3] Poor performance in exam to over use of mobile | [1] Yes | [2] No |
| [4] Over bill of mobile phone | [1] Yes | [2] No |

Q26. Do you impose any of the following restrictions regarding their mobile phone usage?

[Tick all that apply]

- [1] Don't talk on your mobile phone during late night
- [2] Don't spend too much time talking on mobile phone
- [3] Should not go over certain limit
- [4] Don't talk on mobile phone while you are with parents/relatives
- [5] Don't use mobile phones when you are studying
- [6] No rules
- [7] Others, please write.....

Q27. Do your children share with you if they get relationship by anyone via mobile phones?

- [1] Yes [2] No

If yes, what do you in such cases

.....

Q28. What is your stand on the issue of providing a mobile phone to a girl child? Please explain briefly.

.....

Q29. What's your overall opinion regarding mobile phone usage by teenagers?

.....

Thank You for your valuable time

Appendix B: In-Depth Interview Schedule

This interview schedule is designed to examine the mobile phone usage by teens at Dhaka city. The questions in this interview schedule pertain to following topics – background information of mobile phone uses by the interviewee, background information of mobile phone uses by their teens, mobile phone as controlling device. The questions are given below:

Background Information of mobile phone uses by the parents.

Hints:

- A. Name, Age, Sex, City, Education, Socio-economic status, Occupation – working/ non-working, student, Family members etc.
- B. How would you describe yourself – a traditional or a modern person or both?
- C. What are the purposes of yours to use mobile phone?
 - Who first bought mobile phone-Self/spouse/teen?
 - What was your first mobile phone and what is now? What are the differences regarding facilities that he avails right now?
 - What was your monthly cost for using mobile phone?
 - Whom you talks mostly - friends/colleagues/official purposes/teens/relatives?
 - What are the use of mobile phone - messaging, photographs, music what he uses mostly

Background Information of mobile phone uses by your teen.

Hints:

- A. History of using Mobile phone by the teen
 - In what age your teen gets the mobile phone?
 - Differences of mobile phone given by previous and present time
 - Tell me the story of your teen when you first given the mobile phone?
- B. What was your reason for giving mobile phone to your teens?
 - Under Pressure, if yes, then why not before
 - Under Demand, if yes, then why don't you do it before (tell me the story)
 - For Communication, if yes, then why don't you do it before (tell me the story)
 - For Status, if yes, then why don't you it before (tell me the story)
- C. Did you see any differences/changes of your teen using mobile phone before and now?

- Changing in Mobile set, what changes
 - May be at first voice call was too much, but right now internet uses, taking photographs or listening music, using facebook etc.
 - Are you aware of any adverse aspects of using mobile phones, such as bullying or harassing
 - Do u think this is positive or negative
- D. Please tell me the positiveness of using mobile phone by your teen on
- Communication (friends/parents etc)
 - Others positive (internet, camera etc)
 - Can you tell me that your teen fell in a problem that you heard from mobile and you solved that (mobile phone helped in problem)
 - Can you tell you need to contact with him/her in serious cases. (mobile phone helped in problem-that helped)

Mobile phone as parenting device:

Hints:

- A. Do you look after/control of your teens mobile phone uses on
- Content/ apps/ features (voice/sms/music/photographs)
 - What your teen uses most right now, do you ever observe this?
 - Do you observe any inconsistency for using this? (whom he talks most, what photos he taking most/ what content uses most)
 - When observing the inconsistency, will you try to control this? Example/story
 - Do you succeed, how? If not why
 - For those inconsistency (if happen), do you think using mobile phone as negative?
- B. Do you think mobile phone is a device to control teens?
- Do you have rules regarding your mobile phone usage? What kind? Can you give examples?
 - Did you control on your teen, did it work? If yes, please give us the example.
 - Do you ever have fights with your teens about mobile phone usage? Can you describe some situations?
 - Do you think its okay for you to monitor your mobile phone usage?
 - Do you think, your teen speaks truth about his/her location or what he is doing when they were out of home?
- C. As a parents, using mobile phone by teen is positive or negative (overall question)
- Regarding using internet/ talk with boyfriend/girlfriend/ talk at night/ watching video/ any content at internet
 - If negative, any suggestion for leave that.

Appendix C: Consent Form



Consent Form

MOBILE PHONES AS PARENTING DEVICES IN DHAKA CITY

I have had the research project explained to me and I have read and understand the information sheet given to me.

I understand that I don't have to be part of this if I don't want to and I may withdraw at any time prior to the completion of the research project.

I understand that everything I say is confidential and none of the information I give will identify me and that the only persons who will know what I have said will be the researchers and their supervisor. I also understand that all the information that I give will be stored securely on a computer at University of Liberal Arts Bangladesh (ULAB) for a period of 5 years.

I understand that my discussion with the researcher will be taped and transcribed. I understand that I can see the finished research document if I wanted to.

I am aware that I may contact the Research coordinator, Humayun Kabir Khan, Mobile No. +8801774444906 or his supervisor Sarkar Barbaq Quarmal, PhD, Mobile No. +8801816951062 at University of Liberal Arts Bangladesh (ULAB), if I have any queries about the research.

I have had time to consider everything and I give my consent to be a part of this.

Participant Signature: Date:

Project Researcher Signature:Date:

This study has been approved by the University of Liberal Arts Bangladesh (ULAB) from February, 2015 to September, 2015. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the University Admin Office. Any issues you raise will be treated in confidence and investigated fully.

Appendix D: Transcription of In-Depth Interview

Respondent no. 1

My name is Md. Gias Uddin (pseudonym) and I am 47 years old. I have completed B.Com several years ago. Right now I am a business person. I have two children, elder son (18) studying in Higher Secondary School and younger daughter (13) reads in class VII.

We all are using mobile phones except our daughter. I bought mobile phone for myself first and afterwards I bought mobile phone for my wife and son. I used basic phone for my business purposes and I don't need smart phone, this is for the new generations. Besides, I used it for keeping in touch with my relatives.

I bought basic phone for my son when he admitted at college, before that I didn't buy him mobile as he was in school. I believe mobile phone is not needed for school going students. For this reason, I didn't bought mobile phone for my daughter. Besides, son's college is far from my residence, so it's much needed for him.

After using some days, my son lost his mobile phone. So I bought him a smart phone as he insist. Moreover all of his classmates uses smart phone. I knew the features that he used. He (son) precisely use mobile phone for calling and browsing internet. But actually he didn't get time to use fully because of his study. I could not tell how much money he (son) used for his mobile phone, though I recharged the phone, but he also recharges by himself also from his pocket money when needed.

We let my younger son to use the mobile phone for the wellbeing of him. This phone gives him the opportunity to always keep in touch with us. We also called him to come home earlier, whether he reached school safely or not, did the class starts or not etc.

I didn't see any negative side of mobile phone, it's much needed nowadays. The positive side of mobile is to always keep in touch. Nowadays, mobile phone is the necessity and I believe this is a very useful device for us all including our children. So, I didn't impose any control on my son, because he do not need to control. On the other hand, I didn't see anything wrong in him.

I 100% believe on my son when he tells anything else, he never tells a lie. Moreover, he was very busy with his study, we never impose him for studying.

I think it's not mandatory for giving mobile phone to the girls' child. But I could not say it right now as I didn't provide mobile to my daughter still.

I don't believe spying on teens and I also practice this. My son use the mobile phone for his betterment, he calls his friends to get update about the study. But although I scolded him for his use of mobile phone. I think that parents should provide mobile phone to their teens to always keep in touch.

Respondent no. 2

My name is Smriti Borna (pseudonym) and I am 35 years old. I am housewife, my husband (41) is a business person. I have two daughters, elder one (16) is in Higher Secondary School and younger daughter (11) reads in class V.

We all are using mobile phones except my younger daughter. My husband bought mobile phone for himself first and afterwards he gave me basic phone. But now I bought a smart phone as by the smart phone I connect with my sisters lived in abroad. I can skype them, I can take photos, listening music etc.

In an average I used Tk.1000 in my mobile phone, and I used to talk with my mother, father, sisters and in-laws.

We didn't bought mobile phone for my daughter, rather he got a smart phone as a gift about one year ago. She precisely use it for calling, taking selfies and browsing internet, she also uses Facebook. For calling I recharged her mobile phone, sometimes her brother-in-law recharged also.

We let our daughter to use the mobile phone for the wellbeing of her. This phone gives him the opportunity to always keep in touch with us. We also called him to come home earlier, whether he reached school safely or not, what is the location she were etc. Moreover, it's not possible for me to go to her college always what I did when she was in school.

The negative side of mobile phone are browsing internet and using Facebook. When my daughter got the mobile phone, she used it too much and it caused the poor number in her SSC exam. It would be good if she got the mobile phone after her exam.

The positive side of mobile is to always keep in touch. Nowadays, mobile phone is the necessity and we need to control over the mobile phone though I could not handle her, she didn't listen to me. I scolded her for too much using mobile phone, but she didn't listen.

I believe on my daughter when she tells anything else, but although I couldn't guarantee whether she never tells a lie or not.

For being a parent of a teen child, they should check the call list, pictures, Facebook status etc. secretly of teens mobile for the wellbeing of the teens. We should spy on them. Daughter is growing up, we should control her and it is good if we don't let them to use internet.

Respondent no. 3

My name is Farida Begum (pseudonym) and I am 45 years old. I am housewife, my husband (49) is a business person. I have two daughters, elder one (13) studying in class VIII and younger daughter (8) reads in class II.

We all are using mobile phones except my younger daughter. My husband bought mobile phone for himself first and afterwards he gave me basic phone. In an average I used Tk.300 in my mobile phone, and I used to talk with my relatives.

We bought a basic phone for my daughter previously, but right now we gave her smart phone willingly. She precisely use it for calling and taking selfies. We didn't let my daughter using internet as this is not good for their study.

We let our daughter to use the mobile phone for the wellbeing of her. This phone gives him the opportunity to always keep in touch with us. We also called him to come home earlier, whether he reached school safely or not, what is the location she were etc. Mobile phone is mandate now a days.

The negative side of mobile phone are browsing internet and using Facebook.

The positive side of mobile is to always keep in touch. Nowadays, mobile phone is the necessity and we need to control over the mobile phone. Some days ago, I scolded her for too much using of mobile phone and took the mobile from her due of her poor result in exam.

I believe on my daughter, but I didn't know whether she uses internet or not. Sometimes she lied to me, but I always tell her not to tell lies.

For being a parent of a teen child, they should check the call list, pictures etc. secretly of teens mobile for the wellbeing of the teens. We should spy on them. Daughter is growing up, we should control her and it is good if we don't let them to use internet.

I believe teenagers shouldn't provide smart phone. Basic phone is good enough for using. Mobile phone is only for keeping in touch as this device could rid out them from problems.

Respondent no. 4

My name is Shahida Begum (pseudonym) and I am 45 years old. I am engaged with a job. I have two son, elder son is studying in 4th year at University level and younger one reads in class IX.

We all are using mobile phones. My husband bought mobile phone for himself first and afterwards my elder son and then I bought mobile phone.

We didn't bought mobile phone for my younger son, rather he got a multimedia phone as a gift about two years ago. He precisely use it for calling and browsing internet. Previously he listened music, took photographs with that phone and presently he uses facebook also.

We let my younger son to use the mobile phone for the wellbeing of him. This phone gives him the opportunity to always keep in touch with us. We also called him to come home earlier, whether he reached school safely or not, call him for helping his father's business, etc.

The negative side of mobile phone are browsing internet and using Facebook. Those are not good for them. The positive side of mobile is to always keep in touch. Nowadays,

mobile phone is the necessity and I believe this is a very useful device for us all including our children. So, I didn't impose any control on my son, because he do not need to control. On the other hand, I didn't see anything wrong in him.

I believe on my son when he tells anything else, he never tells a lie.

I think it's not mandatory for giving mobile phone to the girls child.

For being a parent of a teen child, they should check the call list, pictures etc. secretly of teens mobile for the wellbeing of the teens. Though it is not necessary for me. I think that teen should not provide mobile phone being a teenager.

Respondent no. 5

My name is Parveen (50). I am working for a non-government organization. My husband is a business person (55). I have only one son (17) who is studying in Higher Secondary School.

We all are using mobile phones. My husband bought mobile phone for himself first and afterwards I and my son bought mobile phone. I and my husband are using basic phone. I use it for my official purposes, keeping in touch with my son and husband as I am in service.

My brother bought smart phone for my son when he admitted at college. Before that we bought him a basic phone. I knew the features that he used. He (son) precisely use mobile phone for calling, recording class lectures, taking snaps of board and browsing internet. Sometimes he listened music, took photographs, playing games and watching music videos.

The negative side of mobile phone is sometimes it is not possible for us to keep control over teens, they may be call their friends for gossiping, and may be go outside for chattering. On the other hand, mobile phone is a fashion now. This is not right practice.

The positive side of mobile are taking snaps of black board, recording class lectures, keeping in touch etc. Nowadays, mobile phone is the necessity and we need to control over the mobile phone. Sometimes, I scolded him to playing too much games in mobile phone.

For being a parent of a teen child, they should check the call list, pictures etc. secretly of teens mobile for the wellbeing of the teens. We should spy on them. Too much friend is not good and it creates problem. We should control them always to keeping distance from too many friends.

If I have daughter, I will buy her a mobile phone and also keeping in touch always. If it will not possible, then I will rent a car for her so that she could go to school easily.

I didn't know about any apps for surveillance neither I use it. I know when the class finished and if he comes home rightly, then it is ok for me.

Respondent no. 6

My name is Selina Mashud (pseudonym) and I am 45 years old. I am housewife, my husband is a business person. I have two sons, elder son (19) passed his Higher Secondary School and younger son (15) reads in class VIII.

I do not use mobile phone as we have TnT. I used to keep in touch with my relatives through TnT. But my husband uses basic phone and two sons' uses multimedia phone.

I bought basic phone for my elder son when he admitted at college.

I did not know the features that my sons phone. But he (son) precisely use mobile phone for calling and browsing Facebook. I didn't recharged my son's phone, rather he recharges by himself from his pocket money when needed.

We let my both sons' to use the mobile phone for the wellbeing of him. This phone gives him the opportunity to always keep in touch with us. We also called him to come home earlier, whether he reached school safely or not, did the class starts or not etc.

I didn't see any negative side of mobile phone, it's much needed nowadays. The positive side of mobile is to always keep in touch. Nowadays, mobile phone is the necessity and I believe this is a very useful device for us all including our children.

On the other hand, I couldn't control on my son, but I didn't see anything wrong in him.

I 100% believe on my son when he tells anything else, he never tells a lie. He shows me all thing of his communication, in fact if any girl called him, he shows us. Moreover, he

also shows us the Facebook status. So we should have a friendly relationship with our children so that they can share each and everything.

I don't believe spying on teens and I also practice this. In fact we should not use location tracker, because it's their life, they should take their own decision. Those who goes to the wrong direction, it is not possible for the parents to take them in a right direction. So, every parents have to be a friendly relations with their teens so that they can share right and wrong with their parents.

Respondent no. 7

My name is Al Mashud (pseudonym) and I am 45 years old. I am business person and my wife (41) is housewife. I have two daughters and one son, elder one (16) reads in class VIII, second daughter (14) reads in class VI and younger son (9) reads in class III.

I bought mobile phone for myself and after some days I bought mobile to my wife. I bought a basic phone to my daughter when she is in class VI. But now I bought a smart phone to her as many of her friends uses smart phones.

In an average I used Tk.1000 in my mobile phone, and I used it for my business purpose.

I bought mobile phone to my elder daughter as she insists, and I believe that I had taken a right decision. I saw that after getting mobile phone, she become very spontaneous in her study. As for example, she called her friends to know her study, to know how to solve the mathematics. Moreover, her teachers called her if classed postponed or extra class needed. She precisely use it for calling, texting, taking selfies, etc. sometimes she called me to take pen, khata or food etc.

We let our daughter to use the mobile phone for the wellbeing of her. This phone gives her the opportunity to always keep in touch with us. We also called her to come home earlier, whether he reached school safely or not, what is the location she were etc.

The negative side of mobile phone is that we do not see them what is she actually doin. Sometimes her friends requested her to go to their house, but she didn't share that with us because of her fear to us. So she lied sometimes.

For being a parent of a teen child, they should always be alert so that they can easily take the lead to solve the problem if the teens falls.

Respondent no. 8

My name is Nasrin Momtaz (pseudonym) and I am 37 years old. I have passed HSC and after that I got married. My husband is 42 years old. I have two children, elder daughter (15) is studying in class IX and younger son (10) reads in class IV.

We all are using mobile phones except my younger son. My husband bought mobile phone for himself first and afterwards I bought mobile phone. First time I used basic phone, but right now I am using smart phone. I listen radio/music, taking photographs, browsing internet, talking relatives at abroad.

About 2 years ago, I bought a multimedia phone to my daughter which she can talks and listening music's. But now I bought her smart phone as smart phone is very cheap. She uses Tk. 200/300 monthly for calling and internet purposes. Using internet is not very frequent, but she uses my phone also for internet.

We let our daughter to use the mobile phone for the wellbeing of her. This phone gives her the opportunity to always keep in touch with us. We also called her to come home earlier, whether she reached school safely or not. Sometimes it not possible for us to accompany her at school or coaching, so mobile phone gives us that opportunity to always contact.

The negative side of mobile phone are talking too much, browsing internet and using Facebook. Mobile phone is become a status, her friends shows her what the features she don't have. It makes her sometimes feeling bad. Moreover, in the time of exam too much talk through mobile phone makes the result poor. So I took the phone from her several times especially in exam time. Moreover, mobile phone waste valuable times.

The positive side of mobile is to always keep in touch. Nowadays, mobile phone is the necessity and I believe this is a very useful device for us all including our children. Moreover, smart phone have the option for call blocking, so if any unwanted call disturb my daughter, I blocked the call.