

The Relationship between use of Technology and Parent-Adolescents Social Relationship

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Abstract

Today's adolescents have unprecedented access to modern technology and use them in expected and unexpected ways. Adolescents spend many hours a day using the technology, and the vast majority of them have access to Internet, cell phones, smart phone, video games and many other forms of modern technology. With the increased role of modern technology in the adolescents' lives has come the increased concern about how adolescents might be affected. This may take them away from important social interactions that develop in-person relationships. A good parent-teen relationship is important for adolescent health and development. The more time spent on television, computers, cell phone and video games leads to a lower quality of attachment to parents. This descriptive correlation study was aimed to investigate the relationship between adolescents' use of technology and their parent' social relationship. The study was conducted on randomly selected Preparatory and Secondary Schools from two governorates, Egypt. The data was collected during the first term of academic year 2015/2016. The participants for this study were 230 students (92 boys and 138 girls), with their ages ranging from 12 to 18 years. The self-report questionnaire sheet was developed by the researchers. The study concluded that there was a highly statistical correlation between adolescents' technology usage and social interaction with their parents. The study recommended that Parents need to educate themselves about social media and the ways their teens may use it, as well as the common risks, to help them understand and navigate the technologies. Moreover, parents' discussions are positive for teens and can result in less risky online behaviors. Future researches are needed to consider interviewing both parent and child together at the same time to get both parties' perspectives on the same issues discussed.

Key Words: Technology, Parent, Adolescents, Teen age, Youth, Social Relationship.

1. Introduction

Adolescents are among the highest users of technology and are typically early adopters of new technologies, including internet, mobile phones, social media and other devices. They are born into the age of technology compared to previous generations who learnt to use it after they were older. Thus, it is also younger generations who have a harder time separating themselves from technology because they might suffer socially among peers if they are not up to date or well connected. . As a result, a lot of time is spent on all these forms of technology and it is now increasingly integrated into adolescents' lives. Teenagers say that technology has become an immensely important part of everyday life. Most say it is because it helps them keep in touch with their friends as well as their parents (**Richards et al., 2010**). However, currently there is little understanding of the impact of technology use on adolescents' relationships with their parents and family. Such an understanding is critical given that a warm, loving relationship with parents, along with experiencing effective parenting are key factors in both protecting adolescents from developing behavioral difficulties and for promoting their positive development (**Currie, 2014**).

The relationship that parents maintain with their adolescents is a crucial factor in the growth and development of those adolescents. Adolescence can be a potentially difficult time for both parents and adolescents as the needs for youth are unique from alternative developmental stages. Due to these demands of adolescents, it is crucial to have specialized mental health services to meet these unique needs of adolescents (**Sawyer, Proimos, & Towns, 2010**). Not only are adolescent bodies changing as they experience puberty, but the cognitive development of teenagers is also developing (**Casey, Jones & Hare, 2008**). Adolescence marks a time of increased responsibility and challenging of previously established freedoms. The strength of the parent-adolescent relationship can impact the quality of the adolescent's decisions regarding education, alcohol and tobacco use, and a wide range of other health related behavior (**Chaplin et al., 2012**). A strong relationship between parent and adolescent can encourage positive decision making for the adolescent and protects adolescents from emotional distress, suicidal thoughts and violence (**Toombs, 2014**).

However, the advantages of technology come along with drawbacks. With the infinite amount of time teenagers spend on cell-phones, computers and numerous types of video games; their attention is absorbed by these devices and this might be one main reason why new technology may cause a decline in face-to-face relationships such as the adolescent-parent relationship. Social media forms have altered how adolescents socialize and learn, and raise a new set of issues for parents, researchers and educators to consider. Parents are

increasingly trying to stay around their adolescents' online lives and monitor their teenagers' use of the internet. In addition, parents can help teens think about online presence in moral and ethical ways, specifically to help teens in understanding the consequences for themselves and others of participation in the socially networked world (Carr, 2011).

Most parents have positive relationships with their adolescents. However, parents now have to compete with the technology that is a growing part of their adolescents' lives. For example, youth may be using technology to speak with their peers more often; this may widen the gap between themselves and their parents. Although technology and media have always been involved in adolescents' lives, they play an even bigger role today. Parents already have to address the changes in their relationship with their adolescents, as their children's peers become a higher priority; in addition, parents now have to account for the role that technology plays in their adolescents' lives (Subrahmanyam & Greenfield, 2008). Now that technology has become so salient in adolescents' lives, it is speculated that it could be more difficult for parents to engage in open and honest communication with their children. Parents may have to compete with their adolescents spending more time with their peers and their adolescents' increasing technology use. Limited research is available on how the addition of technology to adolescents' lives affects the overall family dynamic and the adolescent-parent relationship (Toombs, 2014).

2. Significance of the problem

Adolescence is a fragile stage of development in which it requires special attention and care from parents. It was found that connectedness between parent and child during adolescence stage is crucial as it improves child life satisfaction and mental well-being. Closeness to parents was also found to prevent problems such as maladjustment at school and needing care for emotional and behavioral issues (Ciairano, Kliewer, Bonino & Bosma, 2008). Over the past decade, technology has become increasingly important in the lives of adolescents. As a group, adolescents are heavy users of newer electronic communication forms. They are using these communication tools primarily to reinforce existing relationships, both with friends and romantic partners (Subrahmanyam & Greenfield, 2008). Moreover, the technological revolution that has occurred in recent years has impacted on daily life within a family in a variety of different ways. New media technologies have become embedded in today's society and have resulted in major societal changes. One of the main social settings that have been affected is that of the family.

3. Aim of the Study

The aim of this study was:-

To investigate the relationship between adolescents' use of technology and their parent' social relationship

4. Research hypothesis:

The adolescents who use modern technologies more would have negative social interaction with their parents.

5. Research question:

As adolescents become quick and intuitive technology users. They become more independent from their parents and spend more time on modern technology, have raised questions about the use of this technology. An important question which this paper tries to address is how modern technologies affect their relations with their parents?

6. Research methodology:

6.1. Research design: A descriptive correlation design was used.

6.2. Setting:

The study was conducted on randomly selected Preparatory and Secondary Schools from two governorates (Dakahlia and Gharbia), Egypt. The data was collected during the first term of academic year 2015/2016.

6.3. Sampling:

The participants for this study were 230 students (92 boys and 138 girls), with their ages ranging from 12 to 18 years.

6.4. Tools for data collection:

I- A self-report questionnaire sheet:

The self-report questionnaire sheet was developed by the researchers. It was written in simple Arabic language, based on a review of literature relevant to the problem and by reviewing previous studies (Hair et al, 2003), (Khan, 2011), (Kemp, 2012), (Schulz, 2013), (Toombs, 2014) and El Kiweri & Al Ghamdi, 2015). It was reviewed and validated by an expertise panel in pediatric nursing. The questionnaire was concerned with gathering data related to:

- 1) Characteristics of adolescents and their parents as age, sex, birth order, residence, and educational level of their mothers and fathers.
- 2) Ownership of adolescents for different technology as TV, computer, mobile phone, internet and video games, (as how many hours they spent in using those technologies, with whom they are watching TV, in which things they use computer or mobile phone).
- 3) Adolescents' perceptions regarding their parents opinion in relation to adolescents' usage of TV, computer, mobile phone, internet and video games. It consisted of short 15 items; each item was rated on 5 points Likert scale.
- 4) Adolescents' perceptions in relation to the influence of using different devices of technology on their social relationship with their parents. It consisted of short 15 items; each item was rated by Yes or No.

6.5. Ethical consideration:

Written permissions from the directors of selected schools were obtained before conducting the study. Adolescents were informed about the purpose and use of the study, their privacy was assured and their oral consent was gained. The questionnaire sheet was filled out by the participants. Each participant took about 15 minutes to complete the survey individually.

6.6. A pilot study

Was conducted on 50 adolescents, in order to insure the feasibility and validity of the tools, modifications were done as necessary. Rephrasing in some statements were done in order to achieve the aim of the study. Subjects who shared in the pilot study were excluded from the main study sample.

7. Results:

The data was revised, coded, tabulated, and presented using descriptive statistics in the form of frequencies and percentage for qualitative variables, means and standard deviations for quantitative variables. Qualitative variables were correlated. Correlation is significant at the 0.05 and 0.01 levels. Statistical analyses were performed using the SPSS (Version 19.0) software.

Table (1) illustrates that, the age of more than two third (64.3%) of the studied sample ranged from 17 to 18 years. Regarding sex, (60%) of them were girls. In relation to birth order; the ranking of 40% of adolescents are the first and about half (51.3%) of them lived in urban area. The majority of fathers and mothers had Baccalaureate degree of education (76.5% - 73.5%) respectively

Table (2) shows that, more than half (53.1% - 54.8%) of studied sample watching TV from one to two hours and watching it alone. 75.2% of adolescents having either computer, laptop or tablet computer and the majority (85.6%) spend from 2 to 4 hours using it. 79.6% using computer for Facebook and other sites of social media. 77.8% of them having smart phone and 71.7% using mobile phone to talk with parents while 14.3% reported that Internet helps to maintain close relationships with parents. In addition, (16.5%) of them spend from 6 to 8h per week in playing video games/ play station or X box. 40.9% of them reported that they have better relationship through the Internet. More than half (54.8%) stated that they are talking to their parents more than one time per day.

Figure (1) it is observed from this figure that, most adolescents reported that their parents are allowing them to watch what they want on TV. On the other hand, small number of adolescents stated that their parents are keen to watch a specific TV program or drama with them.

Figure (2) indicates that, most of adolescents reported that, their parents give them a sufficient amount of affection, give them advices about their way of using mobile or internet, they use the mobile phone to talk to their parents, their parents observing their way of using / talking on mobile or internet and their parents dealing with them as a responsible person. Meanwhile, small number of them said that, it is easy for them to tell their important secrets to their parents and added that they use the internet to talk with their parents.

Table (3) clarifies that more than half of adolescents stated that using of technology, namely computer/Internet and TV followed by mobile phone and these using effect on their social values/ethics and change their communication skills and their way of communication. A bout two third of them added that these acquired behaviors and communication skills, their parents not accept it. More than half of them reported that, they became able to take decisions to satisfy their needs without reference to their parents after the use of computer/ Internet and TV. The majority of adolescents reported that, they acquired behaviors of disobedience to their parents after use of technology; they found that their use of technology is the best way to express them instead of talking to their parents. Moreover, they added that, using of technology is reduced the time they spend with their parents and using of technology give them warmth, love and support in most of their relationships (these influence regarding computer/Internet and mobile phone).

Figure (3) shows that, the highest percent of adolescents (48.7%) has moderate social relationship with their parents.

Table (4) shows that, that there was a highly statistical significant correlation between adolescents' use of computer/internet and mobile phone as revealed by (P. < 0.01, P. < 0.001) respectively. While, there was no statistical correlation between adolescents' use of TV and their social relation with their parents.

Table (1): Descriptive statistics of adolescents and their parents (n=230).

Characteristics	Frequency	Percent
Age in years		
▪ 12 - < 14 Y	29	12.6
▪ 14 - < 17 Y	53	23.1
▪ From 17 to 18 Y	148	64.3
Mean ± S D	16.0957 ±1.83833	
Sex		
▪ Boy	92	40.0
▪ Girl	138	60.0
Birth order		
▪ First	92	40.0
▪ Second	66	28.7
▪ Third	45	19.6
▪ Fourth and more	27	11.7
Educational background of adolescents' father		
▪ Primary/Illiterate	9	3.9
▪ Technical degree	43	18.7
▪ Baccalaureate degree	176	76.5
Educational background of adolescents' mother		
▪ Primary/Illiterate	11	4.8
▪ Technical degree	50	21.7
▪ Baccalaureate degree	169	73.5
Residence		
▪ Rural	112	48.7
▪ Urban	118	51.3

Table (2): Characteristics and distribution of using technology by the Adolescents (230)

Items	Frequency	Percent
Related to TV		
▪ Watching TV from 1 to 2 h/day	122	53.1
▪ Watching TV alone	28	12.2
▪ Watching TV with family	76	33.0
▪ Watching TV with friends	126	54.8
Related to computer / laptop or tablet computer		
▪ Having one of these	173	75.2
▪ Using computer from 2 to 4 h /day	197	85.6
▪ Using computer for Facebook and other sites of social media	183	79.6
▪ Using computer for doing their homework	54	23.5
Related to mobile phone		
▪ Having smart phone	179	77.8
▪ Using mobile phone from 3 to 5 h	145	63.1
▪ Using mobile phone to talk with parents	165	71.7
Internet helps to maintain close relationships with parents	33	14.3
Time spent in video games (either through computer or mobile) / play station or X box from 10 to 12h per week	121	52.6
I have better relationship through:		
▪ Mobile phone (calls and messages)	47	20.4
▪ The Internet (social media)	94	40.9
▪ Direct contact	89	38.7
Times of talking to the parents		
▪ Not talking	16	6.9
▪ Once per month	37	16.1
▪ Once per week	51	22.2
▪ More than one time per day	126	54.8

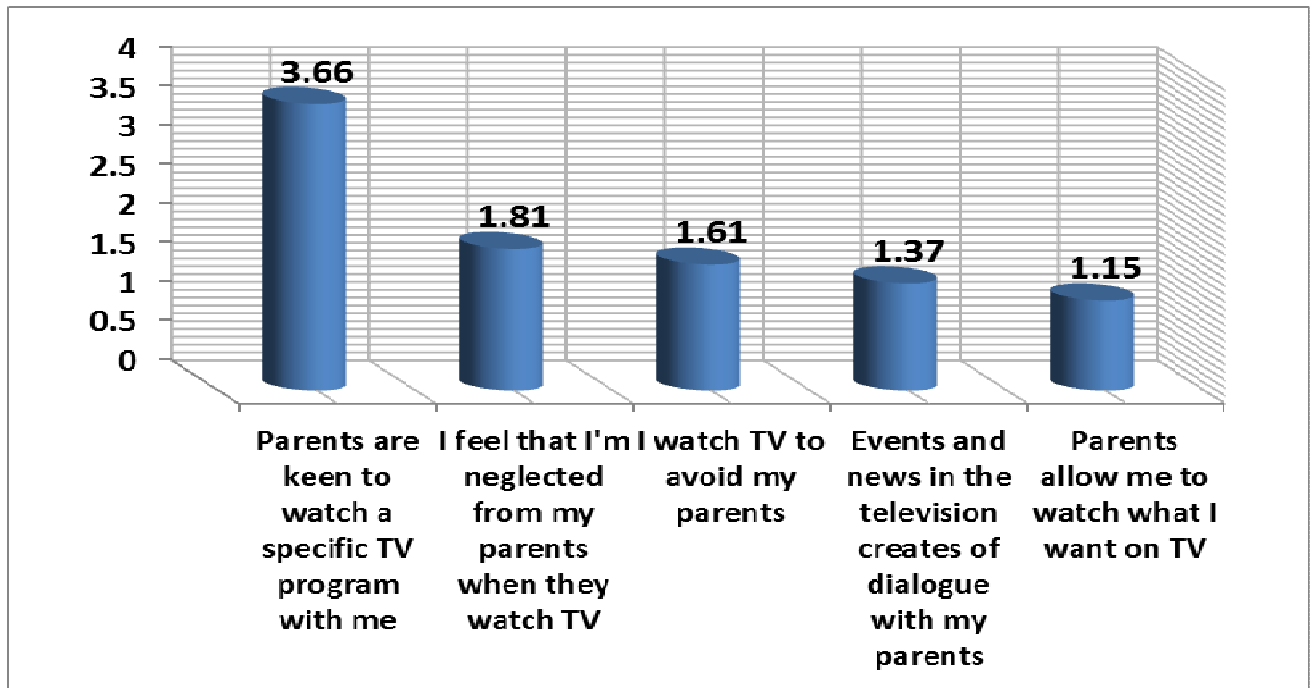


Figure (1): Mean of adolescents' perceptions in relation to T.V

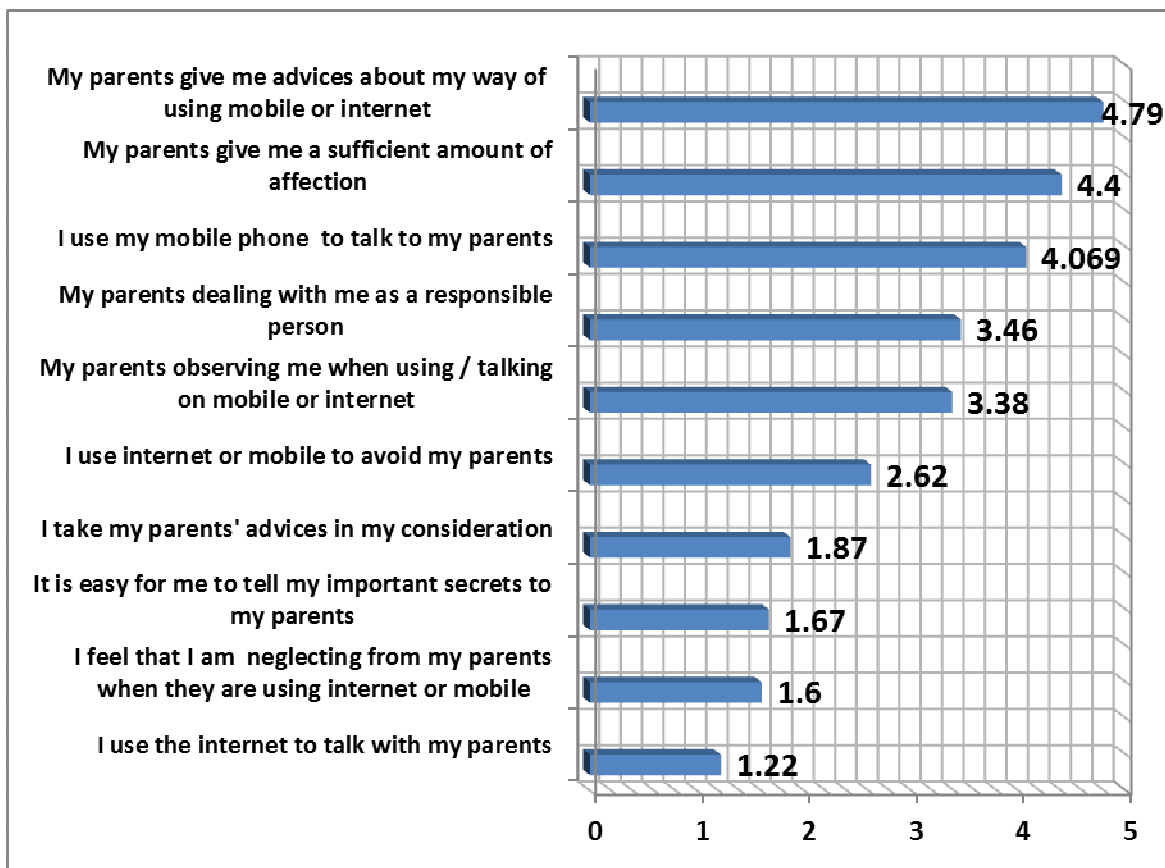


Figure (2): Mean of adolescents' perceptions in relation to mobile, computer/ Internet

Table (3): Adolescents' perceptions in relation to the influence of using different devices of technology on their social relationship with their parents (n=230)

Items	Technology Devices					
	Computer / internet		Mobile phone		TV	
	No.	%	No.	%	No.	%
Using of technology effect on my social values/ethics	126	54.8	92	40.0	121	52.2
Using of technology help me to acquire behaviors and communication skills, my parents not accept it	148	64.3	113	49.1	135	58.7
After using technology, my communication skills was changed	133	57.8	111	48.3	116	57.0
I was feeling lonely before the use of technology	93	40.4	90	39.1	89	38.7
Using of technology reduced my feeling of loneliness	107	46.5	90	39.1	85	37.0
I became socially enclosed after use of technology	79	34.3	77	33.5	69	30.0
I was a dependent personality on my parents before the use of technology to satisfy my needs and take my decisions	107	46.5	95	41.3	86	37.4
I became able to take decisions to satisfy my needs without reference to my parents after the use of technology	130	56.5	110	47.8	121	52.6
I was an obedient to the orders of my parents before the use of technology	185	80.4	179	77.8	166	72.2
I acquired behaviors of disobedience to parents after the use of the technology	169	73.5	183	79.6	37	16.1
I found that my use of the technology is the best way to express myself instead of talking to my parents	118	51.3	123	53.5	13	10.0
Using of technology is reduced the time I spend with my parents	133	57.8	118	51.3	95	41.3
Using of technology help me to see myself from the perspective of others	156	67.8	181	78.7	13	5.7
Using of technology give me warmth, love and support in most of my relationships	169	73.5	192	83.5	27	11.7
Means of technology help me to overcome the loss of someone dear to me	113	49.1	146	63.5	33	14.3

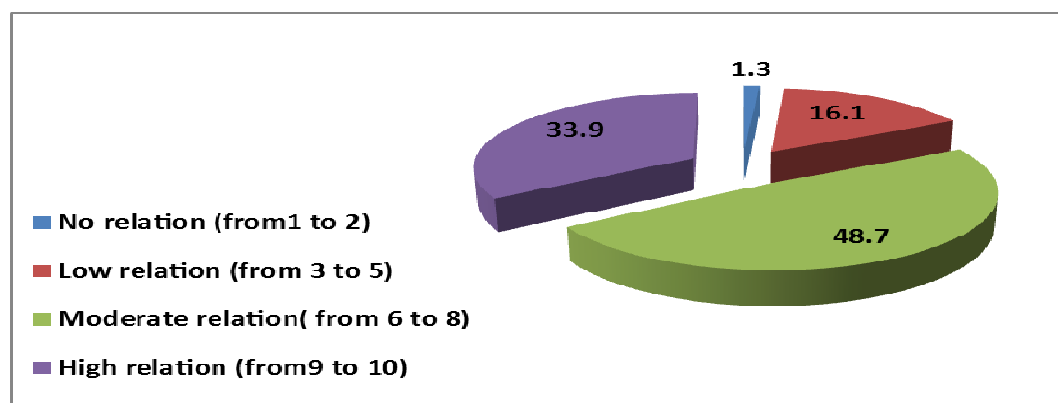


Figure (3): Percentage of extent of adolescents' social relationship with their parents

Table (4): Correlation of using different devices of technology with adolescents relationship with their parents (n=230)

Items	Computer / internet		Mobile phone		TV	
	T- test	P. value	T- test	P. value	T- test	P. value
Extent of adolescents closeness with their parents (Relationship with their parents)	11.69	< 0.01	26.69	< 0.001	0.02	0.88

8. Discussion

Across time, parent-adolescent relationships have been complicated by the developmental needs of adolescents, and parents' struggle to respond appropriately to these needs. In recent years, with the increased use technology, an interest in its social impact on everyday life has developed (Odendaal et al, 2006). Concern is growing that adolescents' extensive use of electronic communication to interact with their peers may impair their relations with their parents, siblings, and other family members. There is some evidence that electronic media may enhance peer relations at the expense of family, especially parent-child relations (Subrahmanyam & Greenfield, 2008). As adolescents become quick and intuitive technology users and become more independent from their parents, what is the relationship between their perceptions of their communication with their parents and their technology use (Toombs, 2014)? However, research on the use of different devices of technology and parents relationship is slight. This study can be seen as an attempt to start filling this gap in the literature. The goal of this study was to investigate the relationship between adolescents' use of technology and their parent' social relationship.

The data from this study indicated that (75.2%) of adolescents having computer, laptop or tablet computer and (77.8%) of them having smart phone. This result is similar to the researches work reported by (Lenhart et al, 2010) who study teens & mobile phones, found that 75% of all teens own a cell phone. And Khan (2011) who examined the relationship between duration of adolescents' technology use and the relationship with their parents found that, 98.4% of adolescents have a computer at home and (84.1%) owned cell phones. Moreover, Pew Internet and American Life Project, (2012) carried out a survey that explored technology use among 802 youth ages 12 through 17. The study found out that, 78% of the teens have a cellphone and almost half of them, 47%, own smart phones; 23% of the teens have a tablet computer, a level comparable to a general adult population; 95% of teens use the internet, and 93% of teens have a computer or have access to one at home. In addition, Rossiter, (2012) who study children and parents: media use and attitudes, reported that, since 2011 smartphone ownership has increased among children aged 12-15 (62% in 2012 vs. 41% in 2011). These findings suggest that overall ownership of technology is increasing even more rapidly every year.

According to the present study, the majority (85.6%) of adolescents spent from 2 to 4 hours using the computer, 79.6% using computer for Facebook and other sites of social media. 40.9% of them reported that they have better social relationship with others through the Internet. 71.7% using mobile phone to talk with parents while 14.3% reported that Internet helps to maintain close relationships with parents. These results are supported with the results of other researches findings as MacGill's, (2007) who reported that, parents and adolescents find cell phones helpful and convenient because teens are able to communicate with their parents, let them know where they are and get advice. In addition, Lenhart, Purcell et al, (2010) found that, 73% of online teens have used a social networking site which is an increase from 55% 3 years earlier and added adolescents say they feel safer with cell phone because they feel that they can contact their parent or get help whenever they need. Moreover, these findings corresponding with the findings of Khan, (2011) who found that, 68.3% participants reported that their cell phone helps them maintain a close relationship with their parents, and only 27% of adolescents said the internet helps them keep in touch with their parents. Also, Rossiter, (2012) reported that children aged 12-15 are spending more time online (rising from 14.9 hours a week in 2011 to 17.1 in 2012) and now they mostly use the internet in their bedrooms (43% in 2012 vs. 34% in 2011). The findings could mean that cell phones facilitated a relationship between adolescent and parent when they were not in close proximity. This would in turn lead to a better parent-teen relationship.

This result is also agreed with Valkenburg & Peter, (2007) who stated that, as technology and the Internet are increasingly used for communication, and the use of socially interactive technologies has then also significantly increased within the adolescent population. Ninety-three percent of all Americans between 12 and 17 years of age use the Internet and 75% of these adolescents use the Internet for instant messaging. Moreover, Correa, Hinsley, & Zuniga, (2010) added that, the other predominant means of technology utilized for

communication purposes by youth is social networking. However, overly use Internet may neglect the interactions with parents in the life, and even weaken the real-life relationships with their parents (**Liu, Yin & Huang, 2013**).

In addition, the result of the present study is consistent with **El Kiwari & Al Ghamdi, (2015)** who found that, 43.3% of the students surveyed used the computers for 1 hour up to 3 hours per day while 26 % of students used the computers at least 3 hours per day. In regard to mobile phones 31.6% reported that they used their phones 3 hours or more per day. Furthermore, **Simuforosa, (2013)** added that, today's youth have unprecedented access to modern technology and use them in expected and unexpected ways. Youth spend many hours a day using the technology, and the vast majority of them have access to Internet, cell phones, smart phone, video games and many more.

The findings of the present study showed that, 52.6% of adolescents spent from 10 to 12 hours per week in playing video games. This finding is not congruent with (**Khan, 2011**) was found that 70.7% of the teenagers reported to spend less than 2 to 4 hours a day on video games. Meanwhile, a recent study reported that most children and adolescents in Singapore between the ages of 10 to 16 years spent about 20 hours per week on games (**Choo et al, 2010**). **Wartella et al, (2013)** added that, most parents rate video games as having a negative effect not only on children' social relationship but also on children's reading, math, speaking skills, attention span, creativity, social skills, behavior, sleep and physical activity.

The current study revealed that, more than half (54.8%) of adolescents stated that, they are talking to their parents more than one time per day and 48.7% mentioned that they having moderate relationship with their parents. This result is in contrast with **Khan (2011)** who found that 15.9% of the participants reported being closest to the adult (other than their mother or father) with whom they live. These teenagers are more likely to contact their parents through cell phone.

Television continues to play an important role in children's lives, particularly for younger children. It continues to be the media activity that the most children in all age groups say they do almost every day. Regarding adolescents' perceptions in relation to TV, computer/ Internet and mobile phone, the results of the present study revealed that, most adolescents reported that their parents are allowing them to watch what they want on TV. On the other hand, small number of adolescents stated that their parents are keen to watch a specific TV program or drama with them. The result of the present study indicated that, most of adolescents reported that, their parents give them a sufficient amount of affection, give them advices about their way of using mobile or internet, they use the mobile phone to talk to their parents, their parents observing their way of using / talking on mobile or internet and their parents dealing with them as a responsible person, Meanwhile, small number of them said that, it is easy for them to tell their important secrets to their parents and added that they use the internet to talk with their parents. These findings are consistent with **Campbell, (2005)** who mentioned that, the adoption of the mobile phone by young people has been a global phenomenon in recent years. It is now an integral part of adolescents' daily lives and is for the majority, the most popular form of electronic communication. Furthermore, **Subrahmanyam & Greenfield, (2008)** added that, parents are increasingly trying to stay around their adolescents' online lives and monitor their teenagers' use of the internet. However, despite parental controls allowed by many types of technology, there are increasingly more ways out of parental control as well, that give adolescents more and more autonomy. Overall it appears that despite parents' concerns about their teen's online activities, parents may not know much about them and may not be effective at setting limits and monitoring their activities. More research is needed to determine whether the problem is parents' lack of knowledge about these communication forms or their lack of parenting skills.

These findings are also congruent with **Jones & Fox, (2009)** who stated that, technology and the Internet have become predominant factors in the lives of adolescents. Even in the short time that the technology has been available, the reasons for using it have changed. With the trend of the last decade leaning toward using the Internet for educational research, surfing, shopping, and games; the current trend is communication, as 93% of teens reported that their primary purpose for going online is for communication. Moreover, among cell phone owning teens, voice calls are also a central function of their cell phones, especially for communicating with their parents. One of the primary reasons parents allow their children to have cell phones is so that they may monitor their location and stay in contact with them when they are not in close proximity. Adolescents and parents agree that phones make their lives safer and more convenient but also mention disadvantages of cell phone use, especially the fact that they can result in irritating interruptions (**Lenhart, Ling et al., 2010**).

However, connectedness between parents and children of information age can be challenging due to the intergenerational gap. For children of information age, the Internet plays an important part in their lives in which it is regarded as their new attachment figure as opposed to physical approximate-seeking behavior in infancy and childhood. Consequently, as the Internet is playing an important role in lives of adolescence, parents who are lack of such exposure and knowledge may find it difficult to connect with their children through this technology (Lei & Wu, 2007). In addition, the results of the present study are in the same line with Ramsey et al, (2013) who conducted a study to see if technology had benefits to help maintain important and close relationships. The study compared between two cohorts: college students in 2009 and 2011. In the 2009 study it was found that 24.2% used social networks to communicate with their parents, but those students reported more loneliness, anxious attachment, and conflicts with their parents. Due to changes in technology Ramsey et al. conducted a new cohort two years later to examine and determine if rates of using communication technology with their parents were linked to students' social adjustment. Talking on the phone was associated with students having better relationships with their parents. With both cohort groups from 2009 and 2011, students who talked on the phone more often with their parents reported having greater relationship satisfaction, intimacy, support, and instrumental aid compared to students who used e-mail, text messaging, and social networking sites. Moreover, in Kang and Munoz's (2014) study, they found that those who preferred online communication were rated less socially skillful than people who prefer face-to-face interactions.

Table (3) illustrates the finding concerning adolescents' perceptions in relation to the influence of using different devices of technology on their social relationship with their parents. This finding is supported with (Dakcay, 2008) who stated that, technological developments have several impacts on our lives. These impacts economically, socially and interpersonally and educationally affect our daily lives. We start our lives learning ethics from our parents. Those early lessons stay with us for a very long time if reinforced by society, so, parents should teach adolescents the possible harm of not following the ethical rules while using the internet, and guide them through their use of the internet at a level appropriate to their age. Moreover, Currie, (2014) who investigate the influence of technology on the parent-adolescent relationship, parenting practices and behavioral outcomes of adolescents (behavioral difficulties and social competence), One hundred and fourteen parents of adolescents (aged 11 – 18 years) completed an online survey, found that, adolescent dependence on technology was associated with lower social competence and more adolescent behavioral problems. Further, these effects were mediated by hostility suggesting that technology has the potential to negatively impact parent adolescent relationships and in turn adolescent outcomes.

The results of the present revealed that, there was a highly statistical significant correlation between adolescents' use of computer/internet and mobile phone as revealed by ($P. < 0.01$, $P. < 0.001$) respectively. While, there was no statistical correlation between adolescents' use of TV and their social relation with their parents. These results are correspondent to some extent with (Richards et al., 2010) who found that, more time spent watching television was associated with low attachment to parents. For computer use, the risk for having a low quality attachment to parents increased by 5 percent per hour spent on the computer. Moreover, Schulz, (2013) found that, adolescents' technology use was associated with more problems with parents. On the other hand, Khan, (2011) found that, there was no significant correlation between total time spent on technology (cell phone, video games and computer) per day and closeness to parent.

9. Conclusion:

There was high positive correlation between adolescents' technology usage and social interaction with their parents. The more that the adolescents used technology the more their social interaction with their parents will be affected or decreased.

10. Recommendations:

- We need to determine the impact of excessive computer, Internet and cell phone use on adolescents' loneliness and psychological well-being.
- Another challenge is to design research that examines how online communication affects real-world communication, relationships and developmental outcomes.
- We suggest a need to explore more fully the relation between violent games and adolescents' aggression, particularly whether repeated game playing can desensitize children to the impact of violent behavior.
- Parents need to educate themselves about social media and the ways their teens may use it, as well as the common risks, to help them understand and navigate the technologies. Moreover, family discussions are positive for teens and can result in less risky online behaviors.
- Future researchers may want to consider interviewing both parent and child together at the same time to get both parties' perspectives on the same issues discussed.

11. Limitations of the study:

Although, this study was providing important findings on the link between adolescents using different devices of technology and social relationship with their parents, this study has a limitation. The data were obtained from the information provided by adolescents and in that sense represent their subjective perception. Although this perception is important, expanding the conceptual model requires more detailed family information, and gathering parental information on their perceived quality of family life will increase the strength of the findings.

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