IMPACT OF INTERNET ACCESS ON CHILD DEVELOPMENT IN POKHARA

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A Project Work Report submitted to Pokhara University in partial fulfillment of the requirements for the degree of

Bachelor of Business Administration (BBA)

At the

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Gairapatan-4, Pokhara

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DECLARATION

I hereby declare that the project work report entitled "**IMPACT OF INTERNET ACCESS ON CHILD DEVELOPMENT IN POKHARA"** in partial fulfillment for the degree of Bachelor of Business Administration (BBA) is my original work and the project work has not formed the basis for the ward of any degree, diploma, fellowship or similar titles.

……..

Surakshya Pandey

July, 2025

BONAFIDE CERTIFICATE

Certified that this project

"IMPACT OF INTERNET ACCESS ON CHILD DEVELOPMENT IN POKHARA"

is the bonafied word of

Surakshya Pandey

who carried out the summer project work under my supervision. This report is forwarded for examination.

…… ……

Mr. Prakash Regmi

Internal Supervisor External Examiner

CERTIFICATE OF APPROVAL

This is to certify that the Project work titled "**IMPACT OF INTERNET ACCESS ON CHILD DEVELOPMENT IN POKHARA**" submitted by (Surakshya Pandey) (Roll No 22031910) for the partial fulfillment of the requirement of BBA embodies the bonafied work done by him/her under my supervision.

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July, 2025

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External
July, 2025

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I would like to give special thank to Nepal tourism and Hotel Management college for providing me an opportunity to carry out the research work. I would like to express my sincere gratitude to our respected sir Prakash Regmi for his guidelines, support, suggestion and cooperation throughout the completion of this report.

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Finally, I would like to acknowledge all the people who helped me directly or indirectly to accomplish the task as a student researcher.

Thanking you

_____

Surakshya Pandey

July, 2025

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1.1 Background of the Study

Internet access expands learning opportunities by providing online resources and remote instruction. Many students use the internet daily (mostly at home on mobile devices), which can support self-study and digital literacy. In the modern era, the internet has become an integral part of everyday life, influencing how people learn, interact, and communicate. Children today are exposed to digital devices and online platforms at an early age, leading to significant changes in their developmental processes (Kafle, et al, 2025).

The rapid expansion of internet access has significantly influenced various aspects of child development, including cognitive, social, emotional, and physical growth. With the increasing availability of digital devices and online platforms, children are exposed to the internet at younger ages, raising concerns about its potential benefits and risks (Anderson & Jiang, 2018). Research indicates that internet access can enhance learning opportunities, creativity, and digital literacy, providing children with access to educational resources and global communication (Wartella et al., 2016).

However, excessive or unmonitored internet use has been associated with negative outcomes, such as reduced physical activity, sleep disturbances, and exposure to inappropriate content. Additionally, cyberbullying and social media pressures can adversely affect mental health, leading to anxiety and low self-esteem among children. The duality of internet access necessitates a balanced approach, where parents, educators, and policymakers play crucial roles in maximizing benefits while mitigating risks (Livingstone & Stoilova, 2021).

As digital technology continues to evolve, understanding its long-term effects on child development remains critical for fostering healthy and productive internet use among young populations (Beyens et al., 2020).

The internet offers several benefits including online learning, interactive content, and communication with peers. However, it also introduces challenges such as screen addiction, exposure to inappropriate content, reduced physical activity, and cyberbullying. In the

context of Pokhara, a rapidly urbanizing city in Nepal, children's access to the internet has grown, but little research has been done to understand how this affects their overall development educationally, socially, and emotionally.

This study aims to analyze both the positive and negative effects of internet access on children aged 10–15 years in Pokhara. By examining their behavior, academic outcomes, and online habits, the research seeks to offer insight into the developmental consequences of early internet exposure).

1.2 Study of the Problem

With rising internet accessibility in Pokhara, children are spending more time online. This raises several questions:

- Are children becoming overly dependent on internet-enabled devices?
- Is the internet improving or harming children's learning and cognitive development?
- What behavioral or psychological changes are occurring due to prolonged screen time?
- Are children in Pokhara being safely guided in their use of the internet?

1.3 Objective of the Study

The general purpose of this study is to analyze how access to the internet affects various aspects of children's development in Pokhara. However the specific purpose of the study are:

- To examine the relationship between internet usage and children's educational performance.
- To assess the effects of internet access on children's social behavior and communication.
- To study the cognitive and psychological implications of excessive internet use.
- To identify patterns of internet usage, screen time, and parental control practices.

1.4 Significance of the Study

As the study is focused on the internet affects various aspects of children's development in Pokhara. This study holds relevance for several stakeholders:

- To better understand how internet habits influence their child's learning and behavior.
- To improve digital learning tools and provide internet-related guidance.
- To develop child-centered internet safety and digital literacy policies.
- For Future Researchers: To provide a data-driven foundation for deeper academic studies on child development and technology.

1.5 Limitation of the Study

This study has some limitation as the study doesn't cover all the aspects some of them are:

- The study is geographically limited to children in Pokhara city.
- Only children between the ages of 10 to 15 are included.
- Data is collected through self-reported questionnaires, which may include subjective biases.
- The findings may not represent rural children or those without internet access.

CHAPTER – II : LITERATURE REVIEW

2.1 Literature Review

Livingstone and Helsper (2007) examined how internet access affects children's social and cognitive development. The study found that while moderate internet use could improve learning and communication skills, excessive screen time was associated with social withdrawal and lower academic performance. The research highlights the need for balance

Rideout et al. (2010) conducted a large-scale survey on media usage among American youth, showing that children aged 8 to 18 spent over 7.5 hours daily with media, including internet. The study linked high screen time to shorter attention spans and reduced academic focus, suggesting the need for structured internet use policies.

Kaur and Kaur (2017) explored the relationship between internet usage and academic performance among school children in India. Their findings indicated that students who used the internet primarily for educational purposes showed better academic performance than those who used it for social media or gaming.

UNICEF (2021) reported that children in developing countries are accessing the internet without adequate supervision, increasing their exposure to risks such as cyberbullying and inappropriate content. The report emphasized the importance of digital literacy, parental monitoring, and government policy to ensure safe internet use.

Subrahmanyam et al. (2001) analyzed how internet communication affected children's social development. The findings showed that while online interaction could enhance social connection for shy or isolated children, it also reduced face-to-face interaction time, which is critical for emotional development.

2.2 Conceptual Framework

The way children access and use the internet affects their developmental domains. Balanced use may support learning and creativity, while unmonitored or excessive use may hinder academic performance and emotional growth.

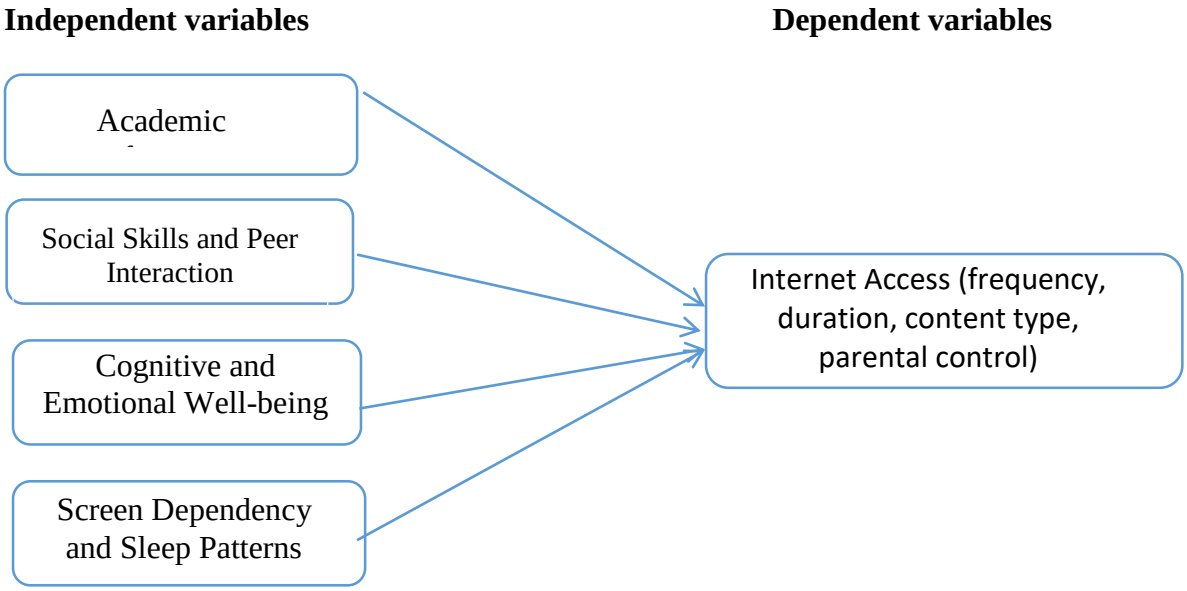

Fig 1 Diagram of theoretical framework

CHAPTER - III : RESEARCH METHODOLOGY

3.1 Research Methodology

This section includes the concept of research philosophy, research approach and research strategies to be used in the study. This section deals with research methodology which includes a wide range of methods including quantitative techniques for data analysis and presentation. To meet the objectives mentioned earlier the following research procedure is applied.

3.2 Research Design

A descriptive research design was used to access the impact of internet access on child development in Pokhara.

3.3 Population and Sample

The population of this study consists of school-age children between 10 to 15 years residing in Pokhara city. A total of 50 children were selected as the sample for this research. Although the study focuses on this age group, the data was collected through a structured questionnaire filled out by their parents. Since children in this age group may not fully comprehend or accurately respond to the questionnaire, the Google Form was shared with their parents via social media platforms such as Facebook and Messenger. As children in this age group may not have been able to respond independently, parental assistance was essential in completing the responses accurately.

3.4 Nature and Source of Data

The quantitative nature of data was used for conducting this study. Data were collected from primary. Primary data were collected from the Children aged 10–15 years also the parents residing in Pokhara through questionnaire. The questionnaire was prepared and distributed through online media.

3.5 Data Collection Procedure

To collect secondary data, the published data from means of network was followed. Self-administered, semi-structured questionnaire was developed based on seeking opinion from the research advisor, Children to collect the required data. Before data collection, informed consent was taken from the respondents by explaining the purpose of the study to ensure their right. A self-administered questionnaire was distributed to the respondents that was collected by the researcher herself. Confidentiality was assured by not disclosing the information given by the respondents.

3.6 Data Analysis Tools

The collected data was reviewed, organized and edited. Obtained data was analyzed by using descriptive statistics i.e., mean, frequency and percentage that is used to describe the variables.

CHAPTER – IV: DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation

Data presentation is the method by which people summarize, organize and communicate information using a variety of tools, such as diagrams, distributions, charts, histograms and graphs. Data analysis is the process of developing answers to questions through examination and interpretation of data. This should be done with stated objectives.

4.1.1 Demographic Respondents

This section presents the basic demographic information of the respondents involved in the study. It includes details such as the age group and gender of the children whose parents participated in the survey. This profile helps provide context to the findings and ensures that the sample characteristics align with the study's target population (children aged 10–15 years in Pokhara). Understanding demographics is essential for interpreting how variables like age and gender may influence internet usage patterns and their effects.

Table 4.1

Age Group

Age Group	Frequency	Percentage
11 Years	9	18
12 Years	10	20
13 Years	7	14
14 Years	12	24
15 Years	12	24
Total	50	100

Source: Field Survey, 2025

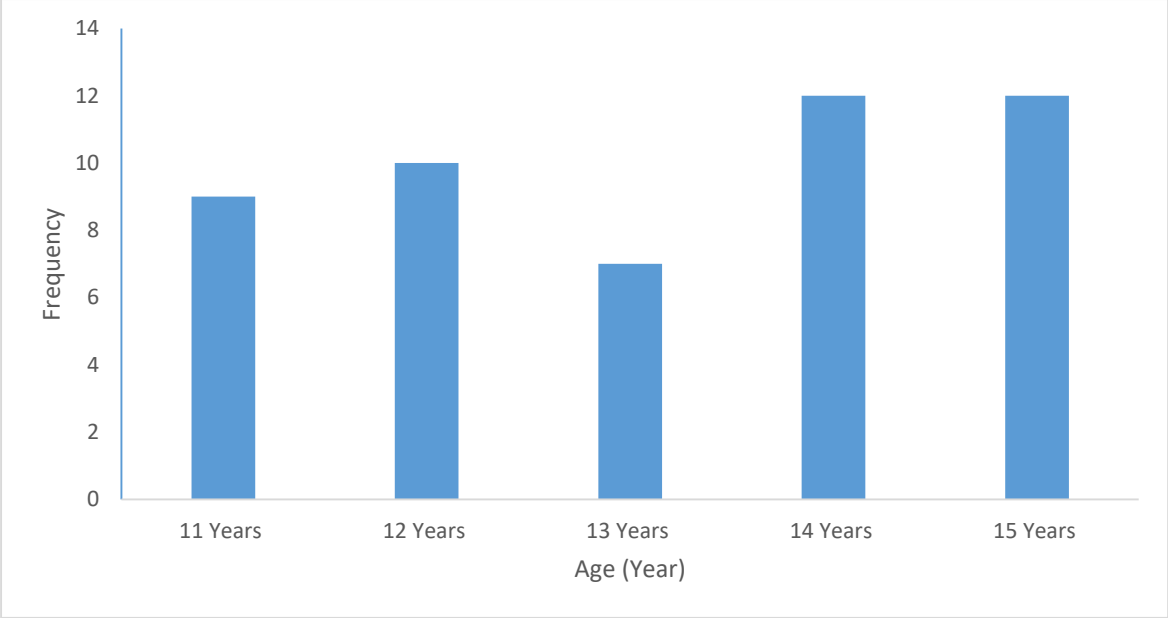

Figure 4.1: Age Group

Table and figure 4.1 shows that the largest group of respondents is 14 and 15 years old i.e. 24 percent, closely followed by 12 years old which is 20 percent. The smallest group is 13 years old i.e. 14 percent. Overall, the distribution is fairly even across ages 10 to 15, which supports a good representation of all school-age groups within the study.

Table 4.2

Gender Distribution

Gender	**Frequency**	Percentage
Male	27	54 %
Female	23	46%
Total	50	100%

Source: Field Survey, 2025

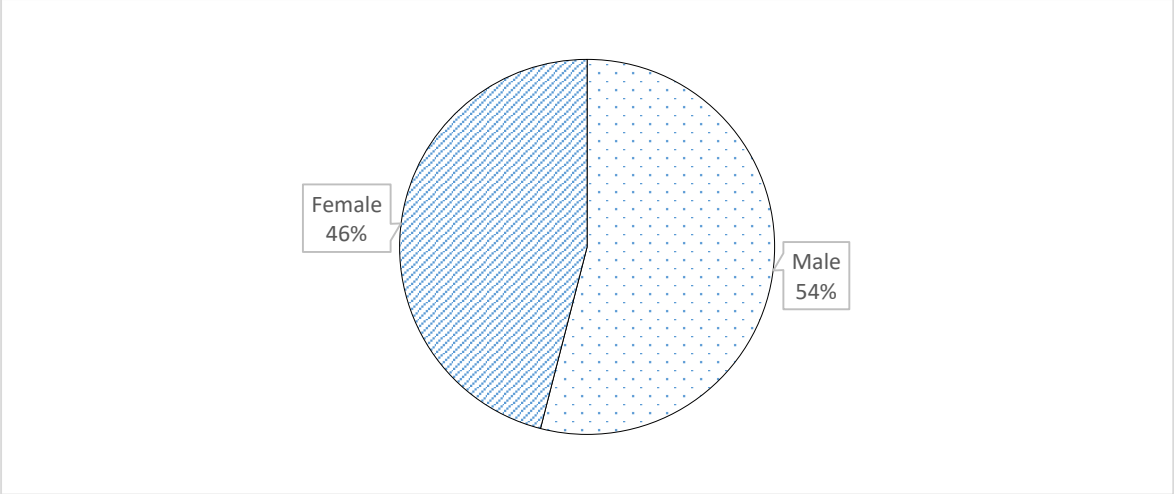

Figure 4.2: Gender Distribution

The table and figure 4.2 shows the boys make up a slight majority of the sample at 54%. Girls represent 46%, which is fairly balanced. This near-equal gender distribution helps ensure that the study's findings are applicable to both boys and girls in the 10-15 age range.

4.1.1 Internet Usage & Educational Performance

This section analyzes the pattern of internet usage among children and how it affects their academic life. It explores daily internet usage duration, primary purposes of use (e.g., studying, entertainment), and perceived impact on educational performance. It also evaluates whether children are accessing educational content online. The goal is to determine whether internet use supports or hinders learning, and how digital engagement correlates with academic development.

Table 4.3

Daily Internet Usage Duration

Duration	Frequency	Percentage
<1 hour	15	30.0%
1–2 hours	19	38.0%
2–4 hours	11	22.0%
>4 hours	5	10.0%

Source: Field Survey, 2025

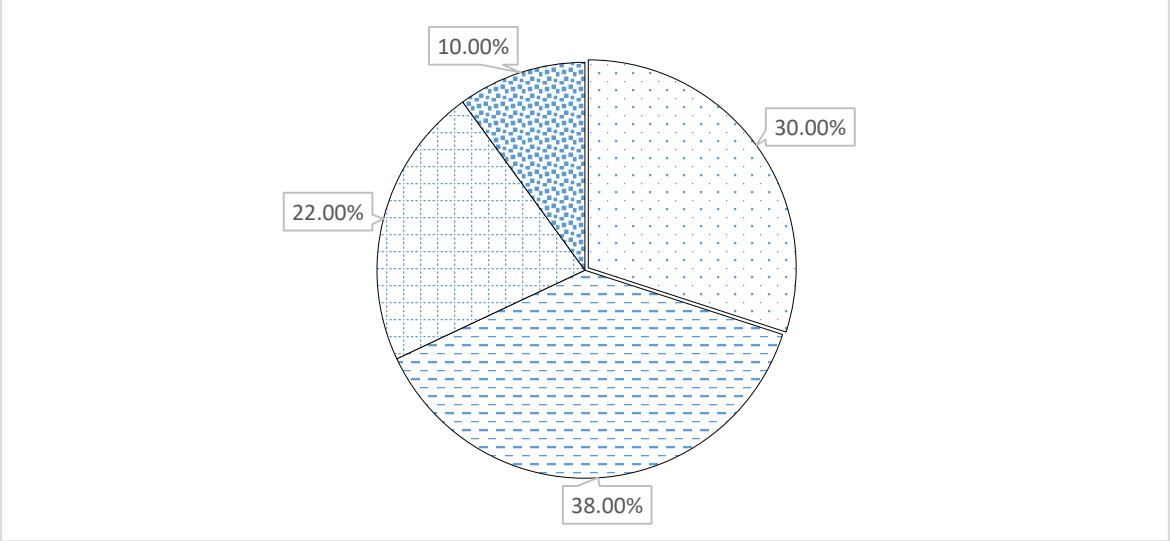

Figure 4.3: Daily Internet Usage Duration

The table 4.3 shows that the majority of children (38%) use the internet for 1 to 2 hours per day, making this the most common usage pattern. This suggests that moderate screen time is prevalent among the respondents. The second-largest group (30%) reported using the internet for 2–4 hours, while 20% used it for less than 1 hour daily. Only 12% of children were reported to use the internet for more than 4 hours, indicating that excessive internet use is relatively limited within this sample.

Table 4.4

Primary Purpose of Internet Use

Option	Frequency	Percentage
Studying	22	44.0%
Entertainment	17	34.0%
Games	7	14.0%
Social Media	4	8.0%
Total	50	100%

Source: Field Survey, 2025

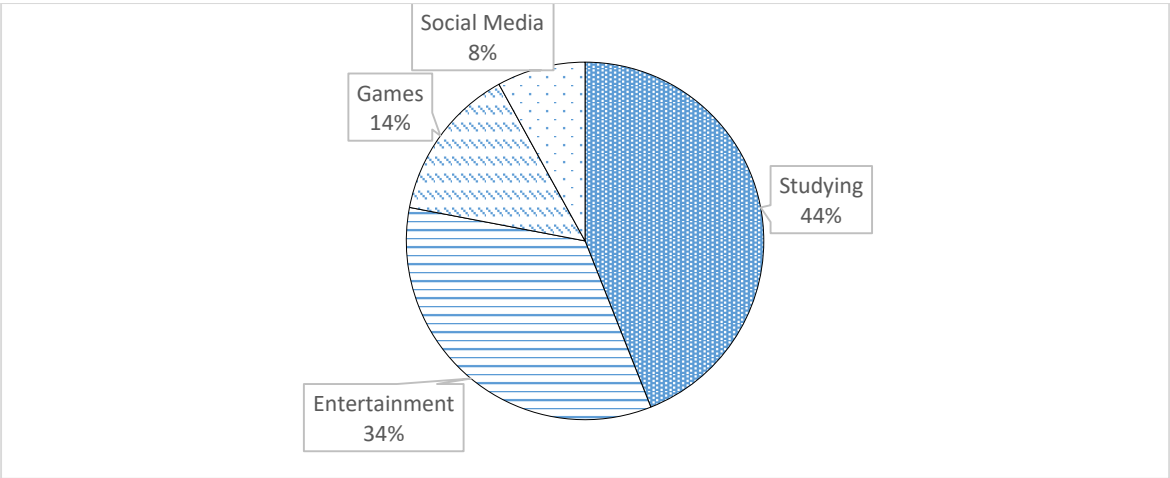

Figure 4.4 : Primary Purpose of Internet Use

Table 4.4 and figure 4.4 shows that when examining the main reasons children access the internet, the largest group (44%) reported using it primarily for studying, which is a positive indicator of educational engagement. Entertainment was the second-most common reason (34%), followed by gaming (14%). Only 8% of children used the internet mainly for social media, marking it as the least reported purpose among the options.

Table 4.5

Impact of Internet on Educational Performance

Impact	Frequency	Percentage
Positive	27	54.0%
No Effect	13	26.0%
Negative	5	10.0%
Not Sure	5	10.0%

Source: Field Survey, 2025

The table 4.5 shows that the impact of internet access on academics, the majority of parents (54%) believed that it had a positive effect on their child's educational performance. Meanwhile, 30% observed no noticeable impact, and only 16% felt that it had a negative effect. These findings suggest that internet access is generally viewed as beneficial for children's learning when used appropriately.

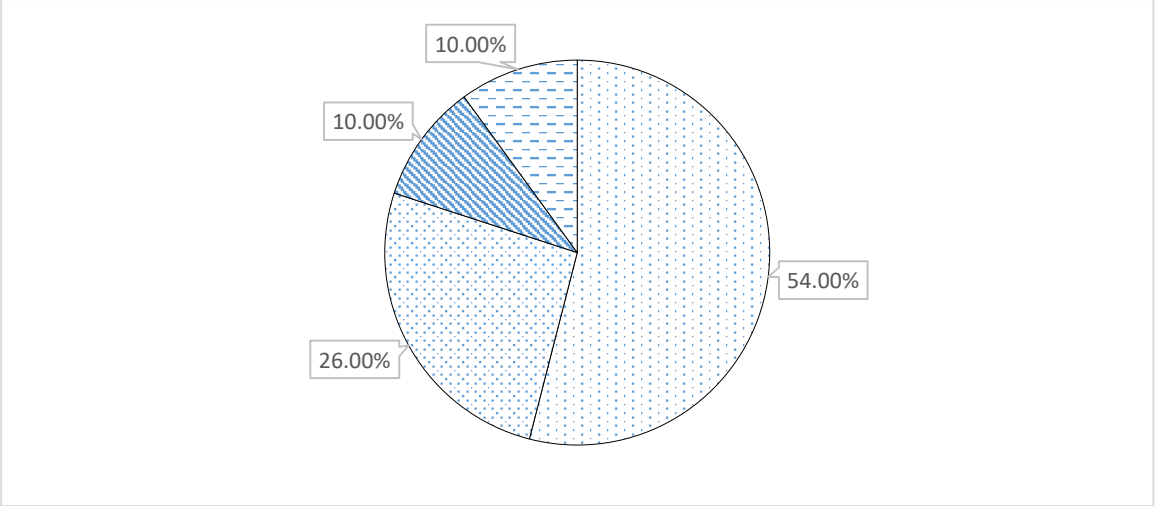

Figure 4.5: Impact of Internet on Educational Performance

Table 4.6

Access to Educational Content Online

Option	Frequency	Percentage
Yes	35	70.0%
No	15	30.0%

Source: Field Survey, 2025

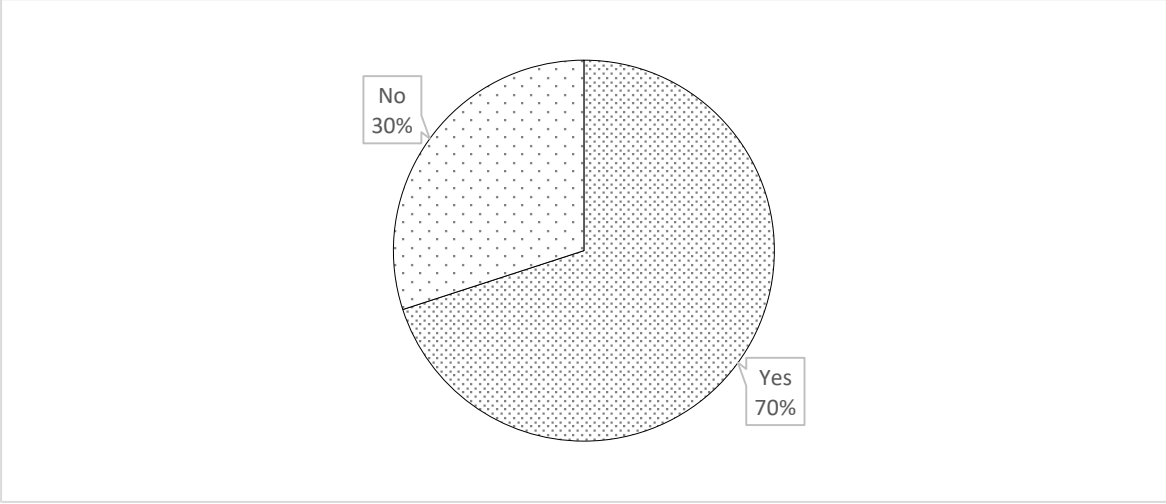

Figure 4.6: Access to Educational Content Online

A substantial 70% of respondents confirmed that their children accessed new educational content online, suggesting that the internet is a valuable tool for expanding learning resources. In contrast, 30% of children had not explored educational content through the internet, which may reflect differences in supervision, interest, or access.

4.1.3 Social Behavior & Communication

Here, the focus is on how internet usage influences children's social interactions. The section examines changes in social behavior whether children have become more or less social, if they are spending less time with friends or family, and whether they are forming new friendships online. These findings provide insights into how digital connectivity is shaping children's ability to communicate, build relationships, and maintain social bonds in the real world.

Table 4.7

Changes in Social Behavior Due to Internet

Statement	Frequency	Percentage
No Change	21	42.0%
More Social	16	32.0%
Not Sure	7	14.0%
More Isolated	6	12.0%

Source: Field Survey, 2025

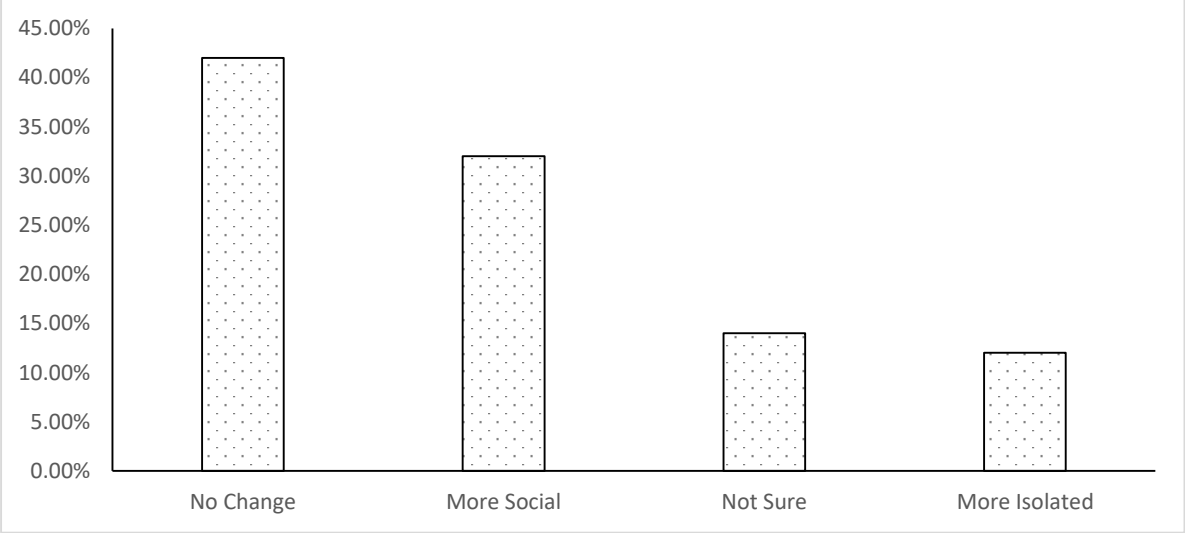

Figure 4.7: Changes in Social Behavior Due to Internet

Table 4.7 and figure 4.7 shows that the social impact of internet use varied. Most parents (42%) reported no significant change in their child’s social behavior. Interestingly, 32% observed that their children became more social, possibly through online interaction or group activities. However, 26% noticed their children becoming less social, pointing toward some level of social withdrawal in certain cases.

Table 4.8

Reduction in Family and Friend Communication

Statement	Frequency	Percentage
Yes	20	40.0%
No	30	60.0%

Source: Field Survey, 2025

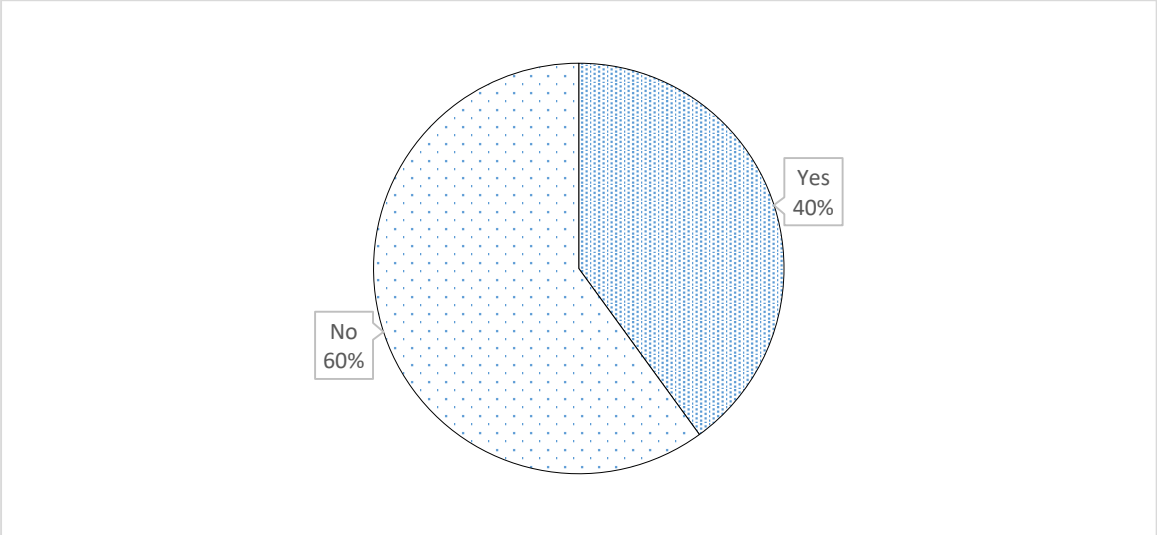

Figure 4.8: Reduction in Family and Friend Communication

A notable 60% of parents reported that their children did not spend less time with family and friends due to internet use, while 40% observed a reduction in personal interaction. This suggests that although digital engagement is high, most children still maintain family and peer relationships.

Table 4.9

Making New Friends through the Internet

Statement	Frequency	Percentage
Yes	16	32.0%
No	29	58.0%
Don't Know	5	10.0%

Source: Field Survey, 2025

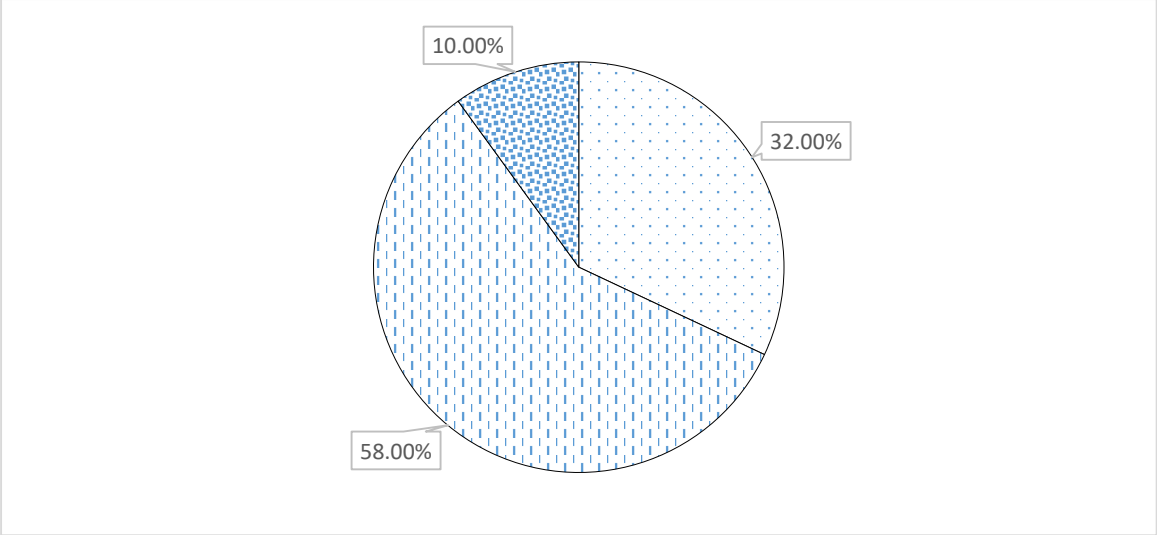

Figure 4.9: Making New Friends through the Internet

The majority of children (58%) were reported not to have made new friends through the internet. About 32% did report making online friends, while 10% of respondents were unsure. This shows that while the internet does offer social networking opportunities, it is not the primary tool for forming new friendships among this age group.

4.1.3 Cognitive and Psychological Effects

This part of the analysis assesses the mental and emotional impact of internet use on children. It looks at concentration levels, feelings of irritability when denied internet access, and the amount of time children spend continuously online. The aim is to identify signs of cognitive overload, reduced attention span, and potential psychological dependence on digital devices. This section is crucial for understanding how technology is affecting mental health and behavior in early adolescence.

Table 4.10

Effect of Internet Use on Concentration Ability

Effect of Internet Use	Frequency	Percentage
Improved	12	24.0%
Reduced	20	40.0%
No Effect	18	36.0%
Total	50	100

Source: Field Survey, 2025

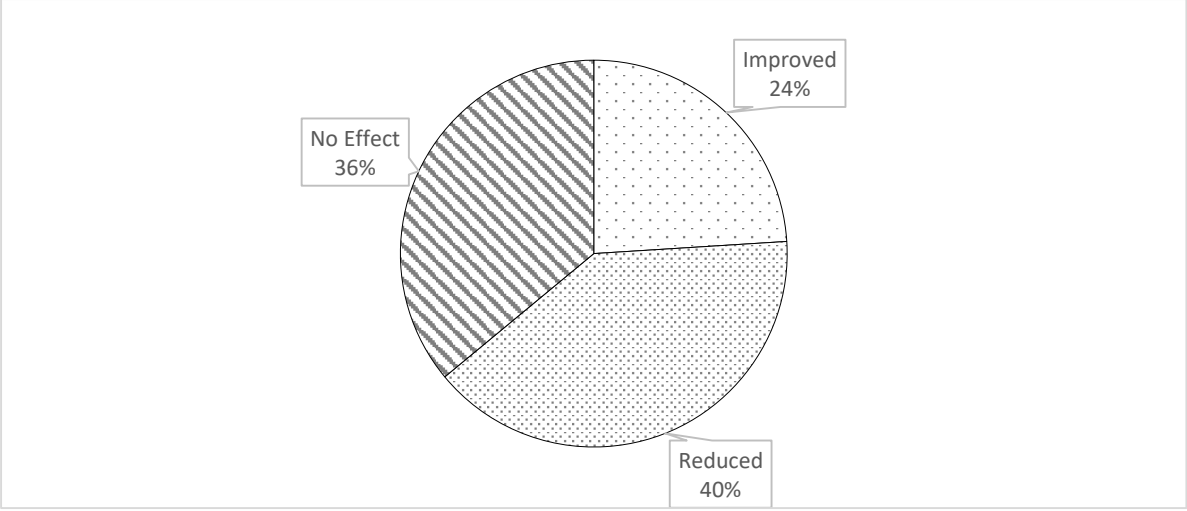

Figure 4.10: Effect of Internet Use on Concentration Ability

When asked about changes in concentration levels, 40% of parents felt that their child's concentration had decreased due to internet usage. 36% observed no change, while only 24% believed it had improved. These results suggest that for a significant number of children, internet use may be associated with diminished attention span or focus.

Table 4.11

Irritability When Internet Access is Restricted

Statement	Frequency	Percentage
Yes	28	56.0%
No	22	44.0%

Source: Field Survey, 2025

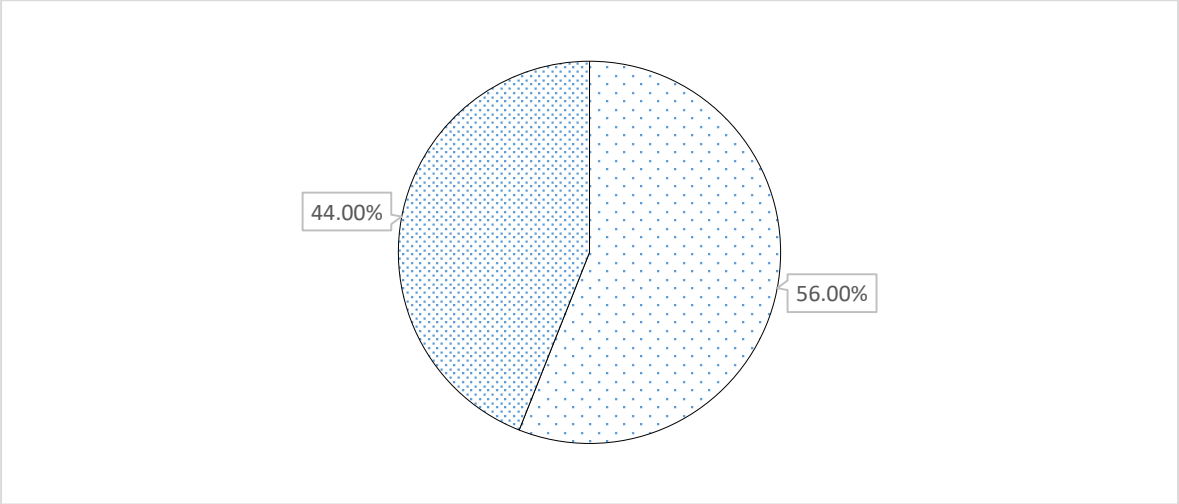

Figure 4.11: Irritability When Internet Access is Restricted

More than half of the respondents (56%) noticed that their children became irritable or upset when denied internet access, indicating signs of digital dependence or behavioral sensitivity. 44% of parents did not observe such behavior, which suggests this issue may not be universal but is still noteworthy.

Table 4.12

Duration of Continuous Screen Time

Screen Time	Frequency	Percentage
Yes	17	34.0%
Sometimes	20	40.0%
No	13	26.0%
Total	50	100%

Source: Field Survey, 2025

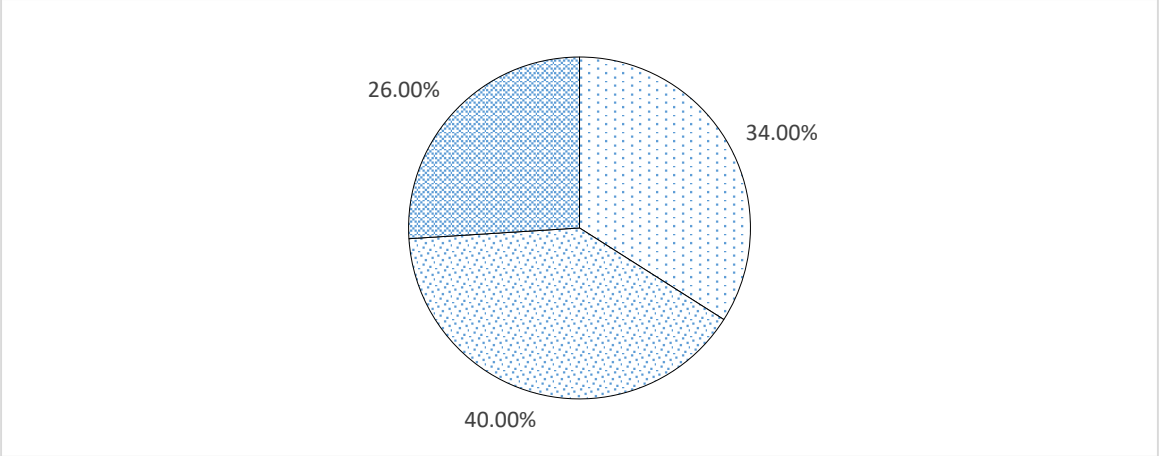

Figure 4.12: Duration of Continuous Screen Time

When it comes to continuous screen time, 34% of children frequently spent long hours at once on screens, and 40% did so occasionally, while only 26% never engaged in prolonged screen usage. This means that a majority of children (74%) are experiencing extended screen exposure, which could have implications for health and cognitive well-being.

4.1.5 Screen Time, Usage Patterns & Parental Control

Table 4.13

Frequency of Parental Monitoring

Parental Monitoring	Frequency	Percentage
Regularly	25	50.0%
Occasionally	17	34.0%
Not at All	8	16.0%

Source: Field Survey, 2025

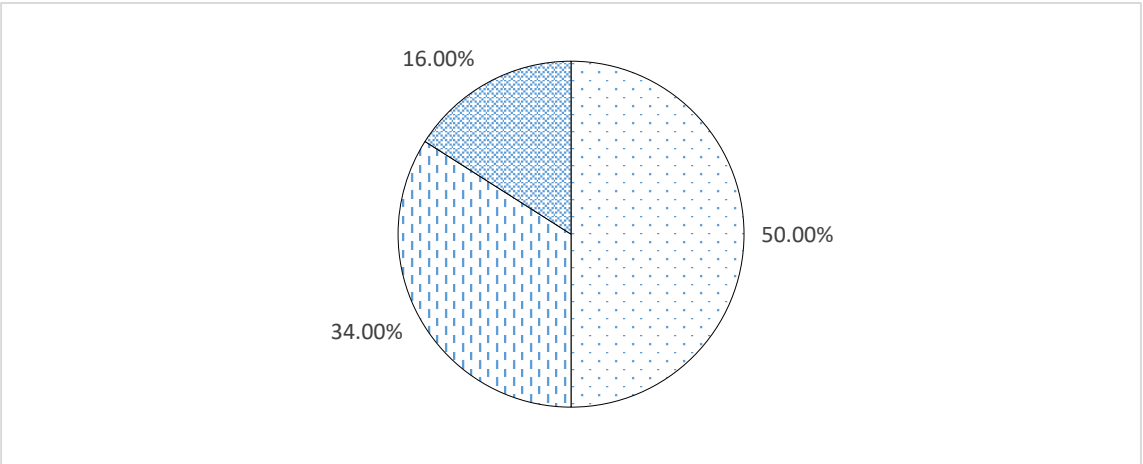

Figure 4.13: Frequency of Parental Monitoring

Half of the parents (50%) regularly monitor their child's internet activities, showing good awareness and involvement. Another 34% monitor occasionally, while 16% reported not monitoring at all. While most parents are engaged, a small portion lacks oversight, which may increase risks related to inappropriate content or usage.

Table 4.14

Whether Time Limits Are Set

Statement	Frequency	Percentage
Yes	31	62.0%
No	19	38.0%

Source: Field Survey, 2025

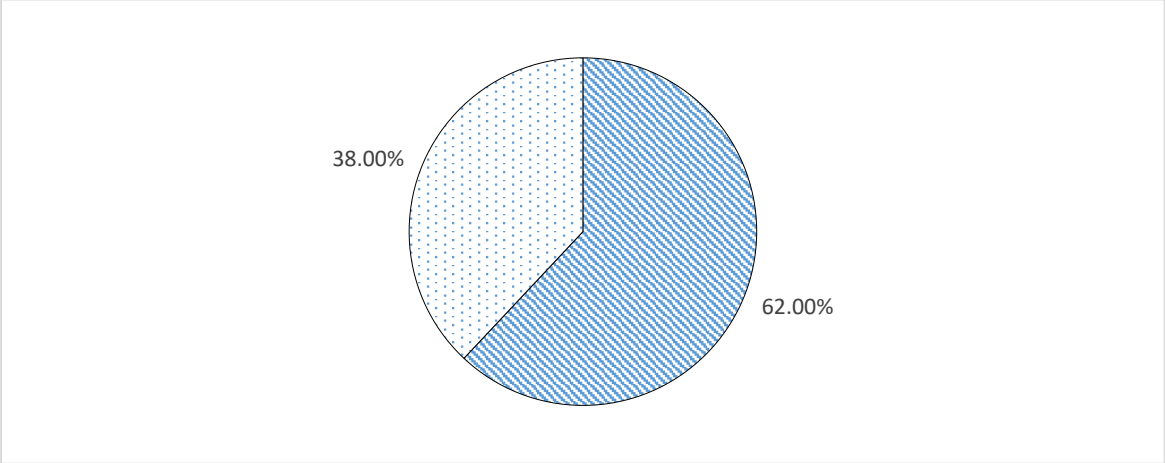

Figure 4.14: Whether Time Limits Are Set

Parental control over screen time appears strong, with 62% of parents confirming that they set time limits on internet use. 28% reported sometimes doing so, while only 10% do not set any limits. This highlights the importance most parents place on managing digital exposure.

Table 4.15

Child Reporting Screen Time

Screen Time	Frequency	Percentage
Always	17	34.0%
Sometimes	24	48.0%
Never	9	18.0%

Source: Field Survey, 2025

Only 34% of children consistently inform their parents about their screen time, while 48% do so occasionally, and 18% do not report at all. This shows that communication around internet use is present but not always reliable, suggesting a need for stronger digital transparency between children and parents.

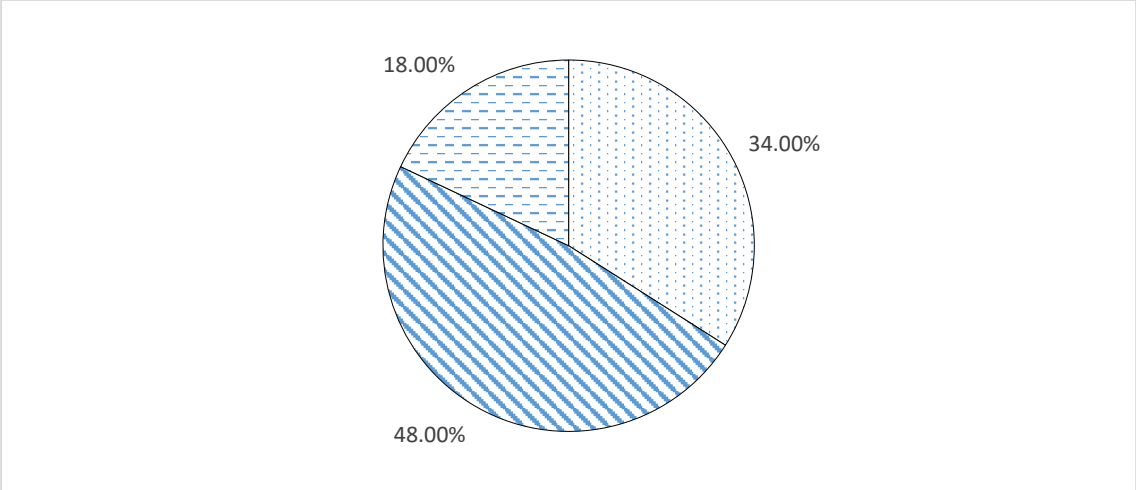

Figure 4.15: Child Reporting Screen Time

Table 4.16

Parental Discussion on Internet Safety

Statement	Frequency	Percentage
Yes	36	72.0%
No	14	28.0%

Source: Field Survey, 2025

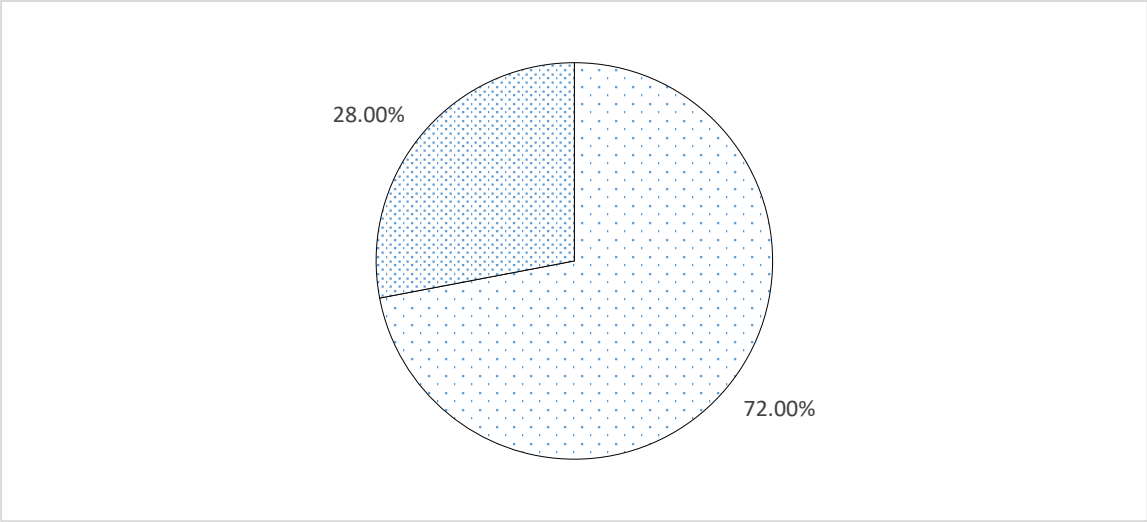

Figure 4.16: Parental Discussion on Internet Safety

A large portion (72%) of parents stated that they had talked to their children about internet safety, indicating a high level of concern for online risks. However, 28% had not held such discussions, leaving room for improved digital literacy and child safety education.

Table 4.17

Belief in Parental Involvement Importance

Statement	Frequency	Percentage
Strongly Agree	30	60.0%
Somewhat Agree	12	24.0%
Disagree	6	12.0%
Not Sure	2	4.0%

Source: Field Survey, 2025

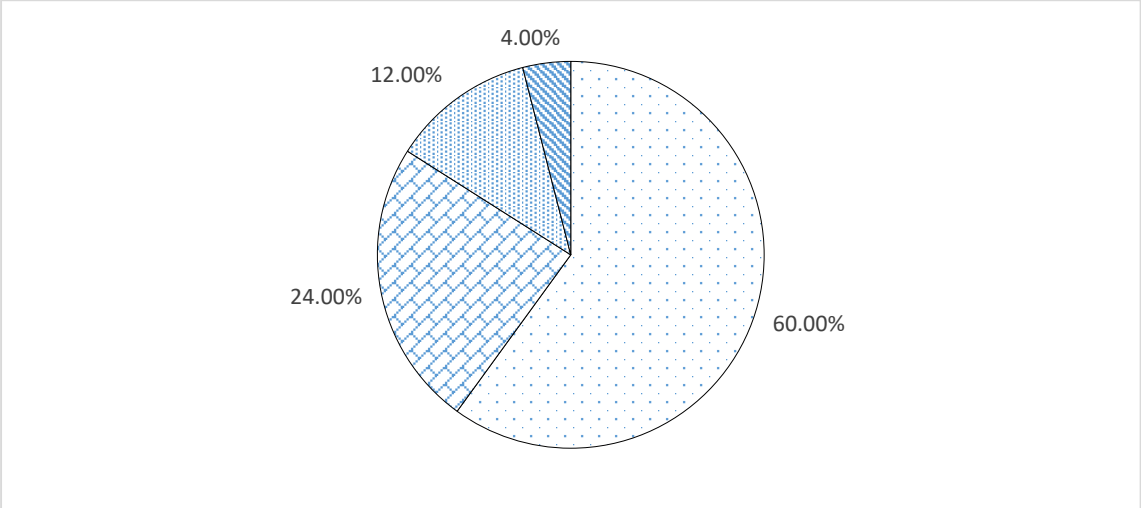

Figure 4.17: Belief in Parental Involvement Importance

When asked whether parental involvement is important in managing children's internet use, a majority of 60% strongly agreed, while 24% agreed, 10% were neutral, and only 6% disagreed. This clearly reflects that most parents recognize their crucial role in supervising and guiding online behavior.

4.2 Findings and Discussion

One the basis of the above data presentation and analysis the major findings and discussion of the study are as follows:

- This study aimed to analyze how internet access affects various aspects of children's development in Pokhara, focusing on education, social behavior, cognitive and psychological effects, and parental control.
- The findings indicate that the internet is predominantly used for educational purposes by children, with 44% of parents reporting their children use it mainly for studying. A significant portion (54%) of parents observed a positive effect of internet use on their child's educational performance. Additionally, 70% confirmed that their children accessed new educational content online, supporting the notion that internet access enhances learning opportunities.
- Internet use showed mixed impacts on children's social behavior. While 32% of parents reported their children became more social, a larger group (42%) noticed no significant change. However, 40% of parents felt that internet use reduced their child's communication time with family and friends, highlighting a potential downside in social interaction.
- The study revealed concerns about concentration and psychological well-being. 40% of parents noticed reduced concentration linked to internet use, and over half (56%) reported irritability in children when access was restricted. The data suggests that excessive or prolonged screen time may contribute to such negative outcomes.
- Parental involvement emerged as a key factor in mitigating risks. Half of the parents regularly monitored their child's internet use, and most set time limits and discussed safety measures. A strong majority (60%) believe parental involvement is essential in managing healthy internet habits for children, underscoring the need for active guidance.

CHAPTER – V : SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study examines how internet access influences various aspects of child development among school-age children (10–15 years) in Pokhara. As internet use becomes more common in households, children are increasingly exposed to digital platforms, raising concerns about its impact on their education, behavior, cognition, and psychological well-being. The study specifically aims to examine the relationship between internet usage and educational performance, assess changes in social behavior, explore cognitive and psychological implications of excessive internet use, and understand parental control and screen time patterns. A descriptive research design was adopted, using both primary and secondary data sources. The primary data was collected from 30 children through questionnaires filled out by their parents, as children of this age group required guidance for accurate responses. Google Forms were distributed via social media (Facebook and Messenger) to reach the parents. Secondary data was gathered from academic sources such as journals, reports, and articles. The study utilized descriptive statistics (frequency and percentage) for data analysis. Despite its contributions, the study is limited by its small sample size and geographic focus on Pokhara city, making it less generalizable to other regions or populations. However, the findings offer valuable insights for parents, educators, policymakers, and future researchers concerned with child development in the digital age.

The study began by exploring the demographic profile of the children represented by the respondents. All participants were parents of children aged between 10 and 15 years, residing in Pokhara. The demographic data, including age and gender, helped establish the sample's relevance to the study’s objectives and ensured a focused understanding of internet usage among school-aged children. The section on internet usage and educational impact revealed that most children use the internet moderately, with the majority accessing it for 1 to 2 hours per day. The primary purpose of internet use was found to be studying, followed by entertainment and gaming. A significant number of parents believed that internet access had a positive or neutral effect on their child’s educational performance, and many reported that their children accessed useful educational content online. This

suggests that the internet can be a supportive tool in children’s learning when used appropriately.

In terms of social behavior, the findings were mixed. While many children showed no major change in their behavior, a considerable number either became more social through online interactions or less social due to screen dependency. Although a portion of children had made new friends online, most parents reported that their children maintained their real-life social circles and continued spending time with family and peers, indicating a balance between online and offline social life for many. The analysis of cognitive and psychological effects showed more concerning trends. A notable number of parents observed a decline in their children's concentration and increased irritability when denied internet access, suggesting signs of dependence or behavioral sensitivity. Moreover, many children were found to spend long hours on screens without breaks, which could negatively impact their mental health and attention span over time.

Finally, the study examined parental control and digital safety practices. The majority of parents reported actively monitoring their child's internet activities, setting usage limits, and having conversations about online safety. However, not all children consistently reported their screen time to parents, indicating a need for improved communication. Overall, the findings underscore the crucial role of parental involvement in promoting responsible and safe internet use among children.

5.2 Conclusion

The internet has become an integral tool in children's development, particularly in educational enhancement in Pokhara. While the benefits of improved learning and social connectivity are evident, the risks of excessive use such as decreased concentration and social withdrawal are real concerns.

Parental guidance plays a crucial role in maximizing the benefits of internet use while minimizing its negative impacts. Encouraging responsible use through monitoring, time limits, and safety discussions is vital for fostering healthy digital habits.

Future efforts should focus on increasing awareness among parents and schools about the dual impact of internet use and promoting balanced digital engagement for children.

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APPENDIX

QUESTIONNAIRE

Name : _____
Age : _____
Gender : Male Female

A. Internet Usage & Educational Performance

1. How many hours does your child spend on the internet per day (on average)?

- ☐ Less than 1 hour
- ☐ 1–2 hours
- ☐ 2–4 hours
- ☐ More than 4 hours

2. What is the primary purpose of your child's internet use? *(Select one)*

- ☐ For studying/schoolwork
- ☐ For playing games
- ☐ For entertainment (YouTube, TikTok, etc.)
- ☐ For social media

3. How has internet use affected your child's educational performance?

- ☐ Positively
- ☐ Negatively
- ☐ No effect
- ☐ Not sure

4. Has your child been able to access new educational content through the internet?

- ☐ Yes
- ☐ No

B: Social Behavior & Communication

5. Have you noticed any change in your child's social behavior due to internet use?

- ☐ More outgoing/social
- ☐ More isolated/withdrawn
- ☐ No change
- ☐ Not sure

6. Does your child spend less time talking with family or friends due to internet use?

- ☐ Yes
- ☐ No

7. Has your child made new friends through the internet?

- ☐ Yes
- ☐ No
- ☐ Don’t know

C: Cognitive and Psychological Effects

8. Has excessive internet use affected your child's ability to concentrate?

- ☐ Improved focus
- ☐ Reduced focus
- ☐ No effect

9. Does your child become irritable or upset when not allowed to use the internet?

- ☐ Yes
- ☐ No

10. Does your child spend long hours continuously focused on screens?

- ☐ Yes
- ☐ Sometimes
- ☐ No

D: Screen Time, Usage Patterns & Parental Control

11. Do you monitor your child’s internet usage?

- ☐ Regularly
- ☐ Occasionally
- ☐ Not at all

12. Have you set time limits for your child's internet use?

- ☐ Yes
- ☐ No

13. Does your child inform you about their screen time habits?

- ☐ Always
- ☐ Sometimes
- ☐ Never

14. Have you talked to your child about internet safety (e.g., passwords, inappropriate content)?

- ☐ Yes
- ☐ No

15. Do you think parental involvement is important in managing children's internet use?

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Disagree
- ☐ Not sure

Thank You for your cooperation!