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Does Technology Change Families? A Tri -Angulation Discussion on the Relation of Family & Technology

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Abstract

Families have moved, or have been moved, from the streets into their homes or more specifically, into their bedrooms. Digital technology – computer games, mobiles & the internet and email are referred to as new technology when they are discussed in relation to Health & structure of families and Many parents, clinicians, researchers, and policy makers are concerned that electronic tools, especially those featuring violent content, may be harmful to individuals especially youths. This article is a documentary study, combination of multiple focus is chosen. In this article, Internet, Mobile and computer games. This article looks into the role of the technology on families. Specifically, it examines how the mediated space that this technology creates matters. Technological change often creates ungrounded fears but also overinflated hopes. In order to minimize risks and to seize chances, systematic, empirical, and ideally experimental research is crucial in all over the world. Major changes in family structure and environments might potentially severely disrupt family functioning, thus diminishing a family's ability to cope with stress, so by the advent of a technology.

Keywords: *Computer Game; Family; Internet; Mobile; Technology*

Introduction

Children have moved, or have been moved, from the streets into their homes (Crap, 2017: 7-28) or more specifically, into their bedrooms. Digital technology – video games, computer games, the internet and email – is a part of children's everyday lives in the western world, whether they have access to it or not (Livingstone, 2002: 278). Often these digital technologies are referred to as new technology or new media when they are discussed in relation to school and other social institutions, but, as media researchers like Drotner (1999) emphasize, the computer medium is not a new medium as such, rather it is a well-known component of young people's leisure activities(Alexandersson & Swärd ,2015:1-9) but what is new are the ways in which researchers (Gee, 2003: 42; Prensky, 2001:442) and politicians talk about children's use of technology. Young adolescents have increasing access to electronic interactive games on

game consoles, handheld players, computers, the Internet, and cellular phones.The widespread prevalence of this type of play across most industrialized nations makes it normative (Warner & Raiter, 2005: 46-52). However, many parents, clinicians, researchers, and policy makers are concerned that electronic games, especially those featuring violent content, may be harmful to youth.

Family business research is moving forward and gaining momentum today (Sharma, Chrisman, & Gersick, 2012: 345), and technological innovation in family firms has become a topic of increasing interest in research in recent years (De Massis, Sharma, Chua, & Chrisman, 2012, 345). Marsh described the techno-literacy practices that preschool children developed at home as they used mobile phones and played computer games (Marsh,2004: 55–66) and Stephen & et al. examined children's preferences and perspectives as they engaged with the technologies available at home(Stephen & et al. ,2008, 99–117). Family business research is moving forward and gaining momentum today (Sharma, Chrisman, & Gersick, 2012: 5-15), and technological innovation in family firms has become a topic of increasing interest in research in recent years (De Massis, Sharma, Chua, & Chrisman, 2012, 34)

This article contributes further to our understanding about the ways in which members of famiies engage with technological tools at home and, in particular, it asks Does technology change the space of families with reference to different approach of technology. As Denzin & Lincoln (1994, p.2) beliefs, the combination of multiple focus is chosen. In this article, Internet, Mobile and computer games. This article looks into the role of the technology on families. Specifically, it examines how the mediated space that this technology creates matters.

On Sociology of Science and Technology

We are moving from the paper to the screen, from written texts to pictures (Gee, 2003: 42; Kress, 2003:196; Tyner, 1998:304). Skills and knowledge regarding how to use and move around in digital environments require competence in reading texts and pictures in the new media (Gee, 2003: 42).This new competence is seen and treated as a new form of literacy, digital literacy(Tyner, 1998: 304) Several large-scale research programmers concerning computer practices in homes have been conducted, but these have mainly been done through questionnaires and interviews (Buckingham and Scanlon,2003:202; Holloway & Valentine, 2000: 41, 2002,153; Livingstone,2002:278).

Sociologists of science and technology mostly have not engaged directly with the sociology of culture, and most sociologists of culture have been slow to extract the implications for their own work of studies of scientific authority and technological production. During the 1970s, British social studies of science started to develop a different approach to the consideration of scientific knowledge. Until that decade, the study of science was dominated in the UK both by rationalist philosophy of science, exemplified by the work of Karl Popper, and by the institutional approach to science founded on the basis of the work of Robert K. Merton. At this time, at the University of Edinburgh, a small group of scholars initially led by the astronomer David Edge started a dense intellectual activity that was extremely critical toward these two dominant traditions. Those scholars wished to overcome both Popperian1 and Mertonian approaches, believing that the main way to carry out this task was to focus their work on the actual social processes at the basis of the production of scientific knowledge. These efforts were collectively known as the 'strong programs of relativism' (Delicado, 2021 : 1-14), as put forward by the Edinburgh School, and the emergent field they were pioneering was labelled the 'sociology of scientific knowledge' (SSK). It was at this time that Trevor Pinch started to collaborate with Harry Collins at the University of Bath on matters related to the production of scientific facts (Pinch 1977: 171–215). They pushed the new ideas pioneered at Edinburgh University further with their formulation of the 'empirical programme of relativism' (EPOR) (Collins 1981: 3–10; 1983: 265–285). The main advance beyond the Edinburgh approach involved paying closer attention to the material work of scientists through careful collection of data about their work. While the Edinburgh 'strong programme' was mainly oriented around

a historical approach based on the analysis of documents, Pinch and Collins introduced into social studies of science new methodologies associated with qualitative sociology, such as interviews and ethnography (Pinch & Collins, 1979: 221–250). At around the same time, other scholars were also approaching the production of science in a similar manner, such as we can see in the cases of Bruno Latour and Steve Woolgar, who together published in 1979 the very influential study Laboratory Life (Latour & Woolgar,2013: 293), based on an ethnography carried out at the Salk Institute in San Diego. We can also mention here the well-known works of Karin Knorr-Cetina (2013:204), Gilbert and Mulkay (1984:320) and various ethno methodologists such as the father of the field, Harold Garfinkel (Garfinkel et al. 1981: 131–158; Lynch 1985: 317).

Sociological research programs took time to identify suitable subjects, find funding, and get underway. Computers, especially microcomputers, and electronic communication media were such new things that it was not easy at first to see which sociological theories and methods promised a large payoff. Although sociologists began analyzing the impact of computer related technology more than 40 years ago (Boguslaw, 1965: 226; Orcutt & Anderson, 1974: 219-222), there has been a recent surge of work. By the late 1990s various projects were underway, and paper sessions and roundtables received regular reports. Many of these projects are path-breaking research and, at the risk of omitting an important project, it is worth naming the larger projects for which section members have been principal investigators: Ron Anderson's International Computers in Education project (Plomp, Anderson, Law, & Quale, 2003:749), Ed Brent's work with artificial intelligence in research Social Science Computer Review ,Methods and analysis of text data (Brent & Slusarz, 2003: 281-303), Robert Kraut and Sara Kiesler's HomeNet project (Kraut, Scherlis, Mukhopadhyay, Manning, & Kiesler, 1996: 55-63), Marc Smith's NetScan research (Smith, 2002), Barry Wellman's NetLab project (Wellman, 2002: 91-96), Jim Witte's work with Internet surveys (Witte, 2004), and the sociologists doing computer simulations that have already been discussed.

For many years, large, multinational corporations were thought to dominate international business. However, in recent years, many smaller, entrepreneurial and family firms were noticeably active in the international arena, engendering increased research attention (Oviatt & McDougall, 1994: 45-64). Growth of a country may stem from investments in technology or the use of specific technologies, such as the Internet. For many years, researchers have advocated that to enter an activity successfully, a firm must possess some clear advantage that will allow it to overcome indigenous firms' more thorough understanding of the local market (Hymer, 1976: 886). Traditionally, multinational corporations used economies of scale and other advantages of large size (Dunning, 1988: 1-32). However, recent research reveals that many entrepreneurial firms, including family businesses, can overcome the disadvantage of small size through their use of technology, such as the Internet, to reach consumers beyond their borders (Morgan, Feng& Whitler, 2018: 61-95). Although the internationalisation of family businesses (FBs) has received increasing attention (Metsola, et al. ,2020: 101) Gallo & Pont (1996: 45-60) find that along with entrepreneurial and managerial characteristics, the application of technology was a key to explaining internationalization.

Technological innovation can be defined as the set of activities through which a firm conceives, designs, manufactures, and introduces a new product, technology, system, or technique (Freeman, 1976: 22-27). Research indicates that technologically innovative companies may outperform their competitors (Geroski, Machin, & Van Reenen, 1993: 198-211). Technology has been identified as one tool that can be used to improve independent living, improve the safety and autonomy of people with dementia, and support the quality of life of such people and their family careers (Cahill, Macijauskiene, Nygård, Faulkner, & Hagen, 2007: 55-60). Mary Marshall has argued that assistive technology is best seen as an extension of aids and the provision of adaptations "beyond static pieces of equipment." She has also listed several purposes of technology that could play a role in the care and support of people with dementia. Her list includes reminders, technology for stimulation, relaxation, compensation, behavior management, safety, surveillance, control assistance for relatives, and service coordination technology (Marshall, 1995:

12-14). To this list, we should add technology for communication. Users of technology were more likely to engage in international activities, such as exporting (Nwokah, & Briggs; 2017: 238).

For example, use of computers, cell phones, pagers, or other new devices may actually be occupation or employer driven, with the nature of the job dictating that individuals become proficient users of new technology (Burris, 1998: 141-157; Hill, Miller, Weiner & Colihan, 1998, 667-683). There is other evidence to suggest that individuals purchase and use home computers to improve performance at work or at school. In addition, we know that access to computer technology gained through an employer is often used to facilitate personal interests (Sproull, 2000: 257-280), suggesting that home use may be influenced by initial exposure through paid work.

Families and Technology

The future will require us to anticipate, communicate, be flexible, integrate, and orchestrate. It will be important to predict future change, maintain high levels of communication, remain flexible, integrate as much as possible, and be creative in order to orchestrate the symphony of future and present life. Family unit has long been the foundation of society. The family system, not government, produces social, economic, and emotional support to the individual and the family itself. Self-reliance and personal responsibility are nurtured within the family, but with increased urbanization and industrialization of Asia, the family unit is in danger of breaking down. If the family is weakened, what will happen to the social structure? As Asia is managing the transition to modernization, will the family be preserved in the process?

Vast majority of attributional studies on technology use in educational contexts deal with issues of self-confidence, self-efficacy,and perceived skills (Hasan, 2003: 443-450). Such investigations often conclude that infrequent or less sophisticated technology use is due to a lack of technological ability or self-efficacy and, thus, prescribe intensive training or other remedial treatments as the solution (Groves & Zemel, 2000: 57-65; James, Jurich, & Estes, 2001: 774). Communication and family relationships are at the heart of family processes. Americans' use of the Internet to communicate with family and friends remains strong, although the allure of this form of "talking" seems to have worn off for experienced users. Social connectedness remains an important activity, but in this study, the frequency of the daily e-mail to family dropped off to a once-a-week activity. As Americans gain experience and access to the Internet, they are using this new tool to address more serious tasks such as sharing worries and seeking advice. Participants in this longitudinal study of Internet users from 2000 to 2001 (Pew Internet and American Life Project, 2002) felt the Internet had improved connections with family, resulting in better family relationships. In addition, the expansion of extended family member contact and the renewal of family ties via e-mail were reported to be giving electronic life to the extended family.

A recent study of the Internet in family life (Kraut & et al., 1998: 1017– 1031) finds greater Internet usage associated with fewer number of hours spent in communication with family members in the immediate household. Hughes and Hans noted this as the first definitive evidence about the possible effects of the Internet on family relationships, but further testing with other samples is needed. Studies using a family-theory lens to uncover how family dynamics are changing, given this surge in Internet use, would be valuable (Hughes & Hans (2001: 776-790). There is different approach to the technologies; positive approach says that the research literature provides overwhelming evidence supporting the use of assistive technology for students with disabilities (Abner & Lahm, 2002: 98-105; Alper & Raharinirina, 2006: 47–64; Mull & Sitlington, 2003: 26–32; Okolo and Bouck, 2007: 19–34; Weikle & Hadadian, 2003: 181–186).

The Role of Technology on Health of a Person in Family and Society

Family functioning and information and communication technologies is a "two way interaction in which the family members change the meaning and the impact of technologies and, in turn, culture formed (Carvalho, Francisco& Relvas, 2015: 99-108).

Major changes in family structure and environments might potentially severely disrupt family functioning, thus diminishing a family's ability to cope with stress (Parette, et al. 1996: 104-112). Should it happen that a family's use of assistive technology causes severe disruption to the family's normal activities, support should be offered that helps the family redefine their quality of life in relation to assistive technology and its use in transition settings. If the major responsibility falls on women, the stress for mothers, daughters, and other female caregivers should be addressed (Brotherson, et al. ,1995: 202-212). Life experiences in using assistive technology devices will also influence family perceptions of and willingness to use assistive technology. Over time, personal experiences using assistive devices result in a unique perspective and set of themes developed by the person with a dis- ability (Luborsky, 1993).

Dispersion of family members and their activities is partly a result of the increasing specialization and spatial distribution of activities and services in families of modern society:

Characteristic of contemporary society is that we often have a variety of tasks and appointments spread around a city. One child may be at day care, a second several miles away in an elementary school. Shopping is off in one direction, your job is in a second and your dentist appointment is in yet a third (Ling, 2004: 61). Each Kind of these technologies has effects on individuals, relationship and society:

Mobile

Over the past decade, scholars and the media have paid a significant amount of attention to the mobile phone. From a theoretical perspective, the mobile phone can be viewed as a technology for adjusting time and space with the capacity to alter social patterns. Although this provides one of the technology's core appeals, the phone is also a source of tension (Ling & Yttri, 2002: 139–169). Young mobile phone users are particularly likely to engage in a mode of friendship that entails short, targeted calls rather than long, engaged conversations (Licoppe, 2004: 135–156)

Second, Simmel's theories of sociability have likewise been used by mobile phone scholars to address issues of trust, freedom and anonymity in public spaces. For example, Fortunati (2002: 42–62) argues that cell users feel comfortable exchanging intimate thoughts in public because co-present others remain anonymous. Researches suggests that cell phones give users freedom in urban spaces, because users are not bound by location. However, instead of claiming that mobile interfaces disconnect users from locations, we argue that they actually work as a 'technological filter' (as much as the blasé attitude was a psychological filter) that helps users manage interactions with city spaces. We also expand Simmel's notion of punctuality and coordination of time as a necessary element of urban life to suggest that location-aware technologies replace the clock as a medium for coordinating meetings in space. Lastly, Lehtonen and Mäenpää's street sociability is grounded on Simmel's theory. Also research suggests that mobile telephones function in a myriad of different ways to enable young people to interact, socialize and network with others, including their parents and their peers (Söderström, 2011: 91–109; Thulin & Vilhelmson,2007: 235–253; Walsh et al., 2011: 333–342). Some argue that mobile technologies will transform the intrinsic meaning and experience of physical travel (Lyons & Urry, 2005: 257-276). Instead of being an activity mainly derived from the need to carry out (stationary) activities at other places, travel will also become, with the rise of various mobile and wireless communications, a more pleasant 'end in itself'.

Mobile phone can provide them with an immediate means of communication, which can link them to one another and to their children despite their spatial and/or temporal distance (Paragas, 2009: 87-95; Uy-Tioco, 2007: 253-265). On the other hand, this space might also create the conditions for them to engage in new fathering and mothering practices, which could run contrary to previously established ones. This is because like other new media technologies, the mobile phone can present them with ways of connecting that might not have been extensively used, if at all, in the context of their previous everyday life set-up (Moores, 2004: 21-36). Most research focusing on mobile phones and relationships suggests they have the potential to influence a range of interpersonal processes. Interviews reveal mobile phones provide a continual sense of connection to the wider social world—a feeling that persists even if a mobile is in ‘‘silent mode’’ (Kardos et al, 2018: 84-88).

Indeed, the presence of phones is often felt during intimate social outings. As an example, Geser (2002: 265) observes that a significant portion of couples eating together repeatedly interrupt their meals to check for text or voice messages. In reviewing a wide range of survey data, Srivastava (2005: 111–129) concluded mobile phones might exert these pervasive influences because people associate phones with wide-ranging social networks. The presence of a mobile phone may orient individuals to thinking of other people and events outside their immediate social context. In doing so, they divert attention away from a presently occurring interpersonal experience to focus on a multitude of other concerns and interests. Also, Wellman (2001: 436-455) argues that we have shifted away from placebased inter-household interactions to more individualized person-to-person interactions. People are changing their work and social habits because of the availability of mobile phones (Rheingold, 2007:288). While mobile phone users initially cited safety and security as the main reason for purchasing a mobile phone (Ling, 2001: 123–136; Fortunati & Manganelli 2002: 59-78; Oskman & Rutianen 2002: 25-32), the mobile phone has rapidly evolved into an object with which people have a personal relationship (Katz ,1996: 91-199, 1998: 402). For example, Grant and Kiesler (2002: 121-31) found that workers became attached to their mobile phones within a few months of acquiring them for work purposes, seeing the mas personal possessions. Mobile phones have been cited as a symbol of aggressive individualism in our mobile world (Harkin, 2003: 774). This can be observed when shopping in any mobile phone store, based on the degree to which a phone can be individualized through features, colors, ringtones, phone books, and more (Coutts et al. 2003). There has been significant discussion about how individuals’ use of mobile phones has influenced mobility. Different researchers have debated the relationship between the premobile landline telephone and travel. The telephone and transportation may stimulate each other (Falk & Abler 1980: 59-67). Alternatively, Salomon (1985: 219-235) argues that the phone reduces travel demand, and some have argued that the use of the telephone and the ability to telecommute replaces transportation (Claisse & Rowe 1993: 277-290; Nilles 1991: 411-432).

Internet

In the last decade, the increased popularity of social networking sites (SNSs) has profoundly influenced the nature of relational communication. SNSs have dominated Internet traffic as individuals logged in daily to check status updates, post articles, and upload photos. Approximately two thirds of online adults have an SNS profile such as Facebook. The sheer online ubiquity of Facebook is astounding. As 2012, Facebook had over 845 million users (more than the population of Europe) who spent more than 9.7 billion minutes per day on the site (Rusli, 2012; for a description of Facebook, see Appendix A). The Internet supports a wide range of social interaction among individuals, groups, and organizations, which provides a new medium for human expression, collaboration, and exchange (Walther & Burgoon, 1992: 50-88). The Internet undeniably opened our consciousness to the possibility of large-scale communities known as multiuser environments, which were not confined to the same physical place. Cell phones have been frequently studied as a means of two-way communication, whereby private spaces are created inside public spaces (Puro, 2002: 19-29). There is little known about the

overlaps between online and off-line behaviors. Alongside Internet this a growing body of interdisciplinary research on Facebook to date provided descriptive analysis of users and non-users of Facebook, motivations for using it, the role of Facebook in social relationships, and psychological outcomes of Facebook use among college students and young adults (Anderson, et al. 2012: 199-249; Wilson, Gosling, & Graham,2012). Previous studies illustrated gender differences on Facebook use (Barker & Ota, 2011: 39-63; Muscanell & Guadagno, 2012: 107-112; Pierce, 2009: 1367-1372). They reported that men were more likely to use SNSes to find potential dates, network for careers, and make new friends. Men were also more likely to report playing games more often than women. Female users, on the other hand, placed more importance on their relationship maintenance.

Boyd, et al (2011) carried out a national study of over a thousand parents who have children between the ages of 10 and 14. Over three quarters (78%) of parents believed that there were circumstances that made it acceptable for their child to sign up for a service even if their child did not meet the site's minimum age requirement. Only 53% of the parents knew that there is a minimum age for Facebook use (it is 13). A large number of parents have become friends with their offspring on Facebook, but barely one in five parents use parental controls on Internet-enabled devices, including smartphones (Sengupta, 2012: 4). Parent–child connection on social networking sites apparently has a specific protective effect that might result from the children's disclosure of information to their parents through the mechanism of friending. Furthermore, there have been few studies of parents of the racially underrepresented group (Mesc h,2018: 1145-1162). Tripp (2011: 552-567) examined low-income Hispanic families and found that Hispanic parents shared common anxieties and concerns about online risks for their children. Some Black and Hispanic parents are cell-only wireless users (Yelton, 2012: 5-8), and some economically disadvantaged parents lack Internet skills and literacy as well as access to filtering and monitoring technology (Lopez & Livingston, 2010). Research has shown that users are able to cultivate weak ties in an informal manner, and Facebook use may help maintain previous relationships and crystallize otherwise ephemeral relationships (Ellison, Steinfield, & Lampe, 2007: 1143–1168; Lewis & West, 2009: 1209–1229). A related and emerging issue is adolescent sexual intercourse outside of committed relationships. This is referred to as 'casual sex' or 'hooking up' in recent research literature (Armstrong et al., 2012: 435–462; Grello et al., 2003: 103–112; Manning et al., 2006: 459–483). Although little research has compared the consequences of dating and non-dating sexual activities among adolescents, it is generally believed that casual sex may increase the risk of contracting an STI and/or having an unplanned pregnancy, and may also negatively affect their future sexual relationships and psychological well-being. Most studies on casual sex among teenagers have been conducted using US data (Manning et al., 2006: 459–483), but their conclusions are equally useful for our analysis.

Earlier research suggests that time spent on the Internet detracts from the maintenance of real-life social bonds (Kraut et al., 1998: 1017– 1031), whereas more recent studies indicate that the Internet may enhance social interactions and interpersonal ties (Valkenburg and Peter, 2007: 267–277, 2011: 121–127). Adolescents' internet café visits are also affected by parental supervision and family bonds. Past studies have shown that a declining parent–child relationship increases the influence of peer groups on adolescents to engage in parentally disapproved behaviors (Brauer & Coster, 2012: 374-394; Svensson, 2003:300–329) also parent–youth relationship, parental monitoring has effected (Rusby et al. ,2018: 310).

Computer Game

As computers and the internet have become a normal part of life for millions of children (Bremer, 2005: 559-560), there is growing interest in using the innovative potential of computer games for health purposes. For children with chronic disease like diabetes, asthma or cancer, several video games have been developed in order to enhance treatment compliance. Computer game play is the fastest growing form of entertainment in the world and many adolescents play video games for hours every day. For

example, a nationally representative study of video game play among adolescents in the United States showed that 97% of adolescents aged 12 to 17 years play computer, web, and portable or console video games (Lenhart et al., 2008: 202-415). A recent review identified 25 computer games promoting health-related behaviour change (Baranowski et al., 2008: 74-82.). Data collected in the late 1990s in 10 European countries and Israel found that children ages 6 to 16 averaged more than a half hour per day on electronic video and computer games (Beentjes, et al. 2001: 85- 112). Historically, there have been many attempts to regard literary texts as games. As Warren Motte (1995:260) points out, some of these attempts can be traced back to the likes of Plato, Immanuel Kant, Friedrich Nietzsche and Ludwig Wittgenstein. By contrast, analyzing games from a literary viewpoint is a rather new idea. Arguably, it is only through the advent of computer games, i.e. games that feature something resembling a story, that literary studies became aware of the subject of games. This was made possible not only by the fact that computer games are more "literary" than chess, poker and football, but also by the recent inflation of the meaning of the term "text." Much of the current debate on youth and media has focused, perhaps excessively, on potential harms and limiting use (Christakis & Zimmerman, 2006: 445-446). An extensive review of instructional gaming articles (Dempsey, Lucassen & Rasmussen, 1993-1994: 173-183) revealed little substantive research concerning ways that computer games could be used for educational purposes. 157 Research has shown that games that have been carefully designed to meet the educational/training/social needs of students with disabilities can yield positive effects. It has been reported that games can encourage players to change their behaviors and attitudes towards their disability (Lieberman, 2001: 26–38), increase self-efficacy (Thomas, Cahill, & Santilli, 1997: 71–86), provide enthusiastic experience (Weiss, Bilalik, & Kizony, 2003: 335–342), enable players to learn curricular content areas (Sanchez & Flores, 2008: 356–359) or increase their social interaction (Piper& et al. 2006:10). Research indicates that in many instances women and men play computer video games differently. Playing games is a natural part of the male routine (Bonanno & Kommers, 2008: 97–109); men play more games than women (Cherney & London, 2006: 717–726; Ogletree & Drake, 2007: 537–542) and men are more motivated to play and have a more positive attitude toward games (Bonanno & Kommers, 2008: 97–109). Women and men appear to have different game preferences (Heeter, et al, 2009: 74–100). Women preferred puzzles, adventures, fighting, and management games, while men liked first-person shooters, role playing, sports, strategy, and competitive multiplayer games (Bonanno & Kommers, 2005: 13–41; Karakus, Inal, & Cagiltay, 2008: 2520–2529). Apart from preferences, women and men also play games differently. For example, men are better than women at mental-rotation skills (Quaiser-Pohl, Geiser, & Lehmann, 2006: 609–619), which are often an important skill required during game play. However, our study found that in some situations, game play by men and women is similar. 178 Numerous studies link video game playing to aggressive outcomes. Anderson (2004: 113-122) and Anderson & et al. (2004: 199-249) have presented meta-analyses showing a fairly consistent pattern of effects. Anderson notes that violent video games prompt aggressive thoughts and feelings as well as aggressive behaviors while inhibiting prosocial behaviors. Sherry too finds the net effect of games is negative, although he is more reserved in judgment, noting (among other things) relatively small effect sizes. On the other side, some scholars have a good look to Research on the use of games for learning has addressed academic areas such as language and literacy (Gee, 2003: 493), mathematics (Kafai, 2018:19-21), history (Squire, 2006: 19-29), and science (Barab, et al. 2005: 86-107). One of the central characteristics of good games, in the view of scholars such as Gee (2003:42), is that they allow their players to think about them as designed objects /

Conclusion

In this article, we offer a collective glimpse at how researchers are studying the relationship of technology on family. The present study contributes to the growing body of research assessing effects of Technology on Family. It used tri-angulation technique to review the relationship between three kind of technology as Internet, Mobile & Computer Game on families and found that technology can effects positive or negative effects on Families. Hence, in line with recent studies, although Rapid developments

in digital technology during recent years have all but changed the face of home entertainment. The proliferation of computers, the Internet, and increasing bandwidth have become powerful in ways far exceeding their raw technical capabilities the present investigation points to merits rather than perils of (social) technologies in spite they are aware of it. Technological change often creates ungrounded fears but also overinflated hopes (Boase & Wellman,2006: 28-38). In order to minimize risks and to seize chances, systematic, empirical, and ideally experimental research is crucial in all over the world.

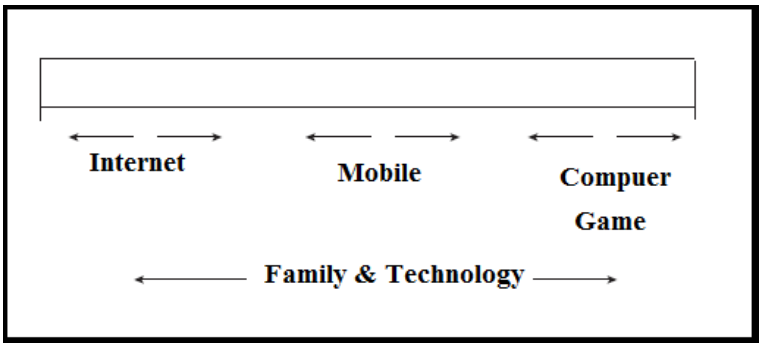

Figure 1. Family & Technology

Major changes in family structure and environments might potentially severely disrupt family functioning, thus diminishing a family's ability to cope with stress as Carlson & et al. (1999: 270-280) It will be important to predict future change, maintain high levels of communication, remain flexible, integrate as much as possible, and be creative in order to orchestrate the symphony of future and present life. Family unit has long been the foundation of society. The family system, not government, produces social, economic, and emotional support to the individual and the family itself. Self-reliance and personal responsibility are nurtured within the family, but with increased urbanization and industrialization, the family unit is in danger of breaking down. If the family be weakened, so the social structure will be weakened, too and the response to the question of study: "Does technology change the space of families is yes, but how it changes is another important question, too".

Resource

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