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## Impact of Technological Dependency on Social Adjustment of Children

(With Special Reference to Nishatganj and Mahanagar Area of Lucknow City)

**Rupesh Kumar Singh & Shivani Agarwal**

**Abstract:** *Technology refers to the technical means and scientific applications that human beings utilise to improve their environment and increase efficiency in their working output. It is not confined to a single domain, but it is visible in almost every sphere of contemporary life, whether in business transactions, domestic management, educational systems, healthcare services, communication channels, or recreational activities. Over the past several decades, technological growth has redefined social structures, altered patterns of interaction, and reshaped daily routines. In India, the Information Technology industry began spreading its influence around the year 1967, and since then it has expanded steadily, with the last decade witnessing particularly rapid transformation.*

However, every development carries both constructive and adverse implications. While technology has made life more convenient, accessible, and efficient, it has simultaneously contributed to growing dependency. Unlike other commodities or innovations that may remain external tools, technology has entered deeply into personal spaces and psychological routines. As active citizens and consumers of technological products, we recognise that its usage is

not limited to any specific age group. Children, who ideally should have regulated exposure to digital devices, are increasingly visible as primary users of gadgets and are constantly surrounded by technological instruments.

*Access to computers, laptops, iPods, smartphones, video games, and social networking platforms has become common even among younger children. In this context, the present paper seeks to examine the impact of technological dependency on children's social adjustment and to explore the role parents must play in navigating this changing technological landscape. The study is based entirely on primary data collected from children aged 6–18 years and their parents through an interview schedule. The findings aim to elucidate how technological engagement influences social skills and interpersonal behaviour, while also clarifying evolving parenting trends and the modifications required in a technology-driven era.*

**Keywords:** Children, Information Technology, Parenting, Social Skills, Social Adjustment

### Introduction

The Information Technology industry has existed in India for approximately five decades; however, the last ten years have been particularly transformative. This period can be described as an era that has reshaped almost every domain of daily functioning, whether routine household activities, professional operations, business communication, service delivery, or educational processes. As the country advances toward greater digitalisation, children are already enveloped by technological devices and platforms that form an integral part of their everyday experiences.

Children today utilise technology not only for entertainment but also for completing academic tasks, accessing information, and communicating with peers. Many educational institutions emphasise technology-integrated curricula, and the concept of “SMART classes” has gained prominence as a means of keeping pace with global standards. While such initiatives contribute to educational

advancement, they also increase children's exposure to digital screens and virtual interaction, raising important questions regarding long-term social implications.

In the present study, the term "children" refers to males or females between the age group of 6-18 years who have access to technological devices. Technology is defined within the study as including television, smartphones, laptops or computers, iPods, video games, and internet services. Social adjustment refers to the process through which an individual adapts to societal expectations and develops positive interpersonal relationships characterised by empathy, respect, cooperation, sharing behaviour, and effective communication.

Social skills are learned behavioural competencies that enable children to interact constructively with others. Children who possess strong social skills communicate calmly and clearly, show consideration for others' feelings, accept responsibility for their actions, regulate their emotional responses, and assert themselves appropriately when necessary. These skills are acquired through interaction with peers, modelling from parents, structured guidance, and repeated real-life experiences.

Parenting, within the framework of this study, refers to the roles and responsibilities assumed by guardians in raising children amidst technological expansion. In the present era, parenting involves not only providing emotional and moral guidance but also monitoring digital exposure, setting boundaries, and balancing technological engagement with real-world socialisation.

### **Review of Literature**

A substantial number of studies have been conducted both internationally and nationally by psychologists, psychiatrists, and social researchers to examine the impact of technology on children's development. The review of literature for the present study was conducted through academic journals, publicly available research articles, mental health publications, and relevant online resources.

Hofferth (2010) conducted a longitudinal study on American children (6-12 years) he found that due to watching television, playing videogames and using the computer the amount of outdoor

activities was reduced 20% from 1997 to 2003, while the dependency of children on electronic gadgets increased and the study also highlighted that video game activities increased aggressive behaviour problems among boys.

Uhls et.al. (2014) conducted a study at the Children's Digital Media Centre in Los Angeles, and they found that children who are socially comfortable and confident are less likely to experience negative effects of technological usage. Such children tend to use digital tools constructively. Although the technological tools used by adolescents have evolved—from television and gaming consoles in the past to smartphones and computers today—the underlying behavioural pattern of seeking mediated engagement remains consistent.

Joy (2023) discussed in her article about the impact of technology on cognitive and social development of children and found that technology is providing a good opportunity to learn academic activities and problem-solving skills, as well as reducing the physical activities of children and increasing the tendency of isolation, loneliness and dependency on technologies among children.

Ramadani (2024) conducted a study on the student of class 5<sup>th</sup> to 12<sup>th</sup> in European countries (Belgium, Denmark, Ireland, Italy, Portugal, Romania, and U K). The study highlighted that the excessive use of technology is strongly associated with the occurrence of depression, detachment from reality and other psychosocial problems among school-going children. The study also suggested that preventive measures like outdoor activities and face-to-face social interactions will reduce the extensive use of screens among students. Through these preventive measures, we can minimise the negative effects of technology on this age group of children.

Masri-zada T., et.al. (2025) analysed the impact of technology on the mental health of adolescents. The study highlighted the expanding more time on digital platforms has been relatively associated with mental health issues like-impulsive behaviour, attention deficits, and indulging in addiction.

Another systematic review and meta-analysis study conducted by Harverson J., et.al. (2025) includes the studies published between

January 2011 and February 2024, after screening 3,554 records, they included 51 studies in the review ( $n = 83,862$ ) and concluded that use of digital technology by children was negatively associated with their overall psychosocial well-being, social functioning, behavioural functioning and parent-child relationship quality.

### **Need of the Present Study**

Based on the reviewed international and national literature, it is evident that technology has become an inseparable component of children's daily routines. Numerous psychiatrists and psychologists have documented the neurological and behavioural implications of excessive digital engagement. However, most existing research originates from Western countries such as the United States and the United Kingdom, where socio-cultural contexts differ significantly from India.

Within the Indian context, available research findings are limited and geographically concentrated. There is a noticeable gap in empirical studies examining how technological dependency influences children's social adjustment in India, especially in urban settings experiencing rapid modernisation.

Moreover, while many studies focus on psychological or physical consequences of digital overuse, fewer studies explicitly examine the relationship between technological dependency and social adjustment indicators such as interpersonal communication, anger management, adherence to social norms, and family bonding. Additionally, limited attention has been given to the evolving role of parents in managing technological exposure in contemporary society.

Therefore, the present study seeks to address this gap by focusing on selected urban localities of Lucknow city and exploring the interplay between technological usage patterns and children's social adjustment within the Indian socio-cultural framework.

### **Objectives of the Study**

The present study aims to examine the impact of technological dependency on the social adjustment of children and to analyse the evolving role of parents in responding to technological influences within the family environment.

More specifically, the study aims to explore the socio-demographic background of families residing in the selected areas in order to understand the contextual factors that influence access to technological devices and patterns of supervision. It also seeks to determine the level and pattern of technological usage among children, including duration, ownership, accessibility, and purpose of engagement.

Another objective is to analyse the extent and quality of interaction between children and their family members, peers, and relatives, thereby assessing whether technological engagement substitutes or supplements traditional forms of social bonding. The study further aims to examine behavioural patterns such as hesitation in communication, anger management strategies, confidence levels, and adherence to societal norms, all of which serve as indicators of social adjustment.

Finally, the study seeks to understand parental perceptions regarding technological dependency and to identify strategies adopted by parents in balancing digital exposure with holistic development.

### **Limitations and Scope for Future Research**

The concept of social adjustment is inherently comprehensive and multidimensional. It encompasses a wide range of competencies and behavioural attributes that determine an individual's ability to function effectively within society. These include survival skills, interpersonal communication abilities, emotional regulation, empathy, negotiation capacity, problem-solving aptitude, adaptability to changing circumstances, and conflict resolution skills. Each of these dimensions contains several measurable indicators that together define whether an individual can be regarded as socially well-adjusted.

However, the present study, due to practical constraints, is limited in its analytical scope. While it attempts to cover important indicators such as interaction patterns, anger management, confidence levels, and adherence to social norms, it does not exhaustively measure every component of social adjustment. A more elaborate study with

a larger sample size and specialised psychological tools could provide deeper insight into specific domains such as emotional intelligence, resilience, peer pressure management, and long-term behavioural outcomes. Future research may expand to include comparative analysis between rural and urban populations, government and private school students, or cross-regional studies to obtain a more comprehensive understanding of technological dependency and its social implications.

Longitudinal studies could also be undertaken to assess the long-term developmental impact of sustained technological exposure. Additionally, comparative research evaluating structured digital supervision versus unrestricted access could provide valuable insights into effective parenting interventions in the digital age.

#### **Delimitations of the Study**

The delimitations of this study refer to the boundaries consciously established by the researcher to ensure feasibility and focused inquiry. The universe of the study and selection of respondents were under the researcher's discretion; however, due to limitations in financial resources, time availability, and manpower, the study was confined to a sample size of fifty respondents.

The geographical scope was intentionally restricted to Nishatganj and Mahanagar areas of Lucknow city because these localities represent urban regions with relatively high technological penetration and educational accessibility. The findings, therefore, reflect the social dynamics of urban middle and upper-middle-class families and may not fully represent rural populations or economically marginalised groups.

#### **Research Methodology**

**i) Research Design:** - The present study is based on Exploratory cum Descriptive research design is used in the present study. As the study focuses on the nature of dependency of children on technology, and also its effects and causes. In addition to this, the study also includes

in detail the views of the parents on the changing needs of the rearing pattern.

**ii) Area of Study:** - Nishatganj & Mahanagar are the study areas included. These areas were selected for the study since they are the central areas of Lucknow city where children have access to different schools in Lucknow. Also, the researcher had closely observed such children; therefore, the triangulation could be easily done. Thus, the areas were finalised so that the responses from a varied group could be produced.

**iii) Sample Design & Size:** - The purposive sampling is used in the study as there was no list of the respondents aged 6-18 years available. Thus, the 50 respondents who fulfilled the study criteria were chosen.

**iv) Unit of Study:** -The children of age group 6-18 years and their parents were the unit of study. The age group of 6-18 years was selected because it represents formative developmental stages during which habits, attitudes, emotional patterns, and social skills are actively shaped. Children below six years and individuals above eighteen years were excluded from the study to maintain focus on school-going children and adolescents who are most vulnerable to technological influence.

**v) Sources of Data Collection:** - Both Primary & Secondary sources of data were referred to. But the study is purely empirical in nature, and secondary sources were only used to build upon the theoretical framework for the study.

**vi) Tools & Techniques of Data Collection:** - The data was collected using an interview schedule. Though the respondents were literate, the study included several open-ended questions, so in order to maintain the quality of responses, the interview schedule was selected as the appropriate tool.

**vii) Data Analysis & Interpretation:** - The data produced was edited and coded, and later analysed using the SPSS package and the

correlation using different variables were drawn. Then the data was interpreted based on empirical findings and the theoretical framework established through the reviews.

### **Findings of the Study**

#### **General Profile of the Respondents**

The demographic analysis of respondents provides essential context for interpreting technological usage patterns. Gender distribution revealed that 52 per cent of respondents were female and 48 per cent were male, ensuring balanced representation. Religious affiliation indicated that the majority belonged to the Hindu community, followed by a smaller proportion from the Muslim community. Caste-wise classification showed that 92 per cent of respondents belonged to the General category, while 8 per cent belonged to the Other Backward Classes category.

Age distribution analysis indicated that 62 per cent of respondents fell within the 10–14 years age group, 28 per cent were between 6–9 years, and 10 per cent were between 15–18 years. This predominance of middle childhood and early adolescence is significant because these stages involve rapid cognitive growth, identity formation, and heightened peer influence.

Educational classification showed that 34 per cent of respondents were studying in classes 4th–5th, another 34 per cent in classes 6th–8<sup>th</sup> and 12 per cent in classes 9th–12th. The distribution suggests that technological engagement becomes increasingly prominent during middle school years.

#### **Socio-Economic Background of the Families**

The socio-economic context of families plays a crucial role in shaping access to technological devices and supervision patterns. The study revealed that 62 per cent of respondents belonged to nuclear families, while 38 per cent were part of joint families. Nuclear family structures may reduce collective supervision and increase children's independent access to devices.

Parental educational qualifications were notably high. Forty-two per cent of parents possessed professional degrees, such as an Engineering or an MBA. Twenty-eight per cent were postgraduates, 14 per cent held doctoral degrees, and 16 per cent had educational qualifications below graduation. Although higher education often correlates with awareness regarding technological risks, professional commitments may limit the time available for supervision.

Economic classification showed that 42 per cent of families were affluent, 42 per cent middle class, and 16 per cent upper middle class. This distribution indicates substantial purchasing power for advanced technological devices. Availability of technology was widespread: 82 per cent possessed almost all listed devices except iPod, 14 per cent had access to all devices, including iPod, and only a small fraction had limited technological resources.

#### **Usage of Technology**

Technological accessibility among respondents was universal. Thirty percent personally owned smartphones, suggesting increased autonomy and reduced parental mediation. Daily usage analysis revealed that 30 per cent spent more than three hours per day on digital devices, 24 per cent spent approximately two hours, another 24 per cent spent three hours, 18 per cent spent one hour, and only 4 per cent spent less than one hour daily.

Regarding purpose, 76 per cent used technology for both educational and non-educational activities. However, time devoted to entertainment significantly exceeded academic usage. Twenty per cent used devices solely for recreational purposes, and only 4 per cent restricted usage to educational tasks. Educational engagement constituted approximately one-tenth of total usage time.

Smartphone usage with internet connectivity was particularly prevalent. Forty-eight per cent primarily used smartphones during free time for watching videos, browsing social media, or online shopping platforms. Thirty-four per cent used devices for both leisure and

academic purposes, while 14 per cent used them only when necessary. Smartphones without internet were rarely used, emphasising the centrality of connectivity.

Television viewing was also common. Seventy-six per cent watched during free time, while 24 per cent watched during meals or other routine periods. Content preferences varied from cartoons and comedy shows to daily soaps and documentary channels. When asked how they would spend time in a world without technology, 80 per cent expressed a preference for outdoor games, indicating latent interest in physical activity.

### **Interaction with Peers, Family, and Relatives**

Interaction patterns provide insight into children's social adjustment. Sixty-six per cent reported interacting with family members during free time, whereas 34 per cent did not engage regularly. Interaction with peers was reported by 96 per cent, primarily within school settings rather than neighbourhood environments.

Seventy per cent reported interacting with relatives during visits, but extended stays often led to irritation due to perceived interference with privacy and routine. A significant finding was that 44 per cent preferred technological engagement over in-person interaction, describing digital activities as relaxing and enjoyable.

### **Behavioural Pattern of Children**

Fifty-six per cent of respondents admitted hesitation in speaking directly to others, particularly strangers. This suggests reduced interpersonal confidence. Anger patterns revealed variability: 56 per cent experienced anger occasionally, 28 per cent rarely, and 16 per cent frequently. Coping strategies included sharing feelings, suppressing emotions, reacting impulsively, or diverting attention to digital devices.

Although 86 per cent agreed that societal norms should be obeyed, confidence levels were largely average. Fifty-eight per cent believed technology did not negatively affect them, indicating limited awareness of subtle behavioural shifts.

### **Parental Observations and Roles**

Eighty per cent of parents observed noticeable behavioural changes, including irritability, stubbornness, and reduced outdoor participation. Seventy per cent felt their children were highly dependent on technology. Monitoring strategies included limiting Wi-Fi access, supervising device usage, and restricting internet time. However, working parents reported challenges in consistent supervision.

Family bonding during meals was often replaced by television viewing or smartphone usage. All parents agreed that parenting roles must evolve to address technological realities, emphasising the need for balanced exposure and structured guidance.

### **Conclusion**

The study concludes that while technology facilitates academic access and information exchange, excessive dependency adversely influences children's social adjustment. Overuse shifts engagement from real-world interaction to virtual environments, limiting opportunities for developing communication skills, empathy, negotiation capacity, and emotional resilience.

Behavioural indicators such as hesitation, irritability, and preference for privacy over family interaction reflect gradual shifts in socialisation patterns. Parental awareness exists, yet practical challenges hinder consistent regulation. Balanced exposure, structured supervision, and encouragement of real-world interaction are essential for holistic development.

### **Suggestions**

Though the importance of the technology cannot be underplayed since the profit far outweighs the loss, paying more attention towards precautionary measures is suggested -

1. **Parents as the Participant Tracker:** - Parents are advised to keep a tab on the activities and the period children spend time with gadgets. Since there are different things to which children are exposed, it's necessary to analyse how the child is picking up a particular thing and what meaning s/he draws out of it.

2. **Restricting access to the unwanted sites:** - The recognised sites that are not in any way linked to children and those that are age-specific should be blocked. This would protect the children from unwanted exposure.
3. **Providing Opportunities for Social Interaction:** - The home environment should be made friendly so that members are free to express themselves. We need to bring them out from the virtual world to the real world and bestow on them a chance to practice skills. It is suggested organizing get together and include children in it.
4. **Enhancing Positive Socialisation:** - Many parents take technology as a status symbol. Thus, it is the need of the hour that parents give up such mindsets and take initiatives in promoting their children's positive socialisation by making them smart through social exposure rather than making them dependent upon technological exposure.
5. **Teach to use Words rather than Actions:** - Children these days can be seen as highly aggressive and get frustrated very soon. They are highly vulnerable too and can easily be moulded at a tender age. Thus, parents need to teach their children the little basic things in their free time so that they are confident enough to ask for things when they need. It gives them the courage to raise their voice and logically react in a situation that is socially acceptable. If children are left alone to pass their time with technology, they remain ignorant of the little necessities of life, which turns them from human beings to social beings.
6. **Seek Counsellors help when needed:** - Sometimes parents themselves do not realise what their child is going through and thus have a *“let it be”* kind of attitude. However, these things can have a harsh impact on a child's development. Therefore, parents should take the child to counsellors if excessive sleep loss or abnormal activity is noticed in the child.

Parents should maintain active supervision of technological usage, establish clear boundaries, and restrict access to inappropriate content. Family environments should encourage open dialogue and shared activities without digital distractions. Parents must avoid equating

gadget ownership with status and instead prioritise social competence and emotional intelligence.

Children should be taught to articulate emotions constructively, develop problem-solving skills, and seek help when needed. Professional counselling should be sought if excessive sleep loss, aggression, or withdrawal is observed.

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**Dr Rupesh Kumar Singh** is Associate Professor, Department of Social Work, Dr Shakuntala Misra National Rehabilitation University, Lucknow

**Email:** [rupeshlucknow@rediffmail.com](mailto:rupeshlucknow@rediffmail.com)

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**Dr. Shivani Agarwal** is Assistant Manager (Impact - Evaluation), Haqdarshak Empowerment Solutions Pvt. Ltd., New Delhi.

**Email:** [shivani.wid@gmail.com](mailto:shivani.wid@gmail.com)

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## Transgender People In India: Status, Challenges and Path Forward: An Overview

Archana Singh & Nilya Srivastava

**Abstract:** *Transgender individuals are persons who identify differently from the sex which is biologically assigned to them when they are born. Although the discourse on gender has undergone a change in contemporary society moving beyond rigid binary of male, female to more inclusive, yet the transgender persons, like other marginalised groups, continue to face widespread discrimination and numerous challenges. This paper is an attempt to examine the status, challenges, and welfare measures concerning transgender individuals in India. It highlights their historical recognition, demographic presence, and significant contributions to society, while emphasizing their continued marginalization. The paper explores a range of social, economic, and psychological challenges, including discrimination, unemployment, mental health issues, and family rejection. It further analyses international frameworks such as human rights principles, along with national legal measures including the NALSA decision and the Transgender Persons (Protection of Rights) Act, 2019. Additionally, it discusses various government initiatives and recent policy developments, underscoring the urgent need for inclusive policies and greater societal acceptance to ensure dignity, equality, and empowerment of transgender individuals.*