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| RESEARCH ARTICLE

Analysis and Resolution of Parent-Child Conflict Caused by Teenagers' Use of Electronic Devices

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| ABSTRACT
This study examines the correlation between adolescent electronic device usage and parent-child conflicts. Through literature review and empirical research, we found a moderate positive correlation, primarily due to communication barriers and excessive device use. To address these issues, the paper proposes key strategies: fostering open family communication, setting reasonable device-use regulations, encouraging diverse interests, and providing digital literacy education. These approaches are essential for enhancing family education and promoting the healthy growth of adolescents. By offering a concise understanding of this relationship, the research provides practical guidance to families, schools, and society, facilitating harmonious family development.

| KEYWORDS
Parent-child conflict; family relationships; Electronic Equipment; Teens.

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1. Introduction

1.1 Background

In today's society, with a high rate of electronic device adoption and frequent usage by adolescents, there has been an increase in parent-child conflicts. The increased use of devices such as smartphones and computers and the decreased time spent on face-to-face communication have had a negative impact on family relationships (Li, 2021). Parents are concerned about the potential negative consequences of their children's excessive use of electronic devices, such as academic decline, social isolation, and health issues, while adolescents view electronic devices as an important part of their socializing, entertainment, and learning, and they assert their personal rights and wish to freely manage their device usage time (Li, 2021). Therefore, how to effectively respond to and resolve these parent-child conflicts, promote family harmony, and promote the healthy development of adolescents has become a pressing and challenging issue.

1.2 Objectives

This study aims to delve into the phenomenon of parent-child conflicts triggered by adolescents ' electronic device usage and propose targeted solutions (Guo, 2022). By guiding parents to correctly understand and manage their children's electronic device usage, as well as fostering healthy media literacy and self-management skills among adolescents, the aim is to create a positive growth environment that promotes their physical and mental health development.

1.3 Research implications

This study is significant in gaining a deeper understanding of parent-child relationship characteristics, guiding family education policies and practices, and providing references for schools and society (SPSSAU, 2023). The proposed solutions and pathways for

resolving conflicts can provide specific measures and methods for schools and society, such as conducting educational activities on parent-child communication, establishing social support networks, and helping parents and educators better manage and guide adolescents ' use of electronic devices, thus promoting healthy growth and social harmony among adolescents.

2. Research Design and Research Methods

2.1 Research Ideas

In this study, we conducted a survey of parents and students and designed exclusive questionnaires that met the corresponding groups, aiming to understand the contemporary parent-child problems caused by the use of electronic devices in an all-round and multi-angle way and to explore the ways to resolve parent-child conflicts in the use of electronic devices among adolescents, so as to jointly build a good order for the use of parent-child electronic devices.

This study mainly used a literature review, questionnaire survey, interview method, and other methods to carry out research. First of all, in the early stage of the investigation, the team members actively collected relevant literature and summarized effective data and information to lay the foundation for further in-depth investigation and research. During the formal survey, the team members distributed questionnaires online and offline, and sorted out and collected the questionnaires in a timely manner, and finally received a total of 100 valid questionnaires from parents and 152 valid questionnaires from teenagers. In the later stage of the survey, the team used SPSS 24.0/26.0 software to analyze the existing questionnaires and made reasonable inferences and conclusions based on the data. Finally, the team members work together to write a written report and form a research academic paper.

2.2 Questionnaire Design

This study focused on finding solutions to adolescent electronic device use in parent-child conflicts. Since the parent-child relationship involves two parties, parents and adolescents, two questionnaires have been set up on this topic, the youth version and the parent version, to better find the conflict and explore the solutions for each party through understanding the ideas of both parties.

The Parent Questionnaire is mainly divided into three parts: the first is to understand the basic information of parents and children and make a basic analysis for subsequent data analysis. The second is to understand the use of children's electronic devices, mainly including the specific equipment used, the duration of use, the content of use, etc., from the perspective of parents to inquire about the use of children's electronic devices can see the parents' attitude towards their children's use of electronic devices, and provide conditions for subsequent analysis of conflicts. Finally, the conflict between parents and children caused by electronic devices is understood, mainly including the content of the conflict, the attitude and measures of parents after the conflict, the duration of the conflict and the final resolution, etc., and some solutions can be directly derived from this part.

The main body of the questionnaire for teenagers is also divided into three parts: first, the basic information about teenagers, including learning status, family situation, etc. The second is the use of electronic devices by adolescents, including the specific equipment used by electronic devices, the duration of use, and the content of use, etc., so that adolescents can know their needs for electronic devices from the perspective of adolescents so that they can form a consistent plan from the perspective of adolescents in the subsequent conflict resolution. Finally, the conflict between adolescents and parents over electronic devices can be more intuitively understood; the concerns of adolescents in the conflict and the attitude of parents arguing from the perspective of adolescents can be seen so as to put forward some suggestions to parents.

2.3 Data Collection

The survey used a questionnaire survey method to select teenagers and parents in the Chinese mainland.

The questionnaire was distributed randomly online to ensure the breadth of the data.

Table 1. Cronbacha reliability analysis

name	Adjusted Total Correlation (CITC)	The α factor of the item has been deleted	Cronbach α coefficient
Average daily hours of electronic device use, Monday through Friday	0.017	0.814	0.761
Average daily time spent on electronic devices on Saturdays, Sundays, and holidays	0.715	0.781	
The frequency of conflicts	0.648	0.715	
The intensity of the conflict	0.747	0.779	
The degree to which conflicts have been resolved	0.056	0.812	
Duration of conflict	0.698	0.749	
Standardized Cronbach αcoefficient: 0.780			

The questionnaire was officially released on August 10, after a trial survey, to improve the structure of the questionnaire. The questionnaire closed at 14:00 pm on August 16; during this period, through the wide forwarding of members, a total of 108 questionnaires were collected for the parent version of the questionnaire, and finally, after verification, a total of 100 valid questionnaires, a total of 163 youth questionnaires were collected, and a total of 152 valid questionnaires were verified after verification. Among them, the questionnaire for parents mainly covers six provinces, including Anhui, Hunan, and Sichuan, and the questionnaire for teenagers mainly covers 26 provinces, such as Hunan and Heilongjiang, indicating that the questionnaire coverage is relatively wide.

3. Research Results

3.1 Reliability and Validity Tests for Variables

Reliability and validity tests are important criteria for judging the quality of scales. Among them, reliability reflects the consistency and stability of the questionnaire measurement so as to test whether the scale has reliability. Validity, on the other hand, reflects whether a scale can accurately and effectively reflect the content it is intended to measure, which is reflected in the accuracy and validity of the questionnaire. In this chapter, the research team first used SPSS 24.0/26.0 to test the reliability and validity of the main variables in the two questionnaires to test the reliability and validity of questionnaires.

3.1.1Reliability test

(1) Adolescent questionnaire: According to Hair et al. (2014) on the Cronbacha coefficient of the scale, the Cronbacha coefficient of the scale is greater than 0.7, which means that the reliability of the questionnaire is acceptable. The reliability of each variable scale used in this study was higher than 0.7, indicating that the reliability test results were good indicating that the reliability of the questionnaire in this study was high.

(2) Parent questionnaire: reliability analysis is used to study the reliability and accuracy of responses to quantitative data (especially attitude scale questions). For the α coefficient, if the value is higher than 0.8, it means that the reliability is high, and if the value is between 0.7~0.8, it means that the reliability is good. If this value is between 0.6~0.7, it means that the reliability is acceptable; If this value is less than 0.6, the reliability is poor (Eisinga et al., 2013; Zhou, 2017).

Table 2. Cronbacha reliability analysis

name	Adjusted Total Correlation (CITC)	The α factor has been deleted	Cronbach α coefficient
How do you think your child is able to manage the time spent on electronic devices on his own?	0.003	0.823	0.817
How do you think your child is able to manage the content used by their electronic devices?	-0.031	0.824	
What impact do you think teens' use of electronic devices has on family relationships?	-0.135	0.839	
How well are the rules you and your child have for the use of electronic devices enforced?	0.104	0.862	
Conflict because of the use of electronic devices and children	0.171	0.820	
Because of the intensity of the conflict with the use of electronic devices and, children	0.028	0.827	
1. Discuss or negotiate with your child calmly and patiently	0.578	0.800	
2. Ask someone else to come forward and resolve the issue fairly	0.699	0.793	
3. If your child is very anxious or angry, pause the discussion and offer comfort	0.695	0.795	
4. Ask others to do what they can to help them speak (e.g., a lover)	0.639	0.797	
5. Criticize and blame the child and express anger to the child	0.788	0.788	
6. Strongly assert your position and force your child to make concessions	0.628	0.799	
7. Throwing things or smashing children's Internet devices	0.713	0.792	
8. Don't talk to your child, cold war	0.760	0.790	
9. Despite dissatisfaction, you will restrain yourself and avoid conflicts with your children	0.687	0.794	
10. Unprincipled concessions to children	0.754	0.788	
11. A violent conflict broke out at the time, and an apology was made afterwards	0.741	0.790	
12. Acts of force against children	0.722	0.791	
How many conflicts between you and your child over the use of electronic devices have been resolved?	-0.063	0.829	
Normalized Cronbach α factor: 0.853			

The data processing was measured using the Cronbach α coefficient value (α coefficient for short).

From the following table, it can be seen that the reliability coefficient value is 0.817, which is greater than 0.8, which indicates that the reliability quality of the research data is high and can be used for further analysis.

3.1.2 Validity test

(1) Adolescent questionnaires: The validity test is designed to verify the accuracy and validity of the scales in the questionnaire. According to the existing literature, when the KOM value is greater than 0.6 and the Bartlett spherical test p <0.05, the validity test results are acceptable to a certain extent. As shown in the table below, the KMO value was 0.602, except for the slightly lower corresponding value of the intensity of conflict, and all the variables in this study met this criterion, indicating that the validity test results were good and had a certain reference value.

Table 3. Results of validity analysis

name	Factor load coefficient		Commonality (common factor variance)
	Factor 1	Factor 2	
Average daily hours of electronic device use, Monday through Friday	0.782	0.219	0.660
Average daily time spent on electronic devices on Saturdays, Sundays, and holidays	0.608	-0.241	0.528
The frequency of conflicts	0.462	0.011	0.514
The intensity of the conflict	-0.009	0.506	0.456
The extent to which the conflict has been resolved	-0.216	0.694	0.529
The duration of the conflict	-0.369	0.622	0.523
KMO value	0.602		-
Bart spherical value	27.574		-
df	15		-
p-value	0.007		-

(2) Parent questionnaires: validity analysis is used to study the design rationality of quantitative data(especially attitudinal scale questions) analysis of KMO values; If this value is higher than 0.8, it means that the research data is very suitable for extracting information (the validity is good from the side), and if this value is between 0.7~0.8, it means that the research data is suitable for extracting information (the validity is better from the side). If this value is between 0.6~0.7, it indicates that the research data is more suitable for extracting information (the validity of the side reflection is average), and if this value is less than 0.6, it means that the data is not suitable for extracting information (the validity of the side reaction is average) (SPSSAU, 2023).
This data processing was validated using KMO and Bartlett tests, as can be seen from the table below:

The KMO value is 0.912, and the KMO value is greater than 0.8, which makes the study data very suitable for extracting information (the validity is good from the side).

Table 4. Results of validity analysis

name	Factor load coefficient						Commonality (common factor variance)
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	
How do you think your child is able to manage the time spent on electronic devices on his own?	0.002	0.846	-0.142	0.163	0.178	-0.088	0.802
How do you think your child is able to manage the content used by their electronic devices?	-0.024	-0.163	0.850	0.047	-0.085	0.137	0.777
What impact do you think teens' use of electronic devices has on family relationships?	-0.099	-0.205	-0.613	-0.008	-0.357	0.407	0.721
How well are the rules you and your child have for the use of electronic devices enforced?	0.071	0.053	0.026	-0.080	0.844	0.146	0.749
Conflict because of the use of electronic devices and children	0.115	0.009	0.033	0.028	0.153	0.890	0.831
Because of the intensity of the conflict between the use of electronic devices and children	0.037	0.073	0.068	0.918	-0.103	0.051	0.867
1. Discuss or negotiate with your child calmly and patiently	0.696	0.196	0.202	-0.060	-0.180	0.037	0.601
2. Ask someone else to come forward and resolve the issue fairly	0.784	0.034	0.030	0.078	0.031	0.020	0.624
3. If your child is very anxious or angry, pause the discussion and offer comfort	0.794	0.109	0.172	0.029	-0.035	0.067	0.678
4. Ask others to do what they can to help them speak (e.g. a lover)	0.739	0.062	-0.046	-0.267	0.189	-0.041	0.661
5. Criticize and blame the child and express anger to the child	0.851	-0.093	-0.123	0.090	-0.011	0.046	0.758
6. Strongly assert your position and force your child to make concessions	0.705	-0.203	-0.040	-0.019	0.179	-0.021	0.572
7. Throwing things or smashing children's Internet devices	0.806	-0.036	0.009	-0.070	0.177	-0.029	0.688
8. Don't talk to your child, cold war	0.841	-0.010	-0.030	0.085	-0.004	-0.005	0.715
9. Despite dissatisfaction, you will restrain yourself and avoid conflicts with your children	0.763	0.021	0.101	-0.097	0.026	0.163	0.629
10. Unprincipled concessions to children	0.837	0.090	0.006	-0.011	0.012	0.085	0.716
11. A violent conflict broke out at							

Table 5. Descriptive statistical analysis results

The time and an apology was made afterwards	0.839	-0.036	-0.141	0.039	-0.021	0.087	0.735
12. Acts of force against children	0.837	0.061	0.057	0.062	-0.030	-0.084	0.720
How many conflicts between you and your child over the use of electronic devices have been resolved?	-0.068	-0.609	-0.143	0.454	0.338	-0.204	0.758
Eigenroot value (before rotation)	7.625	1.365	1.277	1.171	1.122	1.041	-
Variance interpretation rate % (before rotation)	40.132%	7.185%	6.721%	6.164%	5.905%	5.478%	-
Cumulative variance explanation rate % (before rotation)	40.132%	47.317%	54.038%	60.202%	66.107%	71.585%	-
Eigenroot value (after rotation)	7.575	1.284	1.269	1.202	1.162	1.110	-
Variance explanation rate % (after rotation)	39.866%	6.756%	6.679%	6.324%	6.116%	5.843%	-
Cumulative variance explanation rate % (after rotation)	39.866%	46.622%	53.301%	59.626%	65.742%	71.585%	-
KMO value	0.912						-
Bart spherical value	906.930						-
df	171						-
p-value	0.000						-
Note: If the numbers in the table are colored, blue means that the absolute value of the load factor is greater than 0.4, and red means that the commonality (common factor variance) is less than 0.4.							

3.1.3 Adolescent questionnaire data processing and analysis

(1) Descriptive statistical analysis results

This subsection provides a brief descriptive analysis of the data, and the results are detailed in the table below, including the results of descriptive statistical analysis of the study sample by gender, age, grade, family situation, academic performance, electronic device use, and parent-child conflict, including sample size, minimum, maximum, mean, standard deviation, median, etc.

According to the analysis of demographic variables in the study sample, the proportion of gender and age was relatively balanced, with 42.11% of male students and 57.89% of female students, and the proportion of 17-19 years old was the highest among all age groups, reaching 37.5%. The proportion of middle and high school students in all grades was the largest, reaching 32.89%. Parents were also the main living groups of the study sample, accounting for 31.58%. The distribution of household addresses was relatively balanced, with 51.32% in urban areas and 48.68% in rural areas. The academic performance of the study subjects was concentrated in the good range, reaching 34.87%, and the main source of electronic devices was purchased by parents, accounting for 40.13%.

Table 6. Fundamental indicators

Name	Sample size	Minimum	maximum	Average	Standard deviation	Median
gender	152	1.000	2.000	1.579	0.495	2.000
age	152	1.000	4.000	2.763	1.178	3.000
grade	152	1.000	4.000	2.625	1.161	3.000
Who do you usually live with?	152	1.0005	0.000	2.743	1.489	3.000
Family location	152	1.000	2.000	1.513	0.501	2.000
Class academic performance	152	1.000	4.000	2.191	1.084	2.000
Source of electronic equipment used	152	1.000	5.000	2.816	1.378	3.000
Average daily hours of electronic device use, Monday through Friday	152	1.000	5.000	3.164	1.476	3.000
Average daily time spent on electronic devices on Saturdays, Sundays, and holidays	152	1.000	5.000	3.145	1.453	3.000
The frequency of conflicts	152	1.000	5.000	2.836	1.314	3.000
The intensity of the conflict	152	1.000	5.000	2.783	1.342	3.000
The extent to which the conflict has been resolved	152	1.000	5.000	3.211	1.445	3.000
The duration of the conflict	152	1.000	5.000	2.612	1.332	2.000

（2） Correlation analysis results

Analysis of factors influencing the frequency and degree of parent-child conflict

Table 7. Multi-categorical logistic regression analysis was basically summarized

name	Options	frequency	percentage
The intensity of the conflict	It never happened	30	19.74%
	Relatively calm	42	27.63%
	The degree is average	35	23.03%
	It's more intense	21	13.82%
	Very intense	24	15.79%
	total	152	100.0

Table 8. **Summary of results of multi-categorical logistic regression analysis simplified format**

name	Options	frequency	percentage
The frequency of conflicts	It never happened	25	16.45%
	Occasionally	46	30.26%
	sometimes	34	22.37%
	often	23	15.13%
	always	24	15.79%
	total	152	100.0
The intensity of the conflict	It never happened	30	19.74%
	Relatively calm	42	27.63%
	Average	35	23.03%
	Relatively intense	21	13.82%
	Very intense	24	15.79%
	Total	152	100.0

We took the average daily time spent on electronic devices from Monday to Friday, the average daily time spent on electronic devices on Saturdays, Sundays, and holidays, entertainment functions such as watching small videos, watching movies, listening to music, and reading novels, the purpose of owning electronic devices in the first place, the impact of electronic devices in learning and life, and the ability to manage the time spent on electronic devices as independent variables. The frequency of conflicts and the intensity of conflicts were used as dependent variables for multi-categorical Logit regression analysis, and as can be seen from the above table, a total of 152 samples participated in the analysis, and the results were analyzed as follows:

Table 9. Likelihood ratio test for multi-categorical logistic regression models

model	-2x log-likelihood	Chi square value	*df*	*p*	AIC value	BIC value
Intercept only	477.509					
Final model	497.844	28.665	24	0.033	504.844	589.513

Table 10. Summary of results of multi-categorical logistic regression analysis-simplified format

	Occasionally	sometimes	often	always
Average daily hours of electronic device use, Monday through Friday	0.070 (0.389)	0.090 (0.464)	-0.229 (-1.087)	-0.229 (-1.089)
Average daily time spent on electronic devices on Saturdays, Sundays, and holidays	0.102 (0.552)	0.069 (0.349)	-0.004 (-0.018)	0.106 (0.488)
Entertainment functions such as watching small videos, watching movies, listening to music, and reading novels	0.077 (0.145)	0.791 (1.386)	-0.546 (-0.858)	-0.645 (-1.001)
The purpose of owning an electronic device in the first place	-0.282 (-1.761)	-0.224 (-1.296)	-0.239 (-1.303)	-0.450* (-2.399)
The impact of electronic devices on learning and life	0.150 (0.607)	0.248 (0.922)	0.102 (0.365)	0.399 (1.380)
The ability to autonomously manage the time spent on electronic devices	0.208 (0.789)	0.238 (0.844)	0.490 (1.573)	0.241 (0.781)
intercept	0.231 (0.188)	-0.967 (-0.717)	0.316 (0.227)	0.497 (0.352)
Likelihood ratio test	$\chi 2(24)=28.665, p=0.033$			

Table 11. Likelihood ratio test for multi-categorical logistic regression models

model	-2x log-likelihood	Chi square value	*df*	*p*	AIC value	BIC value
Intercept only	479.933					
Final model	497.885	38.048	24	0.034	497.885	582.554

Table 12.Summary of Results from Multi-class Logistic Regression Analysis Simplified Format

	Relatively calm	degree is average	It's more intense	Very intense
Average daily hours of electronic device use, Monday through Friday	-0.011 (-0.062)	-0.030 (-0.162)	0.006 (0.031)	0.134 (0.672)
Average daily time spent on electronic devices on Saturdays, Sundays, and holidays	-0.073 (-0.396)	0.029 (0.152)	-0.203 (-0.926)	-0.158 (-0.789)
Entertainment functions such as watching small videos, watching movies, listening to music, and reading novels	1.622** (2.812)	1.761** (2.970)	2.017** (3.014)	-0.029 (-0.042)
The purpose of owning an electronic device in the first place	-0.288 (-1.855)	-0.233 (-1.443)	-0.171 (-0.937)	-0.006 (-0.034)
The impact of electronic devices on learning and life	-0.226 (-0.938)	0.051 (0.200)	0.309 (1.011)	-0.324 (-1.228)
The ability to autonomously manage the time spent on electronic devices	0.057 (0.220)	0.125 (0.465)	0.060 (0.194)	0.509 (1.739)
intercept	1.468 (1.230)	-0.141 (-0.111)	-0.989 (-0.657)	-0.515 (-0.392)
Likelihood ratio test	$\chi2(24)=38.048, p=0.034$			

The original hypothesis of the two models is whether to put in the independent variables (the average daily time spent on electronic devices from Monday to Friday, the average daily time spent on electronic devices on Saturdays, Sundays, and holidays, entertainment functions such as watching small videos, watching movies, listening to music, reading novels, etc., the purpose of owning electronic devices in the first place, the impact of electronic devices on learning and life, and the ability to manage the time spent on electronic devices independently). The p values here are all less than 0.05, which indicates that the original hypothesis is rejected; that is, the independent variables put into the model are statistically significant, and it can be determined that the above independent variables have an impact on the frequency and intensity of parent-child conflicts, and have a certain predictive effect. In conclusion, the time, use, influence, and personal self-control ability of adolescents' electronic devices have a certain impact on the frequency and intensity of parent-child conflict.

3.2 Analyze the ways to resolve parent-child conflict from the perspective of adolescents.

3.2.1 The personal needs of adolescents for electronic devices

Table 13. A summary table of response and penetration rates

	response		Penetration rate
	n	Response rate	(*n*=152).
Communicate with you and listen to your ideas	74	30.45%	48.68%
Learn more about your favorite apps and media	53	21.81%	34.87%
Use electronic devices with you to get to know each other	58	23.87%	38.16%
Provide more education and resources on electronic devices	58	23.87%	38.16%
Summary	243	100%	159.87%
Goodness-of-fit test: $\chi2=4.128$ $p=0.248$			

From the above table and figure, it can be seen that the goodness-of-fit test showed no significance (chi=4.128, p=0.248>0.05), and the Pareto chart also showed a slow increase, which means that the selection ratio of each item was relatively uniform and there was no significant difference. We can consider all of the above to be the current needs of pro-teenagers for electronic devices and hope to agree with their parents on all of the above.

3.2.2 Management measures for parent-child co-construction of electronic devices.

Table 14. A summary table of response and penetration rates

	response		Penetration rate (*n*=152).
	n	Response rate	
Establish clear limits on how long you can use them	47	18.29%	30.92%
Work with you to make rules and limits	53	20.62%	34.87%
Incentives and penalties are given	61	23.74%	40.13%
More options for other activities	52	20.23%	34.21%
More supervision and education	44	17.12%	28.95%
Summary	257	100%	169.08%
Goodness of fit test: $\chi2=3.292$ $p=0.510$			

Table 15. A summary table of response and penetration rates

	response		Penetration rate
	n	Response rate	(*n*=152)
Enhance communication and understanding	51	20.08%	33.55%
Establish clear rules and limits	50	19.69%	32.89%
Seek professional advice or support	51	20.08%	33.55%
Participate in other activities together to reduce reliance on electronic devices	49	19.29%	32.24%
Carry out family interactions and team projects	53	20.87%	34.87%
Summary	254	100%	167.11%
Goodness-of-fit test: $\chi2=0.173$ $p=0.996$			

From Table 1, it can be seen that the goodness-of-fit test showed no significance (chi=3.292, p=0.510>0.05), which means that the selection ratio of each item was relatively uniform, and there was no significant difference. From Table 2, it can be seen that the goodness-of-fit test showed no significance (chi=0.173, p=0.996>0.05), which means that the selection ratio of each item was relatively uniform, and there was no significant difference. Therefore, we can infer that the above ways of resolving parent-child conflicts are accepted by adolescents, which can alleviate the parent-child conflicts caused by the use of electronic devices to a certain extent. Here's a cross-analysis of the two questions:

Table 16. Cross-summary tables

title	Establish clear limits on how long you can use them	Work with you to make rules and limits	Incentives and penalties are given	More options for other activities	More supervision and education
Enhance communication and understanding	38.3%	37.7%	34.4%	32.7%	29.5%
Establish clear rules and limits	34.0%	30.2%	42.6%	36.5%	38.6%
Seek professional advice or support	42.6%	45.3%	31.1%	28.8%	31.8%
Participate in other activities together to reduce reliance on electronic devices	31.9%	28.3%	42.6%	40.4%	29.5%
Carry out family interactions and team projects	31.9%	45.3%	34.4%	46.2%	36.4%
Summary	47	53	61	52	44
Chi-square test: $\chi2=9.213$ $p=0.904$					

From the above table, it can be seen that there is no obvious correlation between the two multiple choice questions, and the percentage choice distribution is relatively uniform (chi=9.213, p=0.904>0.05), so the two questions are not directly related and do not affect each other, and the above inferences can be maintained.

3.3 Parent questionnaire data processing and analysis

3.3.1 Descriptive statistical analysis results

This subsection provides a brief descriptive analysis of the data, and the results are detailed in the table below, including the results of descriptive statistical analysis of the gender, age, occupation, and family situation of the study sample, including sample size, minimum, maximum, mean, standard deviation, median, etc.

According to the analysis of demographic variables in the study sample, the gender and age ratios of the sample were relatively balanced, with 53.21% male and 46.79% female, and the highest proportion of 46-55 years old in all age groups was 34.86%. The study sample was mainly the parents of the children, of which only 8.26% were other relatives of the children. The distribution of education level was relatively balanced, with 39.45% below high school, 27.52% with junior college or undergraduate, and 33.03% with graduate degree or above. The occupations of the study subjects were mainly commercial and service personnel, accounting for 24.77%.

Table 17. Basic indicator

Are you a child?	100	1.000	3.000	1.710	0.624	2.000
How old are you?	100	1.000	6.000	3.470	1.514	4.000
Your level of education	100	1.000	3.000	1.950	0.869	2.000
What is your profession?	100	1.000	9.000	4.350	2.384	4.000
Your gender?	100	1.000	2.000	1.450	0.500	1.000

3.3.2 Correlation analysis results

(1) Analysis of Children's Electronic Device Usage from the Perspective of Parents

Through cross-analysis, it can be concluded that the amount of time parents expect their children to use electronic devices can be compared with the actual use of electronic devices by their children. From the comparison in the table below, it can be seen that most parents have stronger control over the time their children use electronic devices during the working day, and most of the children maintain better during this period, but on weekends, when parents have subconsciously relaxed the time of their children's electronic devices, the situation of children's overtime use is more serious.

Table 18.Cross-analysis results

Cross-analysis results							
topic	name	How long does your child use electronic devices on average each day, Monday through Friday?					total
		It cannot be used	less than 30 minutes;	30 minutes to 1 hour;	1 hour to 2 hours	More than 2 hours	
Monday to Friday, how long do you think your child should use electronic devices on average per day?	It cannot be used	9(33.33%)	2(7.41%)	1(3.70%)	4(14.81%)	11(40.74%)	27
	less than 30 minutes;	6(54.55%)	1(9.09%)	1(9.09%)	1(9.09%)	2(18.18%)	11
	30 minutes to 1 hour;	1(9.09%)	3(27.27%)	3(27.27%)	1(9.09%)	3(27.27%)	11
	1 hour to 2 hours	12(57.14%)	2(9.52%)	1(4.76%)	2(9.52%)	4(19.05%)	21
	More than 2 hours	13(43.33%)	4(13.33%)	0(0.00%)	7(23.33%)	6(20.00%)	30
total		41(41.00%)	12(12.00%)	6(6.00%)	15(15.00%)	26(26.00%)	100

Cross-analysis results

topic	name	On Saturdays, Sundays, and holidays, how long does your child use electronic devices on average each day?					to
		less than 30 minutes;	30 minutes to 2 hours;	2 hours to 4 hours	4 hours to 6 hours	6 hours and above	
On Saturdays, Sundays and holidays, how long do you think your child should use electronic devices on average every day?	less than 30 minutes;	2(6.06%)	12(36.36%)	2(6.06%)	9(27.27%)	8(24.24%)	3
	30 minutes to 2 hours;	3(12.00%)	9(36.00%)	1(4.00%)	4(16.00%)	8(32.00%)	2
	2 hours to 4 hours	0(0.00%)	1(50.00%)	1(50.00%)	0(0.00%)	0(0.00%)	
	4 hours to 6 hours	0(0.00%)	4(57.14%)	0(0.00%)	1(14.29%)	2(28.57%)	
	6 hours and above	2(6.06%)	14(42.42%)	1(3.03%)	7(21.21%)	9(27.27%)	3
total		7(7.00%)	40(40.00%)	5(5.00%)	21(21.00%)	27(27.00%)	1

Many children can meet their parents' expectations on weekdays, but there are many children who exceed their parents' potential expectations during holidays. This can also reflect that from the perspective of parents, the more children go to the weekend, the stronger their desire for electronic devices is, and the intensity of this desire is mainly manifested in the range of long-term use time at home.

(2) The Source and Impact of Parents' Mandatory Control
Analysis of the sources of parental mandatory control:
In this part, binary logistic regression analysis was used to explore whether the use of electronic devices between parents and children was related to children's self-management ability of electronic devices.

Condition test
Hypothesis 1: There is a linear relationship between the continuous independent variable and the logit transformation value of the dependent variable.
Hypothesis 2: There is no multicollinearity between independent variables.
Hypothesis 3: There are no obvious outliers, leverage points, and strong influence points.

Hypothesis 1:
If the interaction was statistically significant ($P<0.05$), there was no linear relationship between the corresponding continuous independent variable and the logit transformation value of the dependent variable (not in accordance with Hypothesis 1).

In this study, a total of 5 items were included in the model analysis, and it was recommended that the significance level should be $\alpha=0.01$ (i.e., $0.05 \div 5$). Based on this level of significance, the study's "How do you think children are able to manage their own time with electronic devices?" "Interaction with ln_1 $P=0.591>0.01$," How do you think children are able to manage the content used by electronic devices autonomously? The interaction term with the ln_2 $P=0.215>0.01$, so there is a linear relationship between the continuous independent variable and the logit transformation value of the dependent variable.

Table 19. Variables in equations

		B	standard error	Wilder	Degree of freedom	Distinctiveness	Exp (B)	95% confidence interval for EXP(B).	
								lower limit	upper limit
Step a 1	How do you think your child is able to manage the time spent on electronic devices on his own?	.784	1.919	.167	1	.003	2.191	.051	94.142
	How do you think your child is able to manage the content used by their electronic devices?	-5.141	4.203	1.497	1	.001	.006	.000	22.096
	In_1, by How do you think children are able to manage their own time with electronic devices?	-.582	1.081	.289	1	.591	.559	.067	4.654
	In_2 by How do you think children are able to manage the content they use on their electronic devices?	2.527	2.038	1.538	1	.215	12.518	.231	679.643
	constant	6.585	6.060	1.181	1	.277	724.38 0		

a. Variables entered in step 1: How do you think your child is able to manage his or her time with electronic devices? How do you think your child is able to manage the content used by electronic devices?
In_1 * How do you think your child is able to manage the time spent on electronic devices on his own?
In_2 * How do you think your child is able to manage the content used by electronic devices?

Hypothesis 2 test:

Table 20. a coefficient

model		Collinearity statistics	
		Tolerance	VIF
1	How do you think your child is able to manage the time spent on electronic devices on his own?	.984	1.016
	How do you think your child is able to manage the content used by their electronic devices?	.984	1.016

a. Dependent variable: Do you and your child have rules and restrictions on the use of electronic devices?

If the Tolerance is less than 0.1 or the Variance Inflation Factor (VIF) is greater than 10, it means that there is collinearity. In this example, the tolerances are much greater than 0.1, and the variance expansion factor is less than 10, so there is no multicollinearity.

Hypothesis 3:
List of CasesA
a. The case graph was not generated because no outliers could be found.

3.3.3 Result analysis

A. Omnibus test table for model coefficients

Table 21. Omnibus test of model coefficients

		chi-square	Degree of freedom	Distinctiveness
Step 1	steps	1.350	2	.009
		1.350	2	.009
	Mode l	1.350	2	.009

In this study, the P=0.009<0.05 of the model indicates that the OR value of at least one of the variables included in the model is statistically significant; that is, the model is generally meaningful.

B. Horsmer-Lemeshaw test

Table 22. Horsmer-Lemeshaw test

steps	chi-square	Degree of freedom	Distinctiveness
1	2.907	8	.940

Table 23. Contingency table of the Horsmer-Lemeshaw test

		Do you and your child have rules and restrictions on the use of electronic devices? = A. There is a formulation		Do you and your child have rules and restrictions on the use of electronic devices? = B. not formulated		total
		Measured	expectation	Measured	expectation	
Step 1	1	4	4.526	5	4.474	9
	2	7	5.902	6	7.098	13
	3	6	5.356	6	6.644	12
	4	3	3.472	5	4.528	8
	5	3	3.945	7	6.055	10
	6	3	2.323	3	3.677	6
	7	3	4.557	9	7.443	12
	8	3	3.380	7	6.620	10
	9	3	2.648	5	5.352	8
	10	5	3.890	7	8.110	12

In this study, $\chi 2=2.907$, $p=0.940>0.05$, it is considered that the information in the current data has been fully extracted, and the goodness of fit of the model is high.

3.3.4 Conclusion

In this study, a dichotomous logistic regression was used to assess "How well do you think children are able to manage their own time with electronic devices?" and "How do you think your child is able to manage the content used by their electronic devices?" "The predictive effect of whether the subject has rules for the use of electronic devices.

The Box-Tidwell method is used to test whether the value of the continuous independent variable and the dependent variable logit transformation is linear. A total of 5 items were included in the linear test model, and the linear test results showed that there was a linear relationship between the continuous independent variable age and the dependent variable logit transformation value.

Finally, the obtained logistic model was statistically significant, $\chi 2=2.907$, $p=0.940>0.05$.

From the table of variables in the equation, it can be seen that the probability of not making electronic device rules is 2.191 times higher than that of the previous unit for each unit increase in children's ability to manage the time spent on electronic devices ($P<0.05$). How was the ability of children to independently manage the content used by electronic devices, and the probability of not making electronic device rules was 0.006 times higher than that of the previous unit for each additional unit ($P<0.05$)

It shows that parents make rules for the use of electronic devices and the time and content of children's independent use of electronic devices, and if the child's autonomy is strong enough, then parents are less likely to make relevant rules.
Analysis of the impact of parental mandatory control:

The analysis of variance (ANOVA) was used to explore the correlation between the causes of various quarrels and the frequency and intensity of conflicts so as to find out the causes of parent-child electronic device conflicts and find the most intense points of conflict between the two parties, so as to provide reference and reference for subsequent solutions.

Since this question is a multiple-choice question, the following three tables are finally obtained through the analysis of variance for each option:

Table 24. ANOVA results

	A. Ability to own electronic devices (mean ±standard deviation)		F	p
	Unchecked (n=61)	checked(n=39)		
Conflict because of the use of electronic devices and children	3.18±1.35	3.13±1.47	0.033	0.023*
Because of the intensity of the conflict with the use of electronic devices and, children	2.11±1.38	2.23±1.51	0.156	0.040*
* p<0.05 ** p<0.01				

Table 25. ANOVA results

	D. You look at your child's electronic devices without your child's knowledge (mean ± standard deviation)		F	p
	Unchecked (n=24)	checked(n=76)		
Conflict because of the use of electronic devices and children	2.67±1.37	3.32±1.37	4.099	0.046*
Because of the intensity of the conflict with the use of electronic devices and, children	1.92±1.14	2.24±1.50	0.918	0.040*

* p<0.05 ** p<0.01

Table 26. ANOVA results

	E. Time spent using electronic devices (mean ± standard deviation)		F	p
	Unchecked (n=58)	checked(n=42)		
Conflict because of the use of electronic devices and children	3.24±1.38	3.05±1.41	0.470	0.044 *
Because of the intensity of the conflict with the use of electronic devices and, children	2.12±1.40	2.21±1.47	0.104	0.048 *
* p<0.05 ** p<0.01				

The significance of the reasons for quarrels, the frequency of conflict, and the intensity of the above three tables were less than 0.05, which indicated that the conflict frequency and intensity of the unselected group were significantly different from those of the selected group and the average value of the unselected group was lower than that of the selected group, indicating that the quarrels caused by these reasons would aggravate the conflict between parents and children, and both the frequency and intensity would be significantly affected. These three aspects are also part of the mandatory management behavior of parents (reflected in the content of the rules), so they should be focused on in the subsequent problem-solving process.

3.4 The Influence of Parental Behavior on Conflict Resolution After parent-Child Conflict

Parents' behavior after conflict will have a certain impact on the resolution of conflict, but specific actions that will be conducive to alleviating conflict still need to be analyzed in detail.

According to the variable attributes, the Pearson correlation method was used to analyze the influence of different behaviors of parents on conflict resolution after conflict. Conflict resolution is measured by the number of resolutions and the time required, both of which are continuous variables. The following table is obtained by analyzing them one by one with each behavior.

As can be seen from the table below, how many conflicts between you and your child over the use of electronic devices are resolved? How long do conflicts between you and your child over the use of electronic devices usually last? Separately, and 1. Discuss or negotiate with your child calmly and patiently; 2. Ask someone else to come forward and solve the problem fairly, 3. If your child is very anxious or angry, pause the discussion and offer comfort, 4. Ask others to do their best to help him speak (e.g., a lover), 5. Criticize and blame the child, express anger to the child, 6. Strongly insist on one's position and force the child to make concessions, 7. Throw things or smash the child's Internet device, 8. Don't talk to the child, cold war, 9. Although the heart is dissatisfied, you will still restrain yourself10. Make unprincipled concessions to your child, 11. Apologize afterwards when a violent conflict breaks out, 12. Use the Pearson correlation coefficient to express the strength of the relationship. The specific analysis shows that:

Table 27. Pearson Related - Detailed Format

		How many conflicts between you and your child over the use of electronic devices have been resolved?	How long do conflicts between you and your child over the use of electronic devices usually last?
1. Discuss or negotiate with your child calmly and patiently	correlation coefficient	-0.195	0.154
	p-value	0.002	0.007
	Sample size	100	100
2. Ask someone else to come forward and resolve the issue fairly	Correlation coefficient	-0.055	0.035
	p-value	0.590	0.729
	Sample size	100	100
3. If your child is very anxious or angry, pause the discussion and offer comfort	Correlation coefficient	-0.130	-0.050
	p-value	0.003	0.619
	Sample size	100	100
4. Ask others to do what they can to help them speak (e.g. a lover)	Correlation coefficient	-0.080	0.004
	p-value	0.429	0.972
	Sample size	100	100
5. Criticize and blame the child and express anger to the child	Correlation coefficient	0.051	0.082
	p-value	0.003	0.420
	Sample size	100	100
6. Strongly assert your position and force your child to make concessions	Correlation coefficient	0.031	0.078
	P-value	0.758	0.438
	Sample size	100	100
7. Throwing things or smashing children's Internet devices	Correlation coefficient	-0.046	0.143
	P-value	0.003	0.155
	Sample size	100	100
8. Don't talk to your child, cold war	Correlation coefficient	-0,050	0.056
8. Don't talk to your child, cold war	*P-value*	0.001	0.582
	Sample size	100	100
9. Despite dissatisfaction, you will restrain yourself and avoid conflicts with your children	Correlation coefficient	-0.111	0.027
	P-value	0.000	0.791
	Sample size	100	100
10. Unprincipled concessions to children	Correlation coefficient	-0.128	-0.015
	P-value	0.004	0.885
	Sample size	100	100
11. A violent conflict broke out at the time, and an apology was made afterwards	Correlation coefficient	-0.009	0.107
	P-value	0.929	0.291
	Sample size	100	100
12. Acts of force against children	Correlation coefficient	-0.060	0.033
	P-value	0.553	0.746
	Sample size	100	100

"How many conflicts between you and your child over the use of electronic devices have been resolved?" There was a correlation with behaviors 1, 3, 5, 7, 8, 9, and 10, but not with behaviors 2, 4, 6, 11, and 12, and there was a negative correlation with behaviors 1, 3, 7, 8, and 10.

"How long do you and your child typically have a conflict over the use of electronic devices?" None of them correlated with post-conflict approaches (P>0.05)

From this analysis, it can be seen that parents should adopt a good communication method when they have conflicts with their children about electronic devices, which is conducive to the timely resolution of conflicts.

4. Research and Discussion

4.1 Causes of Parent-Child Conflict Caused by the Use of Electronic Devices by Adolescents

4.1.1 Application of Theories

With the increase in the widespread use of electronic devices among adolescents, parent-child conflicts in the family are gradually becoming apparent. In the process of designing the questionnaire, based on the professional theories of sociology, education, and psychology, we investigated the various reasons for parent-child conflict caused by adolescents' use of electronic devices and used relevant theories to explain these phenomena. Through the introduction and application of addiction theory, inter-generational difference theory, academic-social balance theory, privacy and regulation theory, emotion regulation theory, and information overload theory, we will comprehensively explain the multifaceted factors of parent-child conflict caused by adolescent use of electronic devices.

(1) Addiction theory

Addiction theory holds that adolescents' addiction to electronic devices is due to their attraction to immediate feedback and stimuli, ignoring the importance of family relationships. Teens' over-investment in social media and gaming leads to uncontrollable time, which in turn limits interaction with their families. Therefore, the addiction theory can explain the reason why time management is related to family communication barriers. In addition, through the lens of addiction theory, we can also delve into adolescent dependence on electronic devices and related interventions on how to reduce excessive use of electronic devices in adolescents.

(2) Theory of inter-generational differences

The theory of inter-generational differences suggests that adolescents pursue virtual socialization and entertainment, while parents focus more on actual growth and learning. This generational difference can lead to conflicts in family activities and the distribution of responsibilities. Through the theory of inter-generational differences, we can gain a deeper understanding of the differences in values between adolescents and parents in the family and propose solutions that promote understanding and communication between both parties. In addition, it is possible to explore how to meet the needs of generational differences in parenting styles, family values transmission, and education.

(3) Academic-social balance theory:

The academic-social balance theory focuses on adolescents' challenges in striking a balance between academics and socialization. Excessive use of electronic devices can interfere with teens' academic performance and real-life social interactions, which can lead to conflict within the family. Through the framework of the academic-social balance theory, we can better understand the interaction of adolescents' over-reliance on electronic devices with academic stress, social interactions, and conflict-generating in the family. This will help develop strategies that encourage both academic and real-world social development.

(4) Privacy and regulatory theory:

In the process of adolescents' use of electronic devices, there is a tension between the parents' right to supervise adolescents and the privacy rights of adolescents. Parents want to monitor their children's online activities to keep them safe, but teens may see this regulation as an invasion of personal privacy. Privacy and regulatory theories can reveal the contradiction between adolescents' need for privacy and parents' need to protect their children. When analyzing parent-child conflict, we can use this theory to try to balance the privacy rights of adolescents and the regulatory needs of parents and establish an open and bounded communication space.

(5) Emotion regulation theory:

Emotion regulation theory emphasizes the role of electronic devices in emotion regulation, pointing out that adolescents seek emotional catharsis and support through electronic devices. However, when parents try to limit device use, it can trigger an emotional response in teens, leading to escalating conflict. Through emotion regulation theory, we can gain a deeper understanding of adolescents' emotional regulation needs for electronic device use and provide support and guidance to help them learn to build healthier ways of managing emotions.

(6) Application of information overload theory:

Excessive use of electronic devices can lead to information overload and mental health problems. Too much information and distorted images in the virtual world can have a negative impact on the psyche of teenagers. The information overload theory can help us gain insight into the risk of information overload that adolescents face in the use of electronic devices and how to help them develop proper information processing and healthy media literacy.

Conclusion:
By applying the theory of addiction, the theory of inter-generational differences, the theory of academic and social balance, the theory of privacy and regulation, the theory of emotion regulation, and the theory of information overload, we can more comprehensively analyze the causes of parent-child conflict caused by adolescents' use of electronic devices, and propose corresponding interventions and solutions. The application of these theories provides a theoretical basis and guidance for us to deeply understand and resolve the conflict between adolescents and their parents. Further research on the impact and application of these theories can help us promote the healthy development of adolescents, improve family relationships, and improve communication and understanding among family members.

4.1.2 Analysis of Causes

Through empirical research, we have identified the multifaceted and complex causes of parent-child conflict caused by adolescents' use of electronic devices. Based on a series of sociological theories, the following analysis is derived.

(1) Time management and family communication barriers:
As adolescents grow up with improved self-control, they tend to spend more time on electronic devices, especially online games, and social media, which provide sensory stimulation and emotional support. This over-engagement can make it difficult for them to allocate their time on their own, limiting their interactions with their families. Communication between adolescents and their parents becomes scarce, parent-child relationships become increasingly distant, and family members become less and less close. This phenomenon can be explained within the framework of the "addiction theory," in which adolescents are attracted to the instant feedback and stimuli of electronic devices and thus ignore the importance of family relationships.

(2) Differences in values and interests:
The attractiveness of electronic devices interacts with differences in values and interests in the family. Teens are often more inclined to pursue virtual socialization and entertainment, while parents may be more focused on actual growth and learning. This generational difference can lead to disagreements about family activities and the distribution of responsibilities, affecting the parent-child relationship. This issue can be explored from the perspective of the "theory of inter-generational differences," which emphasizes the conflict between values and expectations between different generations.

(3) Academic and social impact:
Excessive use of electronic devices can interfere with teens' academic performance and social interactions. Parents are concerned that teens are not fully engaged in school, and teens may neglect schoolwork because of the attraction of electronic devices. In addition, virtual socialization can lead to a weakening of their social skills in real life, which in turn can lead to dissatisfaction within the family. From the perspective of the "academic-social balance theory," this question involves the challenge of individuals to strike a balance between academics and socialization.

(4) Privacy and regulatory issues:
The use of electronic devices by adolescents makes the tension between adolescents' personal privacy rights and parental supervision rights more significant in family relationships. Parents want to monitor their children's online activities to keep them safe, but teens may see this regulation as an invasion of personal privacy. This trade-off dilemma is reflected in the theory of "privacy and regulation," which emphasizes the tension between protecting privacy and protecting security.

(5) Emotion management challenges:
The tendency of teens to seek emotional catharsis and emotional support on electronic devices may lead to a lack of healthy coping with the emotional challenges of everyday life. When parents try to limit device use, they can trigger an emotional response that can further complicate conflicts. From the perspective of "emotion regulation theory," electronic devices play an important role in the emotion regulation of adolescents in the process of growth.

(6) Information overload and mental health issues:
Excessive use of electronic devices can lead to information overload and mental health issues such as anxiety and depression. Parents may be in conflict with their children's health concerns and their children's needs in the use of electronic devices. From the perspective of "information overload theory" and "mental health impact," the overuse of electronic devices can lead to a threat to the mental health of individuals.

(7) Family rules and restrictions:
The lack of clear rules for the use of electronic devices in the family can lead to dissatisfaction among teens. Parents want rules in place to ensure fair use, but teens may be resistant to these rules. We should address the challenges between rule-making and enforcement head-on from the perspective of "family rules and conflicts."
Conclusion:
Parent-child conflict caused by adolescents' use of electronic devices is a multidimensional phenomenon that is affected by the interaction of multiple factors. Factors such as time management, value differences, academic and social influences, privacy, emotion management, information overload, mental health issues, and family rules all play a role in parent-child conflict. By delving into these causes from different theoretical perspectives, we gain a better understanding of the complex mechanisms behind parent-child conflict, providing the necessary guidance for effective intervention and facilitation of family relationships.

4.2 Propose Ways to Solve Parent-Child Conflicts

To explore the parent-child conflict caused by the use of electronic devices by adolescents, it is necessary to start from the three levels of parents, adolescents, and society and put forward detailed countermeasures and solutions based on the appearance and causes of the problem. We will combine the existing theories and analyze their operability in combination with the actual survey results and the current situation of society. Then, we will put forward reasonable and effective suggestions and solutions.

4.2.1 Parent-level Solutions

(1) Establish a good family atmosphere.
Family atmosphere can play a key role in the maintenance and development of the parent-child relationship, and a good family atmosphere can have a very positive impact on parent-child communication, mutual love, and mutual assistance. Conflict in parent-child relationships is often related to the positivity and openness of the family atmosphere. In today's digital age, parents need to recognize that the use of electronic devices not only affects teens' behavior but also affects the overall atmosphere of the family. Studies have shown that a warm and harmonious family atmosphere can play a positive role in reducing parent-child conflict. Parents can start by establishing common family values and creating a positive atmosphere to solve parent-child conflicts from a simple to a deep level.

The co-construction of family values also helps to improve family cohesion. Parents should discuss the core values of the family with the youth and clarify the common goals and concepts of the family. Through group discussions, young people will feel more involved, and at the same time, they will experience a sense of responsibility and mission in building together. This process of co-building values will foster bonds between family members and reduce the likelihood of conflict.

It is worth noting that the construction of a good family environment is inseparable from the influence of role models as parents. Since family values and core concepts have been created together with children, parents should first set an example, actively maintain a good family environment, and show an optimistic attitude to their children, which will also help both parents and children to face the problems in family education with an open, inclusive, friendly and harmonious attitude. A positive family atmosphere is often associated with trust, understanding, and support among family members. Therefore, parents can alleviate conflicts by participating in outdoor activities with their teens, family gatherings, etc., to cultivate emotional bonds between family members.

(2) Establish an effective communication model.
In family relationships, effective communication between parents and children is the basis for resolving parent-child conflicts and maintaining a stable and harmonious parent-child relationship. The overuse of electronic devices often leads to reduced communication between adolescents and parents, which in turn exacerbates parent-child conflict. In order to establish effective communication patterns, parents need to learn listening skills and respect their teens' opinions. Parents can try to make family meetings with their children, which is also an effective way to communicate and make decisions within the family.

In terms of listening skills, parents should know how to listen actively and show respect for the ideas and needs of their teens. Parents can consciously train their ability to make eye contact and physical contact with their children, express their concern and love for their children, and show a tendency to solve problems in a gentle, understanding, and tolerant way. Parents should also refrain from interrupting and criticizing so as not to hinder the teen from expressing his or her feelings. Through effective listening, parents can better understand teens' thoughts to reduce the occurrence of misunderstandings and conflicts.

Family meetings are an effective way to promote interaction and problem-solving among family members. Parents can organize regular family meetings to discuss family matters, the use of electronic devices, and more. Parents and children should realize that in the family meeting, everyone is equal, everyone's right to speak should be respected, everyone can express their true thoughts in an atmosphere of mutual respect and mutual understanding, and jointly formulate improvement measures on the basis of

mutual tolerance and compromise, and give corresponding commitments (Eisinga et al., 2013; Yao et al., 2023; Zhou, 2017). By discussing issues together and setting rules, family members will have a greater sense of interaction and participation, which will reduce the likelihood of parent-child conflict.

4.2.2 Ways to Solve Problems at the Youth Level

(1) Develop reasonable habits of using electronic devices.

Social media and online digital virtual environments are constantly shaping teens' mindsets and behaviors when using electronic devices. Excessive use of electronic devices can lead to real-life alienation, which in turn can lead to conflict with parents. In order to develop reasonable habits of using electronic devices and exercise self-control, young people first need to realize that the virtual environment is only a part of life, not the whole of real life, and excessive immersion in it will only lead to continuous decline of their ability to perceive the real world.

To achieve this, teens can set limits on how long they can use electronic devices each day. Scientific studies have found that electronic device use for more than a certain period of time can lead to emotional problems and family conflicts. Teens can work with their parents to set up appropriate time to ensure adequate time for studying, outdoor activities, and family interactions. This will help balance the virtual world and real life, reducing conflicts.

(2) Learn time management skills.

Time management ability is an important part of self-control ability, and it is also one of the key skills that adolescents must cultivate in the process of growth, which plays an important role in the physical and mental development of adolescents and self-planning of life. Distributing time wisely can help them better balance studying, playing, and socializing, reducing the likelihood of conflict. Time management, which involves planning, prioritization, and goal achievement, fosters self-discipline and responsibility, helps improve personal efficiency, and reduces stress.

Adolescents should take the initiative to learn skills such as planning, setting goals, and allocating time reasonably. They can make a daily study plan and allocate reasonable study time according to the difficulty of the subject and the amount of homework. At the same time, setting clear learning goals can help improve efficiency, and adolescents can organize their time more in a targeted manner so that learning can be balanced with other activities. In addition, using time management tools such as the Pomodoro Technique to divide the study time into short periods of time can help to focus and improve the learning effect.

4.2.3 Ways to Solve Problems at the Social Level

(1) Strengthen media literacy education.

In the digital age, the impact of the information wave and media faced by young people is enormous. However, the lack of adequate media literacy makes it difficult for them to discern the authenticity and potential impact of information. Media literacy education is of far-reaching significance as a way to resolve parent-child conflicts at the social level.

Educational institutions can strengthen media literacy education in their curricula to teach young people how to distinguish between disinformation, recognize the difference between subjectivity and objectivity, and assess the reliability of information sources. By giving young people an in-depth understanding of the process of information production and dissemination, they can become more aware of the diversity and complexity of information so that they can treat media information more rationally and reduce misunderstandings and conflicts.

(2) Formulate relevant policies and regulations.

When addressing parent-child conflict caused by adolescent use of electronic devices, policy-making at the societal level is crucial. Governments and relevant agencies can reduce the occurrence of conflicts by setting clear regulations and standards to guide the rationalization of the use of electronic devices.

The government could consider developing guidelines for the time spent on electronic devices by young people. These guidelines can be adapted to the age, learning needs, and lifestyle habits of adolescents to ensure that they have enough time for studying, socialising and outdoor activities. In addition, the government can encourage schools, families, and communities to carry out educational activities on the use of electronic devices to help young people develop correct attitudes about the use of electronic devices.

In addition, the media industry should consciously abide by moral law and take the initiative to assume the corresponding social responsibility. The establishment of self-regulatory mechanisms can help limit the spread of disinformation and undesirable content. The media industry can strengthen content moderation to prevent bad information from negatively impacting young people. The government can encourage the media industry to participate in self-regulation and provide incentives accordingly.

5. Conclusion

This study focuses on the relationship between adolescents' use of electronic devices and parent-child conflicts. Through literature review and empirical research, the study analyzes the causes and psychosocial mechanisms of these conflicts and proposes resolution strategies. The research reveals that cultural differences and the tracking of long-term effects are among its limitations. Future research can delve into cross-cultural comparisons, long-term tracking, the exploration of psychological mechanisms, and family education strategies. The research summary points out that parent-child conflict is a complex social phenomenon intertwined with multiple factors involving families, education, and society. It proposes solutions from the perspectives of parents, adolescents, and society, including establishing a correct family atmosphere communication models, fostering good usage habits, and strengthening media literacy education. Implementing these strategies requires multi-party collaboration, incorporating theories such as family systems theory and media literacy education theory to promote family harmony and the healthy development of adolescents. This study provides a theoretical basis and practical references for addressing related social issues.

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