

Original Article

Parental Dialogic Reading Habits in Shaping Adolescent Screen Time Behaviors and Emotional Wellbeing: An Ethnographic Inquiry

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Abstract

This ethnographic study explored how parental reading habits can shape adolescents' screen time behavior and emotional wellbeing in a world where excessive screen use is linked to emotional challenges and behavioral issues in adolescents. Through in-depth interviews with four participants, including parents and adolescents, this study explored how parental engagement in reading activities helps adolescents manage screen time and make a strong emotional bond. I spent over two months in day time and conducted workplace interviews, observation and reviewed journals. The process involved multiple readings, initial coding, categorizing and narrative interpretation to assemble parents' experiences on dialogic reading and its influence in shaping adolescent screen time behavior and emotional well-being. The findings indicate that parental reading habits contribute to better screen time control and emotional resilience.

Keywords: *dialogic reading, emotional well-being, screen time, parent-child bond, ethnography*

Setting the Scene

Working as an educator for more than twenty years, with the adolescent age group from 10 to 19 is an amazing moment. After the lockdown due to COVID-19, I could experience significant behavioral changes in the students, and it was in many cases, due to lack of parental engagement and excessive use of gadgets at home. Due to this, in the classroom, students had a lack of interest in interaction, emotional detachment, and less interest in academic activities. For me, it was quite challenging to motivate them every minute to develop more interaction in a reactive classroom. But while understanding their emotions, being a teacher, I realized that habit formation at home can change this scenario. While choosing the topic, knowing about parental habits and child behavior, it took me to the major concern that reading habits and sub-interaction can change the scenario, reduce the screen time, and develop the emotional bond between child and parents at home (Danmaisoro &



Mozayani, 2024; Granic et al., 2020). At the same time, in today's world, both parents are engaged in earning, but still, finding and managing a little habit of interaction through dialogic reading habit at home and exactly knowing more about the family, how they are managing time, and understanding emotional bonding between child and family members even when both parents are working is challenging. This study explored how parental dialogic reading habits influence adolescents' screen time behavior. Also, it unpacks how parental dialogue shapes adolescents' emotional wellbeing.

Introduction

In this digital world, adolescents spend an increasing amount of time on screens, which impacts their emotional and social development. The nature of excessive screen time due to smartphones or other digital devices has become a major concern because of its effects on adolescents (Granic et al., 2020). By isolating themselves, students do not express their emotions in the classroom, which affects their development both in classroom activities and outside of school (Thapa et al., 2023). This is a major concern for both parents and teachers who work with this age group in the teaching and learning process.

At the same time, dialogue around reading habits between parents and teachers emerges as an interactive form of reading, where parents can find and manage time to engage in meaningful activities with their children through questions, comments, and discussions (Huber et al., 2018). This approach is not only beneficial for early childhood but also for adolescents. I explored whether bonding between parents and their children can be strengthened through such interactions. Through this study, I also explored how parents try to develop habits or activities that promote interactive reading as a powerful tool for emotional wellbeing and the social development of adolescents. Overall, this study supports to create a stronger foundation for future interventions. Based on its findings, I hope to gain clarity on whether interactive sessions between parents and children can enhance emotional wellbeing and establish simple, healthy habits that may reduce screen time and address such digital addictions.

Research Agenda

As adolescents spend more time on digital devices not only for academic purposes but also for entertainment, they knowingly or unknowingly, isolate themselves from family interactions. Finding effective solutions to reduce such habits has become a major concern (Granic et al., 2020; Thapa et al., 2023). Parental involvement, particularly through interactive practices at home such as cultivating reading habits, can be a powerful tool in bringing home culture into more engaging face-to-face interactions between parents and children (George, 2010). Also, studies find that increasing screen time at home among adolescents is a major concern, which creates issues such as a lack of emotional parent-child bonding, mental health challenges, sleep disorders, decreasing academic performance, and a lack of interaction (Granic et al., 2020). To this concern, this study explored how reading habits can help reduce screen time addiction, promote development, and give way to a stronger parent-child bond. As limited scope of the study, it focuses on dialogic reading practices within the home environment which cover practices of screen time behavior and

emotional wellbeing and does not cover other extracurricular or behavioral interventions. I developed the following questions to anchor this study:

How do parental dialogic reading habits influence screen time behavior of adolescents?
In what ways do parental dialogic reading habits contribute to emotional wellbeing of adolescents?

Parental Involvement and Dialogic Reading

Recent studies have mentioned the negative effects of excessive screen time on adolescents' emotional wellbeing, especially after the lockdown during the COVID-19 period (Marquez et al., 2024). Research also indicates that high levels of screen use are associated with increased anxiety, depression, sleeping disorders, and social isolation among adolescents (Odgers & Jensen, 2020). Furthermore, having gadget addiction can impair the development of social skills and emotional regulation in themselves and with others (Gentile et al., 2017). This situation shows the need for alternative activities, and interactive reading as the easiest need to manage time that can reduce negative impact of screen use by adolescents (Odgers & Jensen, 2020). Parents play an important role in managing children's screen time behavior (Riesch, 2019). It is found that parental mediation, specially designing regular small habits and boundaries by offering alternative activities, managing time between for working parents, parental engagement in reading specially managing time for dialogic reading, has been as an effective strategy for creating meaningful interaction and quality time which helps to replace excessive screen-based activity and create the scenario of self-regulation in adolescents (Huber et al., 2018).

Dialogic reading, where parents actively engage with their children during reading by listening to the children or by encouraging discussion for sharing their opinion and ideas contributes to improve language development, emotional intelligence, and ownership toward their responsibilities (Gentile et al., 2017). It is also demonstrated that the children who experience such activities have better emotional understanding and social skills. Such emotional connection developed with the help of interactive sessions, which according to Marquez et al. (2024) has a role in reducing screen dependency and helps to promote emotional wellbeing.

Parental involvement in reading unknowingly creates opportunities for emotional bonding, which supports allowing open communication and creating a supportive environment (Mol et al., 2008). Parent's active participation in reading is directly linked with the children's increase in empathy, emotional intelligence, and communication skills (Mol et al., 2008). Screen addiction is a growing concern, particularly as adolescents become more visible in social media, gaming, and online content, which consequently develops some behavioral issues, lack of attention, lack of parent-child bonding, and academic decline (Odgers & Jensen, 2020). In the context of this study, children model their screen time behavior based on parental interaction and mediation (Riesch et al., 2019). As a tool, dialogic reading provides an opportunity for parents to model and design communication and emotional regulation, which helps to reduce gadget addiction and create a strong bond between the parent and child (Buraiki, 2020). As it is also mentioned in Bowlby's attachment theory, early emotional bonds shape a child's emotional development and social behavior

skills (George, 2010). Parental involvement in dialogic reading helps to build strong bonds, promote security and reduce addiction to gadgets (Odgers & Jensen, 2020). This sets a clear picture that parental involvement in reading has a positive impact on children's emotional development and screen time behavior (Gentile et al., 2017). For instance, it is found that children significantly reduce screen time and encourage healthier digital habits on their own just because of parental encouragement in interactive dialogic reading habits at home (Odgers & Jensen, 2020).

Based on Vygotsky's theory Zone of Proximal Development, learning does not occur automatically; instead, it emerges through purposeful interaction, where knowledge is shared with others in active, engaging, and collaborative teaching and learning processes (Shabani et al., 2010). Social connection and guided participation are key components of Vygotsky's theory of learning, especially in the zone of proximal development (Bodrova & Leong, 2004). According to Vygotsky, emotional value in the context of emotional growth is significantly influenced by attachment. According to Boit et al. (2024), shared book reading is a powerful strategy that falls under evidence-based practice grounded in Vygotsky and educational theories. Morgan et al. (2008) point that parents and educators can enhance emotional connection to a safe and secure attachment by asking insightful and interactive questions.

Even though research on early childhood development picture book strategies can be seen enough globally, in the context of Nepal, the dialogic reading habit shaping adolescent's screen time behavior and reducing other emotional issues shows a gap in literature. Buraiki (2022) provides insights to the parents of adolescents that dialogic reading is not only for early childhood development or primary kids, but it also helps adolescents shape their behaviors regarding screen time and emotional bonding.

Research Design

The study employed ethnographic inquiry to cover the lived experiences and understanding of parents with their adolescents in dialogic reading. Ryan (2017) defines ethnography as “the first-hand experience and exploration of a particular social or cultural setting on the basis of (though not exclusively by) participant observation” (p.2). Adhikari (2023) mentions that ethnographic inquiry typically takes months or even years to complete, allows researcher to gain deeper understanding of their culture by building relationships with participants. The study involved naturalistic environment setting observation, journal reviews, field notes and semi-structured in-depth interviews (Ryan, 2017). For this study, the participants were selected purposively, focusing on those who had long engagement in dialogic reading, to gain a comprehensive and in-depth understanding and perception (Myers, 1999). The research site included Butwal City, Rupendehi district of Nepal. The details of our participants, including their gender and individual engagement, are given below in Table 1.

Table 1: Description of the Participants

SN	Name of the participants	Age	Gender	Other Engagements
1.	Bina	39 years	Female	Teacher
2.	Kishan	49 years	Male	Businessman

3	Riya	18 years	Female	Student
4.	Seema	82 years	Female	Elderly

The data were collected with the help of semi-structured interviews and close observation of the participants in the field and also in the workplace. The study was conducted over more than two months, spending maximum time in a day including holidays and from mornings to evening until 9:00 o'clock to cover participants' culture and environment through close observations. Informal interviews lasted almost two to three hours, including long conversations and listening to the experiences and perceptions with the journals shared by the participants. Most of the time was spent with Bina, as the main participant, a working woman. Discussions included experiences and perceptions on several topics like when and how dialogic reading began in their life, how the habit was initiated, and how they scheduled their everyday life to have a positive influence on interactions between adolescents and parents, even while maintaining work pressure and personal life (George, 2010). Their habits during observation and interviews were noted to understand the credibility of the participant's information for data triangulation, involving the use of multiple sources or methods, including informal communication with the other participants Kishan, Riya and Seema. It was necessary to respond and identify the gaps and build trust with the participants by building rapport in the initial phase of the visit. Furthermore, while following the steps and the process of analyzing data, first of all, the information was gathered in the google drive in the form of photos of field notes, audio recording, photographs and videos, which were taken while visiting the site for the collection of data and then classified into themes with colour coding for generating meaning, and then further interpreted.

Findings of the Study

Parents are often concerned about how and how much time the children are spending on digital devices and what they are watching over there on the screen (Danmaisoro & Mozayani, 2024). On the other hand, one simple but powerful tool or strategy to adolescence towards healthier habits is through dialogic reading at home. This way, which involves not just reading stories or reading novels, includes interactive interaction between the family members, hearing their perceptions and connection to real life, and having a discussion on asking thoughts and feelings, and having quality time between the family members, helps children better understand their emotions and actions to the story or the novel (George, 2010).

How dialogic reading between parents and adolescents improves emotional well-being highlights real-life experience of one family including four participants: Bina, Kishan, Riya, and Seema. In this study, I was able to find a meaningful way to include reading in their everyday life even though everyone is having busy schedule trying to manage their personal and professional life and living in the joint family, and also having quality time between the family members by giving special concern to reading books. Dialogic reading at home is not just about learning or reading at home and knowing it also helps the family to connect, talk about their feelings, and support to reduce gadget addiction and to understand each other emotionally.

The findings of the study are presented highlighting the main two themes that include parental dialogic reading habits in shaping adolescent screen time behavior and emotional well-being. Through the stories, conversations, and interactive shared moments, this family created a reading culture that went beyond the books. Now, in the current scenario, it became a daily habit that helps them give understanding to their own and others' emotions between the family members with helping hands and being ready to accept to have a discussion even though they all are having different perceptions, opinions, and ideas on reading due to age or their life experience and understandings.

Theme I: Dialogic Reading to Manage Screen Time among Adolescents

Spending over two months through ethnographic fieldwork, this study closely related the experiences and perceptions of a family including four members: Bina, Kishan, Riya, and Seema. It is designed in their busy professional and family roles. This study focused on their dialogic reading habits and how these practices influence adolescents. Bina said *"I myself write a daily journal and read novels, and share it with my daughter Riya and with my husband too."* During an informal interview, Bina mentioned how she proceeds to read in her life:

While sitting with my daughter on holidays, spending long day time or in the evenings for 1 or 2 hours and having reading sessions together, we do it not always for the story or the content. However, I try my best to express my emotions and understand her and how my daughter feels about the story in the real context. As I am keenly interested in reading, I think it has multiple benefits. I dislike spending hours of screen time.

During field visits, a pattern was observed that the evening time became a boundary between study time and entertainment time. In this family, Bina's daughter showed clear signs of reduced dependency on screens. She explained:

In the lockdown period, I realised unknowingly that I was addicted to screen time. As we spent most of the time at home, there was nothing extra to do or work outside. Later, I realized that it should be reduced. Me and my mother strongly started reading regularly and clearly observed the changes that the more we read and shared, I realised that the use of the phone reduced, and I felt spending quality time with family was impactful.

Kishan, father of Riya, also likes reading books and implementing interactive reading as a weekend activity. *"During the busy schedule, it's hard,"* he noted, *"But on Saturdays, we read books that we both choose together. Even though we both have different choices and reading genres, we try to choose sometimes with mutual understanding and spend time having questions and answers by sharing perceptions and ideas between us with different thoughts with argument."*

Observation confirmed this as a successful screen-free bonding period, where digital gadgets were commonly kept aside in favor of reading moments. But reading in this interactive way leads to avoiding the gadgets as much as they can.

Riya also shared that reading non-text books was not initiated in her early stages. In my adolescence period, Mom's regular habits of reading novels and writing daily journals unknowingly influenced her and during the lockdown period, she observed that she started to have somehow sleeping disorders due to excessive screen use, having classes on the screen, entertainment on the screen, and even face time on the screen talking with friends and relatives. But later again, I realised that it is hampering my health and I tried to balance reading and managing the use of gadgets.

She explained how-the book "*5 A.M. Club, The Power of Your Subconscious Mind, Ijoriya and Zero to One*" helped me minimize screen time and disconnect from the gadgets to have sound sleep, I realised by myself.

Seema, the grandmother of Riya, also engaged in reading but in a different way, which is of visual reading habits like watching stories of gods and goddesses and having again interactive time between the son and granddaughter. She shared:

My granddaughter used to be restless at night, especially after the long period when unknowingly she had enough opportunity to engage with gadgets. But later, reading habit with her mother and with her dad, and sometimes having cultural visuals watching together and having interaction on the stories, helped her disconnect with the gadgets.

Every day small reading habits, engaged in daily reading routines even for short durations, can divert attention from digital screens, mentioned by Bina, mother of Riya. Morning and bedtime reading became a mediation and as rituals in our home. These moments did not just stop the excessive use of screen for a while, but a very sensible one, having quality time between the family members. She also shared how the relation between her and husband has become stronger after regular interactive reading sessions and visual reading. They got enough time to understand each other, and their bond became stronger.

Ethnographic data suggest that dialogue was not only for literacy tools but by observing and getting the information from the participants, it served as a strategy to design screen time healthy behavior (Atkinson et al., 2007). The parents created structured routines around reading, using it as a counter to screen time unknowingly. The research shows this is a meaningful alternative to digital engagement. It is also observed that the child and the family are intrinsically motivated to read for pleasure and to avoid unnecessary interactions, read to have quality time between the family members, and try to minimize gadget use for distraction (George, 2010).

Theme II: Emotional Wellbeing

Emotional well-being is understanding one's own emotions, such as happiness, anger, stress, etc., taking ownership of them, and being able to express them clearly. While facing challenges, instead of stuck in problem trying to solve them in a healthy way. Emotional aspect in the dialogic reading became powerful through the experience shared by the participants, where simple habits of interactive reading between the family members became

beyond the screen management and thus reading culture as a medium of emotional exchange, feeling of security, and to develop strong bonding between the family members (George, 2010). Bina reflected that *“my daughter initiated reading by herself just watching us and our behaviour but as I used to read and write a journal in my childhood, it became a habit which I am doing right now as well, daily journal writing, and reading novels.”* This indirectly helped my daughter through the characters in the stories. She started to express and open up by saying, *I feel like that girl in that book is me.* Or reading the 5:00 a.m. Club book connected and she said, *I must follow these instructions because it is beneficial to me, Mom,”* and which is used by Riya as well personally she said that *we both Mom and me sometimes had funny slang used in the books and tease each other and motivate.*

One afternoon, while inviting for the snacks at my home the moment of having conversation, laughter, the moment of waiting, being curious when they both Mom and daughter were not in the same place in the evening, they emotionally expressed and shared with each other and daughter said *Mom, did you carry your scarf, sunglasses and shawl?* The remarks made me realize how caring Riya is, and I listened when the phone call was in speaker mode. And Bina shared *Every day after my work and her college, we shared details about how the day was.* On the next day, in the field site, after coming from the classes, we had long conversation and Riya while in the study room came out and hugged tightly saying:

Mom, I feel like you are my best friend. We both have some mutual interest, and your reading habit and writing journal influenced me to do the same unknowingly. When I was a little addicted to the screen time during the lockdown period, your habit motivated me to do the same journal writing. By observing you every day, the way you write the daily journal and plan for the next day and reflect on it the next day what went well and what needs to be improved motivated me to try once to make a plan for myself. And in this way, I started journal writing and now even continue to journal, which helped me reduce screen time and I feel more connected to you just like friends.

Considering reading and interacting with family an easy task, Bina said:

I feel that it is quite challenging. As a working woman, time management and balancing my personal and professional life are sometimes very stressful. Even then, I try my best to manage at least 15 minutes every day for reading, time for meditation, and also to interact with Riya. Whenever we get the chance, like on holidays and weekends. We do what we can, but every day, being a woman, a daughter-in-law, and managing both my professional and personal life is a challenge for me every day.

Kishan described about the daughter that initially he just suggested reading Ijoria, a Nepali book,

I helped my daughter understand Nepali language and emotions. In between, for me and Riya, sometimes arguments, experiences, and perceptions became funny and debatable but later we realized indirectly we spend quality time through which we exchange our emotions, understand each other’s feelings, and build respect and care. Reading the suggested book given to me by the daughter and suggested books by Bina

to the daughter, daughter to the Mom became interesting to understand each other's interest to have a strong emotional bond.

Riya shared, *They have very different interests in the reading genres.* She further mentioned that *in her initial phase during the lockdown, how unknowingly the addiction and then shifting that into healthy screen-time behavior happened. Reading was a healing process,* Riya expressed. Realizing how, in a short period of time, she understood that reading can make her emotionally strong, she mentioned that *we can't please everyone, just I can give my best only.* She also narrated that *after reading, we had a strong emotional bond and quality time. Even when we were planning for a vacation, Mom, Dad, and I never forgot to keep the choice of book for reading.*

Seema said that *staying at home alone the whole day, was sometimes boring and stressful, but when my granddaughter came back home, I felt that watching some visual series with her like Ramayana, Mahabharat, etc. I felt supported by her.* Bina added some of the words like *Journal writing helped me understand my emotions by reflecting it every day in my personal experience,* reported Bina and Riya, *that sometimes in stressful moments, I love writing and I want to pour negative and stressful emotions on the paper so that my mind can get relaxed. I can feel calm.*

While observing the field site in the evening, when Bina is outside, and when Riya is unable to have in-person sharing sessions with her mom, she waits curiously for when Mom will come home and they both can have active quality time, share each other's emotions, regarding what happened the whole day. Another thing which I observed was the love for reading and writing. In Bina's words she made me thoughtful *The pen is my best friend; I can't live without it.* She holds a strong emotional bond with the pen. And started reading her poem on "Your Birth"

Why were you born? Just think once.

How much have you suffered, now at least try to win.

How beautiful this world is, look through the eyes of your heart.

If you can, prepare a web like a spider.

Come, let's prepare a blueprint to build the nation together.

Why do you always cry? Smile for a moment.

Everyone knows in this world, we come and we go.

What will happen later, we don't know, for now, enjoy.

You came alone, and you'll go alone, too.

It's not a bad thing with the right mindset, move forward.

And by turning pages with excitement, Bina shared her daily journals entitled *I am still a child, Maybe I don't know, My Hetauda journey, etc.* While observing environment of the field site the care for the plants in every corner of the house, inside and outside, shows that her love for nature is very rare.

While visiting her workplace, I observed how caring Bina is. I observed that indoor plantations were enough in the classroom. Kids seemed very happy in the classroom. The classroom was with positive vibes when I entered there and witnessed her interactive classroom. Bina is an educator and works with the students. The raised hands of the students with smiles and curious facial expressions touched my heart. Parents' daily activities or habits can change adolescents' behaviors, as I observed in this family.

Discussions

This ethnographic study explored how dialogic reading practices within a family influence adolescents' screen time behavior and emotional wellbeing (Atkinson et al., 2007). The findings show that dialogic reading became more than just an educational part. It became an emotional tool supporting communication, bonding, and healthy digital behavior and habits (Dennis et al., 2024).

The study highlights how dialogic reading helped to build a strong bond between family members. Non-text book reading and interactions initiated as simple regular habits developed into a platform for meaningful conversation, emotional healing, and mutual understanding among family members. This connects with Vygotsky's theory of zone of proximal development, where learning and development are shaped by daily interactions and observations of parents or other family members (Shabani et al., 2010).

Parents' simple daily activities can be powerful tools for their children not only to spend quality time together but also to show better emotional and healthy digital behavior. Dialogic reading at home helped screen management by shifting focus towards a more meaningful interaction environment (Bandura & Leong, 1997). Activities like journal writing and visual storytelling rooted in culture and spirituality helped adolescents observe and copy their parents' habits, supporting Vygotsky's theory that learning is effective when guided by knowledgeable within the zone of proximal development (Shabani et al., 2010). Practices, such as journaling and reflective reading influenced Riya to develop emotional awareness (Buraiki, 2020). Such reading habits are not just tools to manage screen time but also ways to build human bond.

Additionally, culture and environment developed in workplace like a classroom filled with plants and interactive items showed how Bina's emotional world, care and values were reflected in her teaching space (Atkinson et al., 2007). This further showed the connection between personal wellbeing, professional practice, and family bonding (Dennis et al., 2024). All four participants Bina, Kishan, Riya, and Seema shared how dialogic reading became a regular activity in their families, operating within the Vygotsky's theory as a scaffolded family practice that designed emotional growth and helps to maintain discipline (Shabani et al., 2010).

Conclusions

Parental dialogic reading habits in their daily routine help to build stronger emotional connections with their children, as seen in Bina's regular interactive reading habits with her daughter Riya, which have built a trusted relationship and strong emotional bond. Reading helps promote emotional expressions. Due to dialogic reading habits, the families

demonstrated strong emotional bonds, expressed feelings clearly, and showed respect and understanding for each other's emotions even while in disagreement. The emotional bond between parents and their children shows that screen time can be managed through a strong emotional connection. Parents' reading experiences help their kids reduce screen time by creating emotional connections through dialogic experiences. Reading habits develop better understanding between family members, and more importantly, adolescents gain a deeper understanding of their own emotions. While reading at an early stage is beneficial, it does not mean the habit cannot be developed later. Riya's story shows that although she did not have early exposure to reading, she was influenced during adolescence by observing her parents' regular reading and journal-writing habits.

Emotional wellbeing is understanding one's emotions, such as happiness, anger, stress, etc., taking ownership of them, and being able to express them clearly. While facing challenges, instead of being stuck in a problem, try to solve them in a healthy way. The study shows that dialogic reading within the family is a life-changing practice. It not only helps to develop reading habits among children and adolescents but also helps in understanding emotions and improving emotional wellbeing in relation to screen use (Mol et al., 2008). Reading together, interacting about books, journaling, and reflecting as a family introduce a natural way to reduce screen time.

In today's digital world, where screens are powerful tools for development but can also lead to addiction and destruction, this study shows that building a culture of reading at home is one of the most effective and simple ways to balance screen use (Thapa et al., 2023). Even when each member is busy and the parents are working, time management of 30 to 45 minutes can be set aside every day for interaction sessions which help to become aware of our emotions and build strong communication, which leads to emotional wellbeing and also develops healthy screen time behavior. Interactive reading contributes to academic success as well as the overall development of individuals.

Implications for Further Research and Practice

The study highlights the need to integrate dialogic approaches in schools and in parenting workshops and community awareness programs. Such programs must be initiated by professionals with skills in engaging sessions that support early childhood development (Dennis et al., 2024; Dew et al., 2014). Dialogic reading practices encourage strong communication and also serve as a valuable medium for building strong emotional connections between family members (Aram & Shapira; Mol et al., 2008).

Moreover, schools and other organizations can create guidelines to promote reading routines as meaningful alternatives to screen time. They can design curriculum within school and integrate community to help families find healthy alternatives to excessive digital media. Reading together provides a space for connection, reflection, and effective communication, helping families share values and strengthen their bonds (Boit et al., 2024). In addition, improving school-home literacy collaboration can create a strong supportive environment. Schools should initiate non-textbook-based reading tasks that involve both parents and children, helping to build a strong emotional connection and learning through a culture of dialogic reading (Aram & Shapira, 2013). Importantly, this study also suggests that it is never

too late to start. Families who have not initiated early reading habits can still successfully adopt them during adolescence (Shabani et al., 2010). In terms of educational and mental health and wellbeing, dialogic reading within families should be recognized as valuable due to low-cost intervention that supports adolescents' emotional wellbeing.

Alongside reading, journaling in school, as well as practice in the family should also be encouraged. When family members share, reflect and write together, they develop strong emotional bonds, mutual empathy, and strong communication patterns for managing parenting and adolescent challenges. Finally, providing training/workshops in dialogic reading strategies for teachers and caregivers can guide and support parents in creating supportive learning environments at home (Shabani et al., 2010). This enhances emotional growth and also helps reduce gadget addiction among children and adolescents.

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