

**IMPACT OF PARENTAL PHUBBING ON PARENT-CHILD BONDING AMONG  
ADOLESCENTS**

*Dissertation submitted to Kerala University*

*In partial fulfilment of the requirements for the award of the Degree of*

**M. Sc. Counselling Psychology**

By

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## CERTIFICATE



This is to certify that the Dissertation entitled “**Impact of parental phubbing on parent-child bonding among adolescents**” is an authentic work carried out by M.A Nidhuna, Reg. No. 60422115014 under the guidance of Ms. Jesline Maria Mamen during the fourth semester of M.Sc. Counselling Psychology programme in the academic year 2022- 2024.

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## DECLARATION

I, M A Nidhuna, do hereby declare that the dissertation titled **“Impact of parental phubbing on parent-child bonding among Adolescents”**, submitted to the Department of Counselling Psychology, Loyola College of Social Sciences, Sreekariyam, under the supervision of Ms. Jesline Maria Mamen, Assistant professor and Head of the Department of Counselling Psychology, for the award of the degree of Master’s in Science of Counselling Psychology, is a bonafide work carried out by me and no part thereof has been submitted for the award of any other degree in any University.

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## **Abstract**

This study examines the impact of parental phubbing on parent-child bonding among adolescents. A total of 200 participants (Male 119; female: 81) were selected using convenient sampling. Parental phubbing scale and parental bonding scale were utilized to collect data using as parental phubbing (Gerosa, 2020); adapted from Roberts, 2016) and parental bonding (PBI-BREF; Klimidis et al., 1992); adapted from (parker, 1979). Correlation and Regression analyses were performed to investigate the impact between parental phubbing on parent-child bonding. Result found that parental phubbing exhibited a significant negative correlation with parent-child bonding. Regression analysis indicate that only 3.5% of parental bonding is explained by parental phubbing. This indicates that parental phubbing has a minimal effect on parent-child bonding, but statistically significant relationship is present.

*Keywords: Parental Phubbing, Parent-child bonding, Adolescents*



## CHAPTER I

### INTRODUCTION

*“Technology is changing our world more than ever before. The catalyst now is the Smartphone.”* – Larry Rosen, author of *iDisorder*. Recent statistic revealed that India is the second most smartphone user country around 659 million, peoples (statista.2023). With the increase of information technology, mobile phones and its availability have become more popular in the world. Smartphones are no longer cutting-edge communication gadgets, but are now necessities in peoples’ lives (Lee, 2014). people who use smart phones, for them phone is the first thing they look in the morning and the last thing they look before they go to sleep. Because of this people excessively use mobile phones, and problem related to this also increases day by day, which is mostly among adolescents. Excessive usage and habitual checking on missed calls or messages may result in compulsive usage and even lead to mobile phone addiction for smartphone users (Lee, 2014). Smartphones have many advantages based on the usage, such as to connect people from almost anywhere at any time when it’s needed, using for educational and office purposes, entertainment and research, but even though there are many negative consequences.

Over usage of smartphones negative effects on a person's physical and psychological wellbeing thus Compulsive usage leads to sleep disturbance and depression (Lee, 2014). In the context, the term “phubbing” defines the act of snubbing someone in social setting by concentrating on one’s phone instead of talking directly to the person. It’s a kind of social exclusion and interpersonal neglect (David, 2017), phubbing appears to have negative consequences for communication among the partners, which leads to unsatisfaction in relationship and effect on personal wellbeing (chotpitayasunondh, 2016). Phubbing is a portmanteau of the

word “phone” and “snubbing.” To be phubbed is “to be snubbed by someone using their cellphone when in your company (Roberts, 2017).

Many studies have investigated the effects of partner phubbing within the family system, the parent-child relationship is important for development in late childhood and adolescence (Shaffer, 2010). To our knowledge, few studies to date have investigated the psychological states of adolescents after being phubbed by their parents. To fill this gap, the present study focused on parental phubbing. Based on the definition of “phubbing,” the present study defined “parental phubbing” as a phenomenon where parents use their mobiles to make a child feel excluded in parent-child interactions. Parental Technoference, a phenomenon similar to parental phubbing, reduces the quality of co-parenting (McDaniel, 2016) and positively predicts children's and adolescents' internalizing problems (McDaniel, 2018).

This study investigates the consequences of parents using their smartphones in the presence of their children affect their family system. Parents may need to use their phone for their personal purposes but frequent usage in the presence of the child in interaction may affect children's and parents which in turn produce issues related to parental responsibilities and the quality of parent-child interactions, that raising concerns about its impact on child attachment formation and other developmental outcomes. Portmanteau is a word whose form and meaning are the result of combining two or more distinct words. Phubbing is a portmanteau of the words “phone” and “snubbing” To be phubbed is “to be snubbed by someone using their cellphone when in your company (Roberts, 2016).

The “phubbing” could take the form of an interrupted conversation with someone when He/she attends to their smart phone or when she/he is in close proximity to you but uses her/his smartphone instead of communicating with you. It could be the furtive glances at her/his

smartphone when talking with you, interrupting your conversation to take a call, respond to a text, or make a post, or simply ignoring your existence when you are together. The omnipresent nature of smartphones makes phubbing an inevitable occurrence. Consider restaurant dining, for example; it is more often than not that one person at each table is distracted by her/his phone rather than spending quality time engaging with her/his dinner partner. The present research investigates how such distraction caused by our smartphones can negatively affect others. Specifically, our study focuses on “phone snubbing” and its impact on consumers

Parental phubbing, that take place during parent-child interactions, which is associated with poor parent child relationship and insecure parental attachment. It is defined as a new phenomenon that parents snub or neglect their children in social settings by concentrating on phone use (Zhang, 2021). This behavior by the parents is either done consciously or unconsciously that may affect the child development severely. Parents play a crucial role in adolescent during their all stages of development. studies have uncovered a positive relationship between parental phubbing and adolescent depression, the mechanisms of the effect are still unknown (Xie, 2020). Studies have found that parent’s phubbing leads to adolescent’s mobile phone addiction (Xie, 2019), Parental phubbing was associated with problematic smartphone use, and there were bidirectional associations between problematic smartphone use and learning burnout as well as between parental phubbing and learning burnout (Wang, 2023). Researches also finds that Father phubbing and Mother phubbing were positively related to adolescents' peer alienation. Perceived maternal rejection mediated the relationship between Mother phubbing and adolescents' peer alienation. The relationship between Mother phubbing and maternal rejection was stronger for adolescent girls (Xu, 2022). A two-way longitudinal study finds that fathers’ phubbing (father phubbing) and mothers’ phubbing (mother phubbing) predicted adolescents’ subsequent problematic smartphone

use; (b) loneliness mediated the relationship between early father phubbing/mother phubbing and adolescents' subsequent problematic smartphone use; and (c) loneliness and fear of missing out sequentially mediated the relationship between early father phubbing/mother phubbing and adolescents' subsequent problematic smartphone use (Geng, 2021)

A study on the effects of parental phubbing on adolescents' mental health found that higher levels of parental phubbing were strongly associated with increased depressive symptoms in adolescents. Adolescents with low self-esteem were particularly vulnerable, as they were more likely to experience depression when subjected to frequent parental phubbing. The study further revealed that parental phubbing was a significant predictor of increased depressive symptoms, especially in adolescents who had either low self-esteem, low perceived social support, or both. (Wang, 2019). A study on Chinese adolescents found that parental phubbing was a significant predictor of adolescents' social networking site (SNS) addiction, with loneliness serving as a partial mediator in this relationship. Additionally, self-esteem played a moderating role, influencing both the impact of parental phubbing on loneliness and the effect of loneliness on SNS addiction. Specifically, adolescents with higher self-esteem reported less loneliness in response to parental phubbing but exhibited greater SNS addiction after experiencing loneliness compared to those with lower self-esteem. (Dong, 2022).

Recent findings on parental phubbing state its impact on sleep quality of adolescent. Parental phubbing and negative emotions were significantly and positively correlated to sleep quality problems, but self-control was not correlated to sleep quality problem. Parental phubbing directly influenced sleep quality problems and negative emotions. More over self-control played a moderating role in the path of parental phubbing affecting negative emotions (Ding, 2023)

Adolescence is considered an important transition period, because of the cognitive, biological, and social changes that occur during this time period (Elliot, 1990). The psychological impact of this transition on adolescence may vary across individuals. During this time, children undergo rapid development, as they transition from childhood into adulthood. Adolescents begin to question their beliefs, values, and the world around them, which can sometimes lead to feelings of isolation or stress. Because of the challenges and emotional turbulence that accompany adolescence, the care and support of parents are crucial. Adolescents rely heavily on their parents for guidance, reassurance, and stability as they navigate this transformative phase of their lives. Parental presence and involvement can help adolescents feel secure and understood, providing a buffer against the pressures and uncertainties they face.

Adolescence is often a time when conflicts arise more frequently, both within the child and in their relationships with others. Parents lack of involvement and overinvolvement in adolescent can impact in their development. In this context, the importance of parents' physical and emotional presence during adolescence cannot be overstated, as it serves as a foundation for their child's well-being and growth. In the context of phubbing, snubbed adolescents who exposed to a family environment in which parents use mobile phones frequently would imitate and repeat these behaviors of their parents (Ding, 2018)

Parents need to establish clear boundaries and maintain healthy interactions with their adolescents to promote their overall well-being. Setting boundaries helps adolescents understand limits, expectations, and responsibilities, which are essential for their personal growth and emotional regulation. At the same time, maintaining open communication and nurturing interactions fosters a secure and supportive relationship between parents and children. This positive parent-child relationship creates a foundation of trust, where adolescents feel safe to

express themselves, seek guidance, and develop confidence. parental bonding and peer attachment significantly contribute to the psychological well-being of adolescents. Parental bonding was found to have a direct positive impact on adolescents' mental health, with higher levels of parental warmth, care, and involvement correlating with better psychological outcomes. Adolescents who experienced strong parental bonding were more likely to develop secure peer attachments, which in turn contributed to improved psychological well-being. (Sasikala, 2016). One recent study found that higher parental phubbing is associated with lower perceived social support among Chinese adolescents (Wang, 2020)

A strong parent-child bond has far-reaching effects on an adolescent's social development. When adolescents experience a healthy relationship with their parents, it promotes their ability to build and sustain meaningful relationships with others in society. The lack of bonding or an emotionally distant relationship between parents and adolescents can have negative consequences. Without a strong emotional connection, adolescents may struggle with feelings of loneliness, insecurity, and a lack of direction. Studies finds suggest that parental bonding plays an important but non-specific role in the occurrence of adolescent psychopathology (Burbach, 1989). Parent child bonding indeed has a direct influence on the level of aggression of the adolescent (Sharma, 2016). This disconnection from parents can impair their ability to form healthy relationships with others and may contribute to issues such as poor self-esteem, social withdrawal, and difficulty managing emotions also engages in unhealthy behavior such a internet addiction. Findings on study reveal parental bonding indeed has a direct influence on the level of aggression of the adolescent (Sharma, 2016).

Maternal and paternal overprotection significantly associated with problematic social media use. Paternal care decreased and maternal overprotection significantly increased the problematic

internet use. Parental overprotection may be a small but significant risk factor for developing problematic internet uses. (Koronczai, 2020)

Growing research has revealed parent-child relationship was negatively associated with various internalizing (e.g., loneliness and depression) and externalizing (e.g., aggression, indiscipline, and addictive behaviors) problems in adolescents, but little attention has been paid to the effects of parental phubbing on adolescents' bonding with their parents. The existence of an intergenerational transmission of specific parental bonding, which may influence the emotional regulation and therefore the manifestation of psychiatric symptoms (Mannarini, 2018).

### **Need and significance of the study**

Family serves as one of the most influential contexts in the development of adolescents in shaping their emotional, social, and cognitive growth. Within the family structure, parent-child interactions play a central role in fostering a sense of security, identity, and well-being in adolescents. As technology becomes increasingly embedded in daily life, parental phubbing is new challenge that adolescents face along with other stressors. Hence there is a scarcity of research examining the impact of “parental phubbing” defined as parents being distracted by their phones during interactions with their children on the quality of parent-child relationships and the developmental outcomes of adolescents.

By understanding the influence of digital distractions, on family dynamics which hinder the meaningful communication, reduce emotional availability, and weaken the overall connection between parents and their children's, can lead to feelings of neglect, emotional disconnection, and even long-term developmental consequences. Interventions would not only strengthen parent-child bonding but also encourage parents to be more mindful of their digital habits and the potential impact on their children. It will help guide policymakers and educators in developing campaigns

or educational programs to raise awareness about mindful technology use within families, fostering healthier family relationships.

### **Statement of the problem**

In contemporary society, the excessive use of smartphones has led to a phenomenon termed "phubbing". As this behavior becomes increasingly prevalent, and its impact on interpersonal relationships, particularly within familial contexts. Adolescence, a critical period for emotional and psychological development, is marked by a heightened need for parental support, attention and connection. To understand how adolescents perceive and experience parental phubbing, how it affects their emotional connection with their parents, and the potential consequences for their overall well-being and development.

The problem of the present study has been stated as "Impact of parental phubbing on parent child bonding among adolescent"

### **Operational definition**

#### ***Parental phubbing***

In the present study, parental phubbing refers to an act of parents engaging in phone snubbing behavior, which involves distractedly or neglectfully using their smartphones while in the presence of their adolescent children.

#### ***Adolescents***

In the present study, Adolescents refer to individuals between the age of 10-19 in grade 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> from Thiruvananthapuram and Malappuram district.



***Parental bonding***

In the present study, parental bonding refers to the emotional connection and relationship quality between parents and their adolescent children, encompassing factors such as care, rejection, control, autonomy. Parker et al. (1979)

**Objectives of the study**

The study examines the relationship between parental phubbing and parent child bonding among adolescents

To examine the impact of parental phubbing on parent child bonding among adolescents

**Hypotheses of the study**

There will be no significant relationship between parental phubbing on parent child bonding among adolescents.

There will be no significant influence between parental phubbing and parent child bonding among adolescents

## CHAPTER II

### REVIEW OF LITERATURE

#### **Theoretical review**

##### ***Parental phubbing***

(Zhang,2021) “Why parental phubbing is at risk for adolescent mobile phone addiction: A serial mediating mode” Interaction of Person-Affect-Cognition-Execution (I-PACE) model of specific Internet-use disorders, tested a serial mediating model that explained how parental phubbing might accelerate adolescent mobile phone addiction through social anxiety and core self-evaluations (CSE). A sample of 471 junior high school students (282 girls and 189 boys; mean age  $13.46 \pm 1.11$  years) completed measures of parental phubbing, social anxiety, CSE, and mobile phone addiction. The SEM analysis in AMOS 21.0 and the PROCESS macro in SPSS 22.0 were executed to test the mediation. The result found that social anxiety and CSE played multiple mediating roles in the association between parental phubbing and adolescent mobile phone addiction, with parental phubbing influencing adolescent mobile phone addiction through three mediation pathways (total mediation effect = 0.14, 95% CI = [0.09, 0.21]), which accounted for 48.28% of the total effect.

##### ***Parent-child bonding***

###### **Bowlby attachment theory**

Attachment theory, proposed by John Bowlby, is one of the most influential frameworks for understanding parent-child bonding. Based on the theory, the quality of the emotional bond formed during early childhood influences the child’s ability to form secure relationships throughout life. During adolescence, the attachment bond evolves, as adolescents seek greater

autonomy while still requiring a secure base provided by their parents. Secure attachment in adolescence is associated with better emotional regulation, higher self-esteem, and positive social relationships, while insecure attachment can lead to emotional instability and difficulties in peer and romantic relationships.

In the study conducted by (Cassidy, 2013) Bowlby formed a working relationship with a very talented empirically oriented researcher, Mary Ainsworth. Her careful observations, first in Uganda (Ainsworth, 1967) and later in Baltimore, led to a detailed specification of aspects of maternal behavior that preceded individual differences in infant attachment. Provided a gold standard for identifying and classifying individual differences in infant attachment security (and insecurity) and ushered in decades of research examining the precursors and outcomes of individual differences in infant attachment.

#### Evolution theory of attachment

(Bowlby, 1969, 1988) was strongly influenced by ethological theory, particularly by (Lorenz's, 1935) research on imprinting. Lorenz demonstrated that attachment is an innate behavior in young animals (like ducklings) that serves a survival function. Bowlby suggested that, throughout human evolution, infants who stayed close to their mothers were more likely to survive and eventually reproduce. He proposed that both infants and mothers have developed a biological need to maintain close contact. According to (Bowlby, 1969), attachment behaviors, such as seeking proximity, are instinctual and are triggered by situations that appear to threaten closeness, such as separation, insecurity, or fear.

#### Bronfenbrenner's ecological systems theory

The theory, now referred to as the bioecological systems theory, emphasizes the child's own biology as the fundamental microenvironment driving development. Bronfenbrenner's

ecological systems theory highlights the importance of the quality and context of the child's surroundings. According to Bronfenbrenner, as a child grows, their interactions with various environments become increasingly complex. This complexity emerges as the child's physical and cognitive structures develop and mature (Paquette, 2001).

(Bronfenbrenner, 1979) defines human development as a process through which an individual, over time, gains a broader, more differentiated, and accurate understanding of their ecological environment. This understanding motivates and enables the person to engage in activities that either reveal, sustain, or modify the environment, often resulting in greater complexity in both form and content. According to (Bronfenbrenner, 1989; 2002), the primary objective of scientific inquiry is to comprehensively understand the processes and outcomes of human development by examining the interplay between individuals and their environments.

#### Albert Bandura's Social Learning Theory

(Ding, 2021), in their study titled “Why parental phubbing is at risk for adolescent mobile phone addiction: A serial mediating model,” highlight the significance of social learning theory, particularly observational learning, as a fundamental method by which children and adolescents acquire knowledge (Bandura, 1971). Albert Bandura, who established many of the foundational principles of modern social learning theory—also known as social-cognitive theory—proposed that learning predominantly occurs within social contexts and situations. This theory, which remains one of the most influential in developmental psychology, posits that individuals learn from one another through processes such as observational learning, imitation, and behavioral modeling. In the context of social learning, Bandura identified three interacting variables: modeled behaviors, the individual, and the learning environment, all of which influence one another. Bandura emphasized the importance of observing and modeling the behaviors, attitudes, and emotional

responses of others. In 1977, he famously noted that learning would be excessively laborious and potentially dangerous if individuals had to rely solely on the outcomes of their own actions to acquire knowledge. Instead, Bandura argued that most human behavior is learned observationally through modeling; by observing others, individuals form ideas about how new behaviors are executed, and these ideas later serve as guides for action. Bandura's work aligns with the theories of Vygotsky and Lave, which also underscore the pivotal role of social learning in fostering both intellectual and social development.

### **Empirical review**

A exploratory study conducted by (Burbach, 1989) on topic "Parental bonding and depressive disorders in adolescents." The study designed 10 determine whether a sample of depressed adolescents differed from demographically similar samples of normal and non-depressed psychiatric controls as a function of their perceived patterns of parental bonding. Sample population were recruited from the general population Diagnosis were based on a structured diagnostic interview, keyed to DSM-III criteria. Parental bonding was assessed using the Parental Bonding Instrument PHI; (Parker, 1979) and the result found on the study indicate that parental bonding plays an important but non-specific role in the occurrence of adolescent psychopathology.

(Regnerus, 2006) conducted a study on topic "The parent-child relationship and opportunities for adolescents' first sex". The study conducted to determine how adolescents' perceptions of the quality of their parent-child relationships and the varying levels of parental involvement in their lives influences the likelihood of first sex among a sample of adolescent virgins living in biologically intact, two-parent families. The study uses conceptual model linking parent-child relationships to first sex via diminished actual and cognitive opportunities for sex. The result of the study found that girls who enjoy a close relationship with their father are less likely to report

first sex between study waves and No comparable direct relationship appeared for boys or with the mother-child relationship.

A study conducted among tertiary level students in which gender and cultural effects were also taken into consideration by (Tam, 2008) on topic “Parental bonding and parent-child relationship among tertiary students” to study the relationship between parental bonding and parent-child relationship. Data was collected using Parental Bonding Inventory (PBI) and Parent-Child Relationship Survey (PCRS) from 160 tertiary level students from Selangor. Findings of the study shows that stronger parental bonding promotes better parent-child relationship and Females were found to have better parental bonding as well as parent-child relationship compared to males.

(Raudino, 2013) conducted longitudinal study conducted on New Zealand on topic “The quality of parent/child relationships in adolescence is associated with poor adult psychosocial adjustment”. The study conducted to determine the relationships between measures of parental bonding and attachment in adolescence (age 15–16) and later personal adjustment (major depression; anxiety disorder; suicidal behavior; illicit drug abuse/dependence; crime) assessed up to the age of 30. Data was collected from 924 samples aged from 15-16. The result of the study found that the quality of parent/child relationships in adolescence is modestly related to later psychosocial functioning in adulthood.

(Kalhotra, 2013) conducted study on topic “Parent Child Relationship Among High and Low Achieving High School Students” 151 students of IX class students of Govt. school were selected from stratified random sampling for the participate in the study. Rao’s (1989) parent-child relationship scale were used to assess the parental relationship and the statistical technique like mean, median critical ration was used to find the low and high achiever relationship between father-child & mother child relationship. Data was collected using Lamsal inventory and the results

of the study reveals that High achievers are loved more by their fathers than low ones and are given due importance at home and Mothers equally love both high and low achievers.

(Sharma, 2016) conducted study on topic “Relationship between parental bonding and factors of aggression among adolescents”. The study investigated to determine whether adolescents differing in parental bonding differed significantly on aggression. The sample used in study is a group of 80 adolescents (40 males and 40 females), data were collected using Aggression Scale (given by Buss & Perry, 1992) and the Parental Bonding Instrument (given by Parker et al., 1979) by controlling the socio-economic status. Data analysis were done using Pearson Moment Correlation and the result of the study found that parental bonding indeed has a direct influence on the level of aggression of the adolescent.

An ex-post facto research conducted on students by (Sasikala, 2016) on topic “Parental bonding, peer attachment and psychological well-being among adolescents: A mediation analysis”. The study conducted to determine the influence of parental bonding, peer attachment and self-esteem on psychological wellbeing of adolescents. The study also intended to identify self-esteem as mediating factor between parental bonding and psychological wellbeing and between peer attachment and psychological well-being. For the data collection 97 students of 39 boys and 58 girls studying in state board schools at Chennai city were selected using Convenience sampling technique. The result of the study statistically analyzed based on the contemporary and cultural context. strong parental bonding significantly contributes to the psychological well-being of adolescents. Adolescents who perceive their parents as warm and supportive tend to experience higher levels of psychological well-being, including better emotional and mental health. Peer attachment acts as a mediator between parental bonding and psychological well-being and peer attachment mediates parental bonding and psychological wellbeing.

A quantitative cross-sectional study conducted by (Khalid, et. al., 2018) on topic “Parental bonding and adolescents’ depressive and anxious symptoms in Pakistan”. The study conducted to determine the role of parental bonding in relation to depressive and anxious symptoms among secondary school adolescents in Pakistan. The data were collected from 1124 adolescents from eight secondary schools in Rawalpindi, Pakistan using the Urdu translated versions of Parental Bonding Instrument (Qadir et al., 2005) and Hospital Anxiety and Depression Scales (Mumford et al., 1991). Data is analyzed by Confirmatory factor analysis (CFA) and Structural Equation Modeling (SEM). The result of the study based on SEM, found that there is a significant relationship between low parental warmth and depression symptoms among adolescents, whereas maternal protectiveness was a significant predictor for anxiety. Parental authoritarianism was not a significant predictor for depression or anxiety.

(Xie, 2019) conducted study on topic “Parents' phubbing increases Adolescents' Mobile phone addiction: Roles of parent-child attachment, deviant peers, and gender”. The study focused to determine if adolescents' mobile phone addiction increase after being phubbed by parents, and to examine the effects of the mediating roles of parent-child attachment, deviant peer affiliation, and moderating role of gender. Data were collected from 1007 samples of adolescents (518 girls and 489 boys). The data is analyzed using Multivariable regression with bootstrap sampling was executed to test the moderated mediation. The results of the study found that parents' phubbing was positively related to adolescents' mobile phone addiction. Parent-child attachment and deviant peers was found to mediate the relationship between parents' phubbing and adolescents' mobile phone addiction. These findings indicate that parents' phubbing is a risk factor for adolescent mobile phone addiction.



(Hong, et al. 2019) studied on topic “Parents' phubbing and problematic mobile phone use: The roles of the parent–child relationship and children's self-esteem”. The study conducted to determine phubbing behaviors within the context of parent–child households and to examine the associations among parents' phubbing, the parent–child relationship, children's self-esteem, and problematic mobile phone use (PMPU) by adolescents. The structural equation model was used and the data is collected from 1,721 secondary students revealed that parents' phubbing was not only directly associated with children's PMPU but also indirectly associated with PMPU through the mediating roles of the parent–child relationship and children's self-esteem. The result of the study found a possible underlying mechanism for the relationship between parents' phubbing and children's PMPU.

(Niu, et al. 2020) conducted research on “Parental phubbing and adolescent problematic mobile phone use: The role of parent-child relationship and self-control”. The study was conducted to determine the association between parental phubbing and adolescent problematic mobile phone use and its underlying mechanism by the mediating role of parent-child relationship and moderating role of self-control. Data were collected from 726 Chinese adolescents by measuring parental phubbing, parent-child relationship, self-control, and problematic mobile phone use using standardized scales. The result of the study found that parent-child relationship partially mediates the association between parental phubbing and adolescent problematic mobile phone use, but both direct association between parental phubbing and adolescent problematic mobile phone use and the mediating effect of parent-child relationship were moderated by self-control, specifically both these two effects were stronger for individuals with low level of self-control.

(Wang, et. al., 2020) Conducted a study on “Parental phubbing and adolescents' depressive symptoms: Self-esteem and perceived social support as moderators”. The study was conducted to

determine the relationship between parental phubbing and adolescents' depressive symptoms and also to determine whether self-esteem and perceived social support simultaneously moderated this relationship. The data was collected from 2407 students from seven middle schools in China. The results of the study found that adolescents with a high level of parental phubbing were likely to have a high level of depressive symptoms, and Low self-esteem adolescents who experienced higher levels of parental phubbing were more likely to be depressed than high self-esteem adolescents. Higher levels of parental phubbing significantly predict increases in adolescents' depressive symptoms when their self-esteem and perceived social support were both low, or one was low.

(Chen, et. al., 2020) conducted study on “Parental phubbing linking to adolescent life satisfaction: The mediating role of relationship satisfaction and the moderating role of attachment styles.” Data were collected from 303 Chinese teenagers to assess using self-reports of parental phubbing, satisfaction with the parent–adolescent relationship, life satisfaction, and attachment style. Data collected include 155 girls and 148 boys. Data analysis is done using Multiple regressions to determine the association between parental phubbing and adolescents' life satisfaction, the mediating role of adolescents' relationship satisfaction, and the moderating role of adolescents' attachment styles. The result of the study found that Parental phubbing had a negative effect on adolescents' life satisfaction, yet this association was completely mediated by adolescents' relationship satisfaction. Besides, the association between parental phubbing and adolescents' relationship satisfaction was moderated by adolescents' attachment styles.

(Xie, 2020) studied on topic “Parental phubbing accelerates depression in late childhood and adolescence: A two-path model”. The study was conducted to determine the connections between parental phubbing and depression in late childhood and adolescence, as well as the mediating roles

of parental warmth, parental rejection, and relatedness need satisfaction. Two study was conducted in this study in which Study 1 was a cross-sectional study with 530 Chinese students (268 boys and 262 girls) and Study 2 used a short longitudinal design to validate the results of Study 1 and test the mediating roles of parental warmth, parental rejection, and relatedness need satisfaction. Study 2, consist of 293 Chinese students (151 boys, 141 girls, and one participant with no reported gender information. The study found Two sequential mediation effects were found. The first was parental phubbing → parental warmth → relatedness need satisfaction → depression (protection-reduced effect). The second was parental phubbing → parental rejection → relatedness need satisfaction → depression (risk-increased effect). Gender differences were non-significant. The result of the study indicate that parental phubbing was associated with students' depression in late childhood and adolescence through two paths

(Koronczai, 2020) Conducted a research on topic “Parental bonding and problematic internet or social media use among adolescents”. The study conducted to determine the difference between problematic internet use and problematic social media use in terms of their associations with parental bonding among secondary school students. The study uses cross-sectional design method. Through convenience sampling data were collected from 2035 self-reported questionnaires in a paper-pencil survey (54.2% females). The self-report questionnaire involved items that measures Problematic internet use, problematic social media use and parental bonding with both mother and father. Using structural equation modeling the predictors of problematic internet use and social media use were tested simultaneously. The result of the study found that Problematic internet use and social media use have significant correlation. Girls reported more symptoms in problematic use of internet and social media. Maternal and paternal overprotection were significantly associated with problematic social media use. Paternal care decreased and maternal overprotection

significantly increased the problematic internet use. Parental overprotection may be a small but significant risk factor for developing problematic internet uses. Problematic internet use and problematic social media use are not the same; they are slightly different in their associations with parental bonding dimensions

A cross-sectional study is conducted by (Bahreini, et al. 2022) on topic “The effects of parental bonding on depression and self-esteem in adolescence” The study conducted to determine the effects of parental bonding on depression and self-esteem during adolescence in Bushehr in 2010. The data were collected from 482 adolescents (246 females and 236 males) from the first grade at 8 high schools of Bushehr using cluster random sampling. Data analysis were conducted using Descriptive statistics and independent t-test using SPSS. The result of the study found that Parental care was more associated with depression and low self-esteem in both male and female adolescents than parental protection. An interactive combination of low care and high protection (affectionless control) revealed a significant relationship with depression and low self-esteem in female adolescents. The result reveals that a combination of low care and over-protection increases the risk of depression and low self-esteem in female adolescents. Optimum parental behavior is characterized by the behavior through which adolescents get a feeling of freedom, love and protection

(Wu, et al. 2022) conducted a study on topic “Parents can't see me, can peers see me? Parental phubbing and adolescents' peer alienation via the mediating role of parental rejection”. The study conducted to determine the relationship between father phubbing (Father phubbing) and mother phubbing (Mother phubbing) and adolescents' peer alienation. The study also examines whether adolescents' perceived paternal and maternal rejection mediate these associations. Data were collected from 1140 students and Structural equation modeling was used to assess the direct effects

of Father phubbing and Mother phubbing on adolescents' peer alienation and their indirect effects through adolescents' perceived paternal and maternal rejection as mediators. The result of the study found that Father phubbing and Mother phubbing were positively related to adolescents' peer alienation. Perceived maternal rejection mediated the relationship between Mother phubbing and adolescents' peer alienation. The relationship between Mother phubbing and maternal rejection was stronger for adolescent girls.

(Chen, 2023) studied on topic “Discrepancies in Adolescent–Parent Perceptions of Parental Phubbing and Their Relevance to Adolescent Smartphone Dependence: The Mediating Role of Parent–Child Relationship”. The study conducted to determine whether disparities exist in how parents and adolescents perceive parental phubbing and how these perceptual differences impact adolescent smartphone dependence. The study also examines the role of the parent–child relationship in this context. Data was collected from 728 families from a middle school in Wuhan from both children and parents. The result of the study found that there is Significant perceptual differences found between parents and adolescents regarding parental phubbing, Perceptual discrepancies positively predict adolescent smartphone dependence and negatively impact parent–child relationships and parent–child relationships have a negative influence on adolescent smartphone dependence. Also, the parent–child relationship serves as a mediator between perceptual differences in parental phubbing behavior and adolescent smartphone dependence.

(Mi, et al. 2023) conducted a study on “The relationship between parental phubbing and mobile phone addiction in junior high school students: A moderated mediation model”. The data were collected from 780 adolescents from junior high school in China from each grade 7 to 9 at random. The sample include 339 students from 7 grade, 261 students in grade 7 and 180 students from grade 9. Data collected using convenience sampling method which include 393 boys and 387

girls. The result of the study found that parental phubbing is positively associated with mobile phone addiction and parenting practices are directly related to adolescents' outcomes according to the integrative model of parenting.

## **CHAPTER III**

### **METHODOLOGY**

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. It involves describing, explaining, and predicting phenomena in order to solve a problem. The research methodology comprises aspects such as research designs, target population, sample size and sampling procedure, data collection instruments and data analysis procedure. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. (Kothari, 2004).

#### **Research Design**

The study adopts a quantitative research design to investigate the impact of parental phubbing on parent-child bonding among adolescents. Quantitative questionnaire is used in this study by administering the questionnaire.

#### **Participants**

The data were drawn from a sample of 200 adolescents aged between 10-19. The samples were selected using convenience sampling and data was collected through offline mode. The sample consists of 119 males and 81 females from 3 schools of Thiruvananthapuram and 4 schools from Malappuram district.

#### **Tools used for data collection**

**Variables:** The variables in the current study are parental phubbing and parent child bonding.

In the present study existing standardized research questionnaires were used to assess parental phubbing and parent-child bonding. A number of studies have statistically analyzed and tested the questionnaires in order to corroborate the reliability and validity.

The following scale was used to measure parental phubbing:

**Parental phubbing scale (Gerosa, 2020)**

(Gerosa, 2020) generated a large pool of items that were reduced through expert evaluation, inter-rater agreement about face validity, and exploratory factor analysis. This procedure led to retain nine items that loaded on a single, highly reliable factor of perceived partner phubbing.

(Gerosa, 2020) developed two scales for PPS: the PPS-Mother (PPS-M) and the PPS-Father (PPS-F). The PPS-M and PPS-F were identical except for the source of phubbing mentioned, mother and father, respectively. The items were adapted from those included in the Partner phubbing scale (Roberts, 2016). Specifically, the term “cell phone” was replaced by “smartphone,” and the term “partner” was replaced by “mother” or “father,” according to the subscale. No other changes were made for items 1, 2, 3, 4, and 9 of the Partner phubbing scale.

Slight modifications were introduced for items 5 and 6. Indeed, item 5 of the Partner phubbing scale (i.e., “My partner glances at his/her cell phone when talking to me”) was modified into “My mother/father get distracted when we do something together.” This change made the item representative of different activities (i.e., not only talking) shared by adolescents and parents and different ways in which phubbing can be put in place (e.g., glancing at the smartphone, phone calls, playing with online gaming). Item 6 of the Partner phubbing scale (i.e., “During leisure time that my partner and I are able to spend together, my partner uses his/her cell phone”) was changed into “During leisure time that we spend together, my mother/father pays more attention to her/his smartphone than to me,” to detect more extreme situations.

The two remaining items of the Partner phubbing scale were not included because item 7 was reverse coded, and it could generate confusion, whereas item 8 reports a situation (i.e., going out together) that is more typical of romantic relationships than adolescent-parent ones. Thus, each



of the subscales consisted of 7 items.

### **Reliability**

PPS have strong internal consistency, measured by Cronbach's alpha. This coefficient generally falls in the acceptable to excellent range (typically above 0.70), indicating that the items within the scale are closely related and consistently measure the construct of parental phubbing. The PPS has shown good test-retest reliability

### **Validity**

The concurrent validity of the PPS was assessed using multilevel structural equation modeling (SEM). Specifically, we tested the association between parental phubbing and children's perception of social disconnection from parents, both from a source-specific (i.e., constructs related to each parent) and general (i.e., overall measures of parental phubbing and parental disconnection) standpoints. (Gerosa, 2020)

### **Scoring**

Each response options, a five-point Likert scale was used, ranging from 1 "Never" to 5 "All the time." High score of the scale is 70 which indicate that high parental phubbing and low score is 14 which indicate low parental phubbing.

### **Parental Bonding Instrument (PBI-BC), (Klimids)**

The parenting bonding instrument (Brief Current) is a shorter version of the original parental bonding instrument developed by (parker,1979). This instrument measures four areas basically. This scale assesses the perception of the adolescents about their parents in view of the last three months. The scale has four sub items such as care, rejection, control and autonomy. There are 8 items for father and another same 8 items for mothers. The items 1 and 2 represent the care items, 3 and 4 represent the rejection items whereas 5 and 6 represent the control items and 7 and 8" item

represent the autonomy items. The items are assessed in terms of never, sometime and usually. This scale was developed using 8 items from the PBI which replicates the original parenting bonding instrument and has good reliability PBI-BREF (Klimidis, 1992)

### **Reliability**

The PBI possessed good internal consistency and re-test reliability. Further reassuring data have been derived by examining the test-retest reliability of the PBI over extended periods.

### **Validity**

The PBI has been shown to have satisfactory construct and convergent validity and to be independent of mood effects

### **Scoring**

The items 1 and 2 represent the care, items 3 and 4 represent the rejection, items whereas 5 and 6 represent the control, items and 7 and 8<sup>th</sup> item represent the autonomy items. The items are assessed in terms of never, sometime and usually. The scoring is that never gets zero-point, sometime scores one and usually scores two points. A total of the items score show the result of each person scores in each item.

### **Personal Data Sheet**

To collect the sociodemographic details of the participants a personal data sheet was provided which included the variables such as name, age, gender, class and division, father's Occupation, Mother's Occupation, Siblings, and Annual Income

### **Procedure for Data collection**

Data is collected through offline method; the questionnaire was administered directly to the participants. Permission is obtained from school's authorities to collect responses from students in their classrooms. Participants are selected conveniently. Consent is obtained from each participant,

and a rapport is established to ensure their voluntary participation. Participants are provided with the questionnaire and instructed to carefully read the instructions, doubts and clarification was cleared simultaneously. Each item in the questionnaire were read out and they are requested to provide honest responses and respond to all the items in the questionnaires. A time frame of 15-25 minutes is given for completion. After participants finish the questionnaire, they are collected and gratitude is expressed for their cooperation.

**Ethical Considerations:**

Ethical guidelines will be followed throughout the study to protect the rights and well-being of the participants. Confidentiality of data will be maintained, and participants will be assured that their personal information will remain anonymous and confidential.

**Statistical Techniques used for Data Analysis**

The collected data underwent statistical analysis to examine the relationships between the variables of interest. SPSS was used for analyzing the data. Correlation analysis done using Non parametric test with Spearman Rho test and Regression analysis is done detailed by ANOVA, coefficient and Model summary.

## CHAPTER IV

### RESULTS AND DISCUSSION

The present study evaluated the impact of parental phubbing on parent child bonding among adolescents. A total of 200 samples were selected and the variables of interest namely parental phubbing, parent child bonding were measured using parental phubbing (Gerosa, et al. 2020); adapted from (Roberts, 2016) and parental bonding (PBI-BREF; Klimidis, 1992); adapted from (parker,1979) respectively. For the purpose of data analysis, descriptive statistical techniques, Correlation, Regression Model summary, ANOVA for regression model and Coefficient for regression model are used. Since the data is not normally distributed suitable non parametric tests were used for further analysis using appropriate software SPSS, ensuring accuracy and reliability.

The results obtained in the study have been presented in the tables and the results are discussed with respect to objectives and hypotheses.

**Table 1:** *Description of psychological measures in the study*

Scale	Mean	Standard Deviation (SD)
parental phubbing	27.0	7.99
Parent child bonding (PBI- BREF)	20.0	4.07

Table 1 indicates the Mean value and standard deviation of two scales used in this study for the parental phubbing scale, which is used to measure the parents phubbing behavior, the mean value obtained by the sample is 27.0 and the standard deviation is 7.99. parental bonding scale,

which assessed the parent child relationship quality and four areas of parental relationship care, rejection, control and autonomy, the mean value obtained by the sample is 20.0 and the standard deviation is 4.07 respectively.

**Table 2:** *Correlation between Parental phubbing and Parent-child bonding*

Variables	Parent-child bonding
Parental phubbing	-0.139*

Note.  $p < .05^*$ ,  $p < .01^*$ ,  $p < .001^{**}$

The correlation table presented in the results section examines the relationship between the two variables: Parental phubbing and Parent-child bonding. The value indicates that there is a weak correlation between the two variables in the study.

Parental phubbing exhibits a negative correlation significance (-0.139) with parent-child bonding, indicating that as parents phubbing behavior increases the participants bonding with their parents decreases. Only very few studies have been conducted on the relationship between parental phubbing and parent-child bonding, the result of the research by (Niu, 2020) found that parent-child relationship partially mediated the association between parental phubbing and adolescent problematic mobile phone use but both direct association between parental phubbing and adolescent problematic mobile phone use and the mediating effect of parent-child relationship were moderated by self-control, specifically both these two effects were stronger for individuals with low level of self-control. This result also correlates with the findings of the researcher's attempt that parent-child relationship shows a partial mediating to parental phubbing but not directly influence with positive correlation, significant correlation is significant in the study. Also

result of the research conducted by (Xie, 2019) found similar findings that parents' phubbing was positively related to adolescents' mobile phone addiction and Parent-child attachment and deviant peers was found to mediate the relationship between parents' phubbing and adolescents' mobile phone addiction. Although parental phubbing has the potential to undermine youth well-being, the actual consequences for adolescents are variable, depending on their attachment orientations (Chen, 2020). If being phubbed leads to feelings of relational devaluation, the threat to fundamental psychological needs, and even depression these effects could be stronger and potentially more detrimental in the long-term when adolescents are phubbed by their parents. This is because communication and parental responsiveness have central roles in children and adolescents' development (Gerosa, 2020). The findings revealed that there is having a negative significance between variables.

### **Regression analysis:**

**Table 3** *Regression model summary of parental phubbing and parental bonding*

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	.187 <sup>a</sup>	.035	.030	3.996

Note.  $p < 0.05^*$ ,  $p < 0.1^*$ ,  $p < 0.01^{**}$

The above table of regression model shows the regression value is .035 ( $R^2 = .035$ ) which indicate that only 3.5% of parental bonding is explained by parental phubbing. Although this is relatively small percentage but still it is statistically significant.

**Table 4** ANOVA for the regression model

Model	Sum of squares	df	Mean Square	F	sig
1 Regression	114.906	1	114.906	7.193**	.008
Residual	3178.915	199	15.974		
Total	3293.821	200			

Note.  $p < 0.05^*$ ,  $p < 0.1^*$ ,  $p < 0.01^{**}$

Dependent Variable: Parental Bond

Predictors: (Constant), Parental Phubbing

The ANOVA for the regression model provides an F value of 7.193\*\* (F=7.193), which means that the overall regression model is a good fit for the data with significance value of .008 the model is statistically significant at  $P < 0.511$ . which predicts that parental phubbing significantly predicts parent- child bonding.

**Table 5** Coefficients for the regression model

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Std. Error	t	
1 (Constant)	22.522	.992		22.698	.000
Parental Phubbing	-.094	.035	-.187	-2.682	.008

Note.  $p < 0.05^*$ ,  $p < 0.1^*$ ,  $p < 0.01^{**}$

Dependent Variable: Parental Bond

The table shows the Coefficient for the regression model with Unstandardized Coefficient indicate that every one unit increase in the parental phubbing the parent-child bond decreases by 0.094 units ( $B = -.094$ ), and in Standardized Coefficient the ( $B = -.187$ ) indicate small negative effect,  $t$  value of  $22.698^{**}$  ( $t=22.698$ ) indicates statistically significant, which conclude that there is a relationship between parental phubbing and parent-child bonding.

There is no study showing similar significance directly between parental phubbing and parent-child bonding but study conducted by (Niu, 2020) found that parent-child relationship partially mediates the association between parental phubbing and adolescent problematic mobile phone use, but both direct association between parental phubbing and adolescent problematic mobile phone use and the mediating effect of parent-child relationship were moderated by self-control, specifically both these two effects were stronger for individuals with low level of self-control. parental phubbing is a mediating factor that effect the parent-child relationship quality. The stated hypothesis in the study is rejected with the conclusion of significant relationship between parental phubbing on parent-child bonding and parental phubbing impact on parent-child bonding. Hence parents phubbing behavior influence on the quality of relation with their children's, can lead to long-term developmental consequences for the adolescents.



## CHAPTER V

### SUMMARY AND CONCLUSION

The aim of the study was to examine the impact of parental phubbing on parent child bonding among adolescents. The sample size of the present study was 200 adolescents, both males and females within the age group of 10-19 years, in which the participants were selected using convenience sampling technique. To measure the variables of the interest, existing standardized measures are used such as parental phubbing (Gerosa, 2020); adapted from Roberts, 2016) and parental bonding (PBI-BREF; Klimidis et al., 1992); adapted from (parker, 1979). Informed consent was collected from the selected participants. After data analysis, using nonparametric test such as spearman's rho method and regression to analyze the influence of the parental phubbing on parent child bonding are used for the statistical analysis of the data. The result obtained by the analysis are discussed comprehensively with respect to the objectives and hypotheses.

The results of the study state that there is a negative significant relationship between parental phubbing and parent child bonding, indicating that parental phubbing increases, leads to decreases in the quality of the parent-child bonding. Finally, result from the regression analysis showed that impact of parental phubbing is significant predictor in a mild range on parent child bonding.

#### **Major findings and Conclusions of the study**

- There is a significant correlation between parental phubbing and parent child bonding ( $\rho = -0.139$ ,  $p < .05$ ), which conclude that there is relationship between the variables, change in one variable bring change in another variable.
- Parental phubbing is significant mild predictor of parent child bonding ( $r^2 = .035$ ) which indicate that quality of parent- child relationship is influenced by parental phubbing

in a small range but more influenced by other factors, in which the statement hypothesized in the study is rejected.

### **Implications of the study**

As the digital world develops, India is also part of this development. Parental phubbing, a method of neglecting children by preoccupied in smartphones is a new lookout in the research field, which shows high prevalence and it has lifelong impact on adolescent's development stages. The parents phubbing behavior and its associated physical and psychological factors were critical in other countries specifically in china, but very limited attention is given a country like India, where relationship plays a important part in the culture.

This research, by identifying impact of parental phubbing on parent child bonding has contributed to the literature on the impact of parent's phubbing behavior on the relationship among the parent and their children's. By narrowing the focus to adolescents, a stage during which physiologic, cognitive, social and emotional changes occur simultaneously during which the adolescents need more care, support and social connectedness from parents and with others to develop more critical, clear and open communication, quality of relationship.

The findings of this study will inform and support guidance and psychological counseling programs for both parents and children. Family psychotherapy is one approach that can help each member in the family to identify and challenge the boundary problems, communication issues and parenting issues to develop more healthy parenting, understand the concerns of the children's and enhance the quality of time with children by collaborative engaging in activities to improve their overall mental well-being. Cognitive- behavioral therapy (CBT) can also give the parents to challenge and change the negative thought patterns related to smartphone use, to help the parents to break the cycle of phubbing. Overall, this study provide insight for parents to build a healthy

relationship with children's and about the consequences of parent's phubbing behavior that negatively affect the both children's and parent's wellbeing. Thereby understanding how it affect the parent child relationship and other associating factors that affect the relationship quality to take action to reduce this burden through identifying, addressing and preventing the impact of parental phubbing on the parent relationship quality.

### **Limitations of the study**

- The study was done in a limited sample of 200 adolescents, which is relatively small compared to the general population.
- The gender ratio was not proportional.
- The study was conducted based on the adolescent's perspective, parents' perspective about their phubbing behavior can also be consider in further studies
- Specific parents phubbing can its influence can be considered such as single parent family
- Mixed approach to the study may able to know the in-depth understanding of the effect in adolescents and parents, in which study conducted was only qualitative approach.
- The study couldn't look into the association of parental phubbing with other specific demographic characteristics such as gender, socio-economic status and geographical location.
- The findings were based on self-reported data and may have been susceptible to response biases.

**Suggestions for future research**

- Since the current research is done with only 200 samples, study by widening the sample size may yield more outcomes.
- Future research can also look at the association of parental phubbing with other demographic variables such as gender, socioeconomic status.
- Doing a qualitative study or mixed approach will also help in conducting an in-depth exploration of parental phubbing and its impact on various other factors.

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## **APPENDICES**

## **Informed Consent Form**

Hello! I am final year MSc Counselling Psychology. As part of my course curriculum, I am conducting a research on the topic “Impact of parental phubbing on parent child bonding among adolescents” and it will require approximately 15-20 minutes to complete the given questionnaires.

I will be very grateful for your keen participation in my study.

Eligibility criteria: Adolescents aged 10-19

Informed consent: Should you wish to participate in the study, the researcher will ask you for your personal information. You need not worry about your personal information or your identity for they will be strictly in the hands of the researcher. The information will be used only for research purposes. Confidentiality will be maintained.

**I hereby endorse that I am willing to take part in this study:**

Signature.....

## **Personal Data Sheet**

Name/Initials:

Age:

Gender:

School:

Class and Division:

Father's Occupation:

Mother's Occupation:

Siblings:

Annual Income:

## Parental phubbing scale

Mother form

Never      Rarely      Sometimes      Often      All the time

1. During a typical mealtime that my mother and I spend together, my mother pulls out and checks his/her smart phone.

Never                  Rarely                  Sometimes                  Often                  All the time

2. My mother places his or her smart phone where they can see it when we are together.

Never                  Rarely                  Sometimes                  Often                  All the time

3. My mother keeps his or her smart phone in their hand when he or she is with me.

Never                  Rarely                  Sometimes                  Often                  All the time

4. When my mother smart phone rings or beeps, he/she pulls it out even if we are in the middle of a conversation.

Never                  Rarely                  Sometimes                  Often                  All the time

5. My mother get distracted when we do something together.

Never                  Rarely                  Sometimes                  Often                  All the time

6. During leisure time that we spend together, my mother pays more attention to her/his smartphone than to me.









