



Relationship between Parental Phubbing and Parent-Child Relationship Quality among Adolescents

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Abstract: Adolescence is a critical stage for emotional development during which a strong-parent child relationship is important for fostering healthy emotional regulation. However, with the growing presence of smartphones, parents often engage in phubbing which leads to implications for family dynamics. Phubbing refers to the practice of using a mobile phone during face-to-face conversations or social interactions. The purpose of this study was to explore the relationship between parental phubbing and quality of the parent-child relationship among adolescents from a sociological perspective. The current study also examined gender differences in parental phubbing experiences. Data was collected from 115 adolescents studying in various Indian schools using convenience and snowball sampling technique. Online google form was created consisting of Parental Phubbing scale based on Roberts and David (2016), Partner Phubbing Scale and Parent-Adolescent Relationship scale by Burke et al. (2020). Independent Sample t-test, Pearson's Product Moment Correlation and Linear Regression analysis were used for data analysis. The findings showed that there were no significant gender differences in parental phubbing experiences among boys and girls. Hostility in parent-child relationships was

significantly and positively correlated with Parental Phubbing. However, there was no significant relationship between Connectedness and Parental Phubbing. Parental Phubbing emerged as a significant positive predictor of Hostility in Parent-Child relationship among adolescents. The findings of this study have useful implications for families in balancing smartphone use with meaningful family interactions.

Keywords: *Adolescents, Phubbing, Parent-child relationship*

1. Introduction

Adolescents are individuals who fall into the transition phase from childhood to adulthood, a period known as adolescence. According to the World Health Organization (1986), adolescence “typically occurs between the ages of 10 and 19 years”. During this time, adolescents experience significant changes in four main areas: physical, mental, emotional, and social development (Blakemore et al., 2007; Giedd et al., 2006). Adolescence is also a critical stage for personality development, as individuals explore their identity more deeply (Steinberg, 2008). The experiences they go through and the relationships they build during this time shape who they become as adults. Interactions with others play a significant role in shaping their personality. During this crucial phase of life, both friends and parents have a vital influence (Laible, 2007; You et al., 2015).

Adolescents often seek acceptance and emotional support from friends, while parents continue to be key figures, serving as their primary source of socialization (Murphy et al., 2017). Adolescents tend to mirror their parents' behaviors, values, and beliefs, which strongly influence their development. According to the social learning theory by Bandura (1977), individuals can acquire certain behaviors simply by observing the actions of others, especially the behavior of family members (Grusec, 1994; Niu et al., 2020). Multiple studies have shown that a poor parent-child relationship is linked to negative outcomes in adolescents. These include internal issues like loneliness and depression, as well as external behaviors such as aggression, lack of discipline, and other problems (Niu et al., 2020; Vieira et al., 2016).

Communication is essential at many stages of life, but during adolescence, it becomes particularly crucial. As adolescents go through a phase of self-exploration, effective communication plays a key role in helping them better understand themselves, build trust, gain confidence, and strengthen relationships with friends and family. While communication in general is important, communication with parents holds special significance, as teens need guidance and

support during this time. This concept is best explained through attachment theory by Bowlby (1969), which emphasizes the importance of secure and supportive relationships in promoting healthy development.

Attachment theory is a psychological framework developed by John Bowlby (1969; 1973) that explains how humans form emotional bonds, especially during childhood. In the context of family or parent-child relationships, attachment refers “to the deep emotional connection between a child and their caregiver, typically a parent”. This bond provides the child with a sense of security and love (Bowlby, 1969; 1973). Attachment usually begins to form in early childhood, right after birth, as children depend on caregivers to meet their basic needs. The way caregivers respond to these needs shapes the child's future relationships and social interactions (Bowlby, 1969; Thompson, 2008). For instance, children with secure attachments often grow up to form healthy relationships, while those with insecure attachments may face challenges with trust, self-esteem, and emotional connections (Bowlby, 1977; Bowlby, 1980; Georgiou, 2008).

During the critical stage of adolescence, disruptions in communication can significantly impact various aspects of an adolescent's life. With the rapid advancement of technology, mobile phone usage has increased worldwide. As a result, problematic mobile phone use has emerged as a global concern, particularly among adolescents (Foerster et al., 2015; Niu et al., 2020). While mobile phones provide numerous benefits, excessive use can lead to psychological and physical health issues, such as sleep disturbances, depression, and other related problems (Liu et al., 2017; Yang et al., 2019). Advancements in technology has created many obstacles in social interaction, often resulting in “technoference”, which is a term describing “how technology affects daily activities and interactions” (McDaniel & Radesky, 2018).

The rising concerns over excessive use of phone can contribute to an issue known as “phubbing” (Davey et al., 2018). Phubbing refers to “an act of ignoring someone in a social setting by focusing on one’s phone” (Chotpitayasunondh & Douglas, 2018). “Phubber” refers to a person that engages in the act of phubbing or the one who favors his phone instead of engaging in a conversation. “Phubbee” refers to a person “who is being phubbed. In other words, it represents a person who is being ignored or neglected” (Chotpitayasunondh & Douglas, 2018). Studies indicate that phubbing is likely to weaken the quality of interpersonal interactions (Abeele, 2020; Al-Saggaf & O’Donnell, 2019). Recent research has indicated that people who were phubbed during a

conversation reported the quality of conversation to be poor and less effective (Przybylski & Weinstein, 2013; Al- Saggaf & O'Donnell, 2019).

Parental Phubbing refers “to the act of parents using their phones in the presence of their children rather than interacting with them” (Zhang et al., 2021). Findings have consistently established that parent-child relationship plays a major role in the development of children and their ability to adapt (Niu et al., 2020; Popov & Ilesanmi, 2015). In line with this, recent research has revealed that parental phubbing is an important determinant of smartphone addiction among children (Xie et al., 2019). Family systems theory clearly explains the effects of parental phubbing on adolescents (Bowen, 1993), by highlighting how emotional well-being is influenced by family members (Wang et al., 2019). When parents overlook their children by favoring their phones, it conveys a message that smartphones are being prioritized and favored over them. If such signals or behavior persist over time, it can constrict the healthy parent-child bonding and diminish the positive relationship between parents and children. This has the potential to negatively impact adolescents' sense of security and mental health (Stockdale et al., 2018; Wang et al., 2019).

Parental phubbing mostly results in feelings of rejection and neglect in children (McDaniel & Radesky, 2018). Studies confirm that phubbing in parent-child relationship contributes to feelings of distress, escalates conflicts and results in poor quality of communication (Kildare & Middlemiss, 2017; McDaniel & Radesky, 2018; Niu et al., 2020). Research also demonstrates that feelings of neglect or rejection from parents increases the risk of psychological adjustments in young people. Such rejection has been reported to be linked with depression and lower levels of satisfaction (Ferrara et al., 2016; Niu et al., 2020).

It is clear that in today's world, phubbing has become a common phenomenon (Chotpitayasunondh & Douglas, 2016). Undeniably, smartphones are prevalent in everyday life of people, therefore, it is crucial to understand this rising trend in the context of family (Wang et al., 2019). During the period of adolescence, parental engagement plays an integral role in fostering self-esteem, emotional stability, and strong communication skills among teenagers (Grossmann et al., 2005; Nickerson & Nagle, 2004; Sroufe, 2005). Despite of growing trends of parental phubbing nowadays, limited research exists on the impact of parental phubbing on the quality of parent-child relationships during adolescence i.e. how do adolescents perceive and experience parental phubbing as well as potential consequences for their overall well-being and development,

especially in India. Thus, to fill this gap, this study aimed to investigate the relationship between parental phubbing and the quality of parent-child relationships among adolescents. The parent-child relationship quality in the current investigation was assessed using the dimensions of Connectedness and Hostility. Connectedness represents an integral aspect of parent-child relationship centered around the affective bond a child shares with his parents. This includes the level of trust, openness, and comfort the child experiences in his interactions with the parents (Burke et al., 2020). Hostility in parent-child relationship refers to parents' rejection, avoidance and irresponsiveness towards their children. It is representative of a relationship characterized by anger, frustration and emotional tension. Hostility is likely to create a negative environment wherein children feel emotionally distant from their parents, often leading to conflicts and arguments between parents and children (Burke et al., 2020).

Furthermore, it is important to note that boys and girls interpret and react differently to parents' behaviors. Studies have shown that parental phubbing experiences is influenced by gender differences (Wang et al., 2022; Yin et al., 2024). In other words, boys and girls may respond in distinct ways when they are being phubbed by their parents. Considering the above-mentioned aspects, this study also aimed to examine the gender differences in parental phubbing experiences among adolescents. By exploring these differences, this investigation attempts to offer a better understanding of how parental phubbing affects boys and girls.

1.2 Research Objectives of the Study

- a) To study the gender differences in parental phubbing experiences among adolescents.
- b) To study the relationship between parental phubbing and parent-child relationship quality (Connectedness and Hostility).
- c) To study the role of parental phubbing as a predictor of connectedness in parent-child relationship quality among adolescents.
- d) To study the role of parental phubbing as a predictor of hostility in parent-child relationship quality among adolescents.

1.3 Hypotheses

1. There will be significant gender differences in parental phubbing experiences among adolescent boys and girls.
2. There will be a significant and negative relationship between parental phubbing and connectedness in parent-child relationship quality among adolescents.

3. There will be a significant and positive relationship between parental phubbing and hostility in parent-child relationship quality among adolescents.
4. Parental phubbing will significantly and negatively predict connectedness in parent-child relationship quality among adolescents.
5. Parental phubbing will significantly and positively predict hostility in parent-child relationship quality among adolescents.

2. Review of literature

2.1 Parental Phubbing and Parent-Child Relationship Quality

As discussed earlier, parental phubbing refers to parents' habit of ignoring their children by focusing on their smartphones. The concept of parental phubbing has gained popularity due to its impact on the quality of parent-child relationships. However, there are a limited number of studies on this topic and it's a growing area of research. To the best of our knowledge, research studies conducted so far exploring the relationship parental phubbing and parent-child relationship underscores that indeed parental phubbing is negatively related to parent-child relationship quality.

A study by Kildare and Middlemiss (2017) found that "phubbing" during parent-child interactions has harmful effects. It can make children feel neglected and sad, ultimately reducing the quality of their interactions and overall satisfaction. This highlights the negative impact of smartphone use on family relationships. Research by Pancani et al., (2021) suggested a positive link between children's perception of parental phubbing and their feelings of social disconnection, indicating that the more children felt ignored by their parents due to phubbing, the less connected they felt to them.

A study by Nidhuna (2024) revealed that parental phubbing is linked with weak parent-child bonding. The relationship quality between parents and their children is negatively affected when parents are consistent in exhibiting phubbing behavior. Further, the findings of McDaniel and Coyne (2016) highlighted that when phubbing occurs between parents and children, it disrupts family communication, hence making it difficult to develop a strong bond between them. Dong et al. (2023) also found that frequent engagement in phubbing by parents may result in neglect of children's needs and gradually lead to emotional distance between parents and their children.

Furthermore, a study by Zhang et al. (2023) indicated that repeated use of phone by parents may have a negative impact on the development of social and emotional skills among children.

Supporting findings by Xie and Xie (2020) has shown that parental phubbing is related to depression in adolescents. Additionally, Wang et al. (2020) reported that children who are exposed to higher levels of parental phubbing are likely to experience depressive symptoms. Adolescents with low self-esteem may suffer from a greater impact, implying that they are more likely to experience depression as compared to children with higher self-esteem. This demonstrates the critical role of parents and their contribution in shaping the mental health of adolescents.

Moreover, many other studies have shown that parental phubbing is associated with negative outcomes such as hostility, high emotional dissatisfaction and poor self-esteem levels in children (Georgiou, 2008; Niu et al., 2020; Wang et al., 2019).

These studies thoroughly explore the impact of parental phubbing on parent-child relationship quality. To summarize, the review of literature suggests that parental phubbing is negatively associated with the quality of parent-child relationship. The greater use of phones by parents and the growing prevalence of phubbing makes it crucial to study its role in family dynamics.

2.2 Gender differences in Parental Phubbing

It is crucial to understand whether parents are involved in phubbing their children based on the gender of the child. Comprehending these aspects helps in identifying weaknesses in parent-child relationship, which can provide useful insights into how parental phubbing affects the well-being of boys and girls differently. Several authors have reported gender differences in parental phubbing experiences (Wang et al., 2022; Yin et al., 2024). A study by Wang et al. (2022) found that both father and mother phubbing is related to increased symptoms of depression in adolescents. Girls are more affected as compared to boys when fathers exhibit phubbing behaviors. Findings by Xie et al. (2019) suggested that mobile phone addiction is closely associated with parental phubbing in adolescents. Boys are more affected than girls, especially when influenced by negative peer relationships. Evidence from Wang et al., (2022) revealed that when boys experience parental phubbing, they struggle to understand other perspectives, often leading them to engage in online arguments. However, Wang et al. (2023) highlighted gender did not influence the effects of parental phubbing.

Overall, it is clear that the gender differences in parental phubbing are inconsistent. Some studies suggest that boys and girls differently perceive phubbing by their parents, while others suggest that there are no clear gender differences in parental phubbing experiences. A more

thorough investigation could help in clarifying these differences and provide a better understanding of the different factors that influence parent-child relationships in the context of phubbing.

3. Methodology

3.1 Sample

The sample consisted of 115 adolescents aged 12 to 19 years (Boys = 61, Girls = 54) selected through convenience and snowball sampling technique. The participants included students studying in various schools in India. A Google form was created, incorporating two psychological assessment tools, i.e. Parental Phubbing scale based on Roberts and David (2016) Partner Phubbing scale and Parent-Adolescent Relationship scale by Burke et al. (2020). The survey link was distributed through various social media platforms. To be eligible for inclusion, participants had to fall within the specified age range (12-19 years). The mean age of the total sample was 15.34 years.

3.2 Psychological Measures

The following two psychological instruments were used in this study.

3.2.1 Parent-Adolescent Relationship Scale

The Parent-Adolescent Relationship scale which consisted of 15 questions, has been developed by Burke et al. (2020). It evaluates the quality of the relationship between adolescents and their parents. This scale assesses three key dimensions of parent-child relationship:

- ***Shared Activities (4 items)***: This dimension evaluates how frequently parents and adolescents engage in activities together, such as spending quality time, eating meals, or participating in enjoyable or meaningful tasks.
- ***Connectedness (5 items)***: This measures the emotional closeness between parents and adolescents, including the level of trust, openness, and comfort in sharing thoughts and feelings.
- ***Hostility (6 items)***: This aspect captures the presence of negative interactions within the relationship, such as arguments, frustration, anger, or any form of emotional tension.

Each item includes 6 response options ranging from 0 (not at all true) to 5 (always true). Participants had to select the option that best reflects their relationship with their parents. For scoring, a mean score was calculated for each subscale. This was done by summing the responses for all items in a subscale and dividing by the number of items. For example, the Shared Activities

subscale, which has 4 items, is scored by summing the responses for those items (e.g., 1+2+3+10) and dividing by 4. Similarly, the Connectedness subscale, with 6 items, was scored by summing the responses and dividing by 6. The same was done with the third subscale, i.e. hostility. For the present study, only hostility and connectedness subscales were used.

The author has reported that each subscale had strong factor loadings (above 0.60). The scale is a reliable tool with internal consistency scores between 0.84 and 0.91 for different age groups. A strong test-retest reliability, with scores ranging from 0.73 to 0.84, also indicates good psychometric property (Burke et al., 2020). Considering the good psychometric properties of this questionnaire, it was deemed reasonable to employ it in its original form for the present investigation.

3.2.2 Parental Phubbing

To measure parental phubbing, Partner Phubbing scale by Roberts and David (2016) was adapted in this study. The original 9-item questionnaire was modified from interactions between romantic partners to interactions between parents and children. The items measured how frequently participants felt ignored by their parents due to the mobile phone usage. The responses were recorded on a 5-point likert scale which ranged from 1 (never) to 5 (all the time). The range of the total score was from 9 to 45, with higher scores reflecting higher levels of parental phubbing experiences. The modified adapted version of partner phubbing scale has been used in past studies as well (Khodabakhsh & Le Ong, 2021; Niu et.al., 2020). The original scale has shown good psychometric properties with Cronbach's alpha of 0.93 indicating good and strong consistency. The adapted version by Niu et al. (2020) also proved to be reliable and highly valid with a Cronbach's alpha of 0.91. Similarly, Khodabakhsh and Le Ong (2021) reported a Cronbach's alpha of 0.87 indicating good reliability.

3.3 Procedure

The data was collected by an online survey using google forms. The data collection took place throughout October 2024. Permission was taken by the school authorities to conduct this investigation. Before completing the questionnaire, participants were fully informed about the study's purpose, as well as the confidentiality measures. Clear instructions were given in the form for filling both the psychological tools. The form required 10-12 minutes for completing. Demographic information, including gender and age was gathered prior to filling out the questionnaire. Informed consent was taken from the respondents. They were briefed that their

participation is voluntary, and the results of this study will only be used for research purpose and publication in academic journal. Parental consent was not taken in this study since it is a minimal risk investigation. Moreover, the research objectives required adolescent's autonomous responses. Considering that all ethical standards were adhered to, and no identifiable information was collected, the possible role of parents in influencing the adolescents' responses could have jeopardized the findings of this study. No incentives were offered for participation.

3.4 Data Analysis

SPSS 21.0 was used for data analysis. Descriptive statistics were calculated to check the normality of the data. Inferential statistical analysis was conducted using Pearson's Product Moment Correlation, independent samples t-test, and Simple Linear Regression.

- i. The Independent samples t-test was used to assess gender differences in parental phubbing.
- ii. Pearson's Product Moment Correlation was used to examine the association between parental phubbing and parent-child relationship (Connectedness and Hostility) among adolescents.
- iii. Simple Linear Regression was used to examine the role of parental phubbing as a predictor of parent-child relationship (Connectedness and Hostility) among adolescents.

4. Results and Discussion

Table 1: *Descriptive Statistics: Mean, Standard Deviation, Skewness, and Kurtosis for the Variables in the Total Sample*

Variables	N	Mean	Std. Deviation	Skewness	Kurtosis
Parental phubbing	115	22.18	7.45	0.842	1.00
Connectedness	115	22.06	7.44	-0.991	2.88
Hostility	115	9.31	5.32	0.484	-0.09

Table 2: *Descriptive Statistics: Mean, Standard Deviation, Skewness, and Kurtosis for the Variables by Gender (Boys and Girls)*

Variable	Gender	N	Mean	St. Deviation	Skewness	Kurtosis
Parental phubbing	Boys	61	22.54	8.22	0.942	0.796
	Girls	54	21.77	6.52	0.495	0.813
Connectedness	Boys	61	22.08	7.60	-1.01	0.276
	Girls	54	22.03	7.33	-.987	0.454
Hostility	Boys	61	9.85	5.50	0.436	-.101
	Girls	54	8.70	5.10	0.526	-.034

Before performing the inferential statistics, descriptive statistics were calculated to assess the mean, standard deviation, skewness, and kurtosis of the variables under study. *Table 1* highlights the findings of descriptive statistics for the total sample (N = 115). *Table 2* presents the findings of descriptive statistics for boys (N = 61) and girls (N = 54). The values of skewness and kurtosis indicate that the data was normally distributed, hence justifying the use of the further inferential statistics.

Table 3: *Means, Standard Deviations of scores and t-ratio for Parental Phubbing among Adolescents*

Gender	Mean	Standard Deviation	t-ratio	Significance value
Boys (N=61)	22.54	8.22	0.546	0.586
Girls (N=54)	21.77	6.52		

Further, **Table 3** shows the results of independent sample t-test ($t = 0.546$, $p > 0.05$) which highlights that there were no significant gender differences in the experiences of parental phubbing among adolescents. The values of mean scores also highlights that there was negligible difference between boys and girls for parental phubbing experiences. Supportive findings have been reported by Wang et al. (2023).

The lack of significant gender differences in parental phubbing experiences could be explained by increasing equality in parental behavior toward sons and daughters nowadays. Parents now frequently use their phones in ways that are independent of the child's gender, as their focus shifts to devices rather than interpersonal engagement. Furthermore, technology use and digital distractions affect all family members equally, regardless of gender. When parents prioritize phones over their children, both sons and daughters are likely to have similar emotional responses. Additionally cultural movements toward equal treatment of children suggest that parents interact with both sons and daughters in similar ways, resulting in comparable amounts of phubbing. Based on the above results, hypotheses 1 is rejected.

Table 4: Results showing Pearson's Product Moment Correlation between Parental Phubbing and Parent-child Relationship Quality among Adolescents (Connectedness and Hostility)
($N = 115$)

Variables	Connectedness	Hostility
Parental Phubbing	0.106	0.499**

**Correlation is significant at 0.01 level.

As shown in **Table 4**, Pearson's Product Moment Correlation was calculated to study the relationship between parental phubbing and parent-child relationship (connectedness and hostility). The results suggest that hostility in the parent-child relationship was significantly and positively correlated with parental phubbing among adolescents ($r = 0.499$, $p < 0.01$). However, there was no significant correlation between connectedness and parental phubbing among teenagers. Based on the above findings, hypotheses 2 is rejected and hypotheses 3 is accepted.

Table 5: *Results of Linear Regression Analysis*

Criterion	Predictor	Beta Coefficient	t	Sig	R	R Square
Hostility	Parental Phubbing	0.499	6.119	0.00	0.499	0.249

Table 5 shows the results of linear regression analysis for parental phubbing as the predictor and hostility as the criterion variable. The results reveal that parental phubbing ($\beta = 0.499$, $p < 0.01$) significantly and positively predicted hostility among adolescents. As highlighted, approximately 25% of the variance in hostility is explained by parental phubbing. The results suggest that adolescents who reported having more experiences of parental phubbing also reported higher hostility in Parent-Child relationships. Hostility can be described as feelings of resentment, anger or aggression towards someone or something. Adolescents are likely to experience feelings of hostility when their parents engage in phubbing which in turn may contribute to further instances of parental phubbing.

A study by Kildare and Middlemiss (2017) found that when mothers spend less time with their children, it negatively impacts the quality of parental conversations and reduces satisfaction in the mother-child relationship. This could be due to unmet expectations in communication which results in hostile dynamics within relationships. Chng et al. (2015) argued that when children's needs are not adequately met, they may develop a sense of abandonment or neglect, leading them to seek affection and attention from their parents. The results of this study align with the results obtained by previous researchers (Dong & Li, 2023; McDaniel & Coyne, 2016). Conflicting parent-child relationship can be attributed to several factors, including the type of attachment with the caregiver, communication skills, parental warmth and care, and behavioral problems among children. One of the pivotal factors which has the potential to grab parents' attention is technology. For example, parents may stay engaged with their phones while eating meals together or be distracted in the presence of their children. Such distractions have a negative impact on the quality of parent-child relationship (Pancani et al., 2021).

Smartphones are the most distracting of all technologies since they are always there. When parents ignore their children due to smartphone use (also known as "phubbing"), the consequences can be especially damaging because children rely greatly on their parents for emotional support

and connection. Healthy communication and attentiveness from parents are vital for children's growth and development (Davidov & Grusec, 2006; Kochanska & Aksan, 2004; Pinquart, 2016). Research by McDaniel and Radesky (2018) discovered that when mothers are distracted by technology, their young children exhibit more behavior difficulties, such as acting out or withdrawing. This demonstrates how parental smartphone use can seriously affect parents' relationship with their children. An interesting finding in this study was that connectedness did not show any significant association with parental phubbing. Connectedness in parent-child relationships refers to the emotional bond that exists between a parent and their child. A possible explanation for this finding could be that parental phubbing tends to have a more direct impact on negative emotions, such as anger, rather than influencing relational domains like connectedness. In other words, adolescents may be more likely to feel anger due to parental phubbing rather than seeing it as a factor that reduces emotional closeness with their parents. On the basis of the results of linear regression analysis, hypotheses 4 is rejected and hypotheses 5 is accepted.

5. Conclusion

The main objectives of this study were to assess gender differences in parental phubbing experiences and to investigate the relationship between parental phubbing and parent-child relationship quality among adolescents. The results indicated that there were no significant gender differences among boys and girls. Moreover, there was no significant relationship between connectedness and parental phubbing. However, hostility in the parent-child interaction was strongly and positively linked with parental phubbing in adolescents. This study highlights the potential for improving parenting practices by encouraging parents to minimize phubbing and enhancing their interactions with their children. It underscores the importance of awareness programs aimed at educating families about the impact of excessive mobile phone use on family dynamics, promoting more mindful behavior during family time. Schools are suggested to provide support by designing campaigns to help families understand the art of balancing usage of technology and encourage positive familial communication. Although the present study provides valuable insights, there are some limitations of this study that should be considered. Small sample size limits the broader applications and generalization of the results procured. The cross-sectional design of the study restricts the ability to determine cause and effect relationships. Future research can explore the long-term effects of parental phubbing on adolescents, along with investigating the cultural differences that may influence the impact of parental phubbing.

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