



PARENTAL PHONE ADDICTION AND ITS EFFECT ON CHILDREN'S ACADEMIC SELF-EFFICACY

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ABSTRACT :

This research investigates the impact of parental smartphone addiction on children's academic self-efficacy, focusing on the relationship between parental phone addiction and children's confidence in their academic abilities. The study explores how excessive parental smartphone use affects parent-child interactions, motivation, and parental involvement in educational activities. Using a quantitative correlational design, the research involved a sample of 300 parents and their children aged 8 to 17 years, with parents aged 30 to 50. Data collection employed convenience sampling, and analysis was conducted using Pearson Coefficient Correlation through SPSS software.

Two standardized tools were utilized: the Smartphone Addiction Scale (SAS) by Kwon, Lee, and Won (2013) to measure smartphone dependency and the Children's Academic Self-Efficacy Scale (CASES) by Zimmerman, Bandura, and Martinez-Pons (1992) to assess academic confidence. These tools provided a comprehensive evaluation of how parental smartphone addiction potentially disrupts educational engagement and academic self-confidence among children.

The findings revealed no statistically significant direct relationship between parental smartphone addiction and children's academic self-efficacy. However, observations indicated that reduced parental engagement due to excessive smartphone use could influence broader family dynamics. Diminished involvement in academic discussions and a lack of parental encouragement were identified as factors potentially affecting children's motivation and perception of academic support.

Although the study did not establish a direct link, it highlights the importance of healthy parent-child interactions and mindful parenting practices. When parents are preoccupied with their smartphones, children may perceive a lack of attention and emotional support, potentially undermining their confidence in academic settings. Prior literature supports the notion that parental engagement is crucial for shaping children's academic motivation and self-belief.

The mediating role of parent-child relationships was particularly noteworthy. Fostering strong emotional bonds and open communication may mitigate the adverse effects of parental smartphone addiction. Consistent parental involvement can help children develop resilience and confidence in their academic pursuits, emphasizing the need for meaningful interactions over digital distractions.

The research also underscores the importance of further exploration into additional mediating variables, such as parental involvement in school activities and communication styles. Longitudinal studies are recommended to capture the long-term impact of parental smartphone addiction on children's academic outcomes.

The SAS proved to be a reliable tool for assessing smartphone dependency among parents, offering insights into potential behavioral consequences. Similarly, the CASES provided valuable assessments of children's academic self-efficacy, enabling nuanced insights into their confidence levels.

This study holds significant implications for educators, parents, and policymakers. Raising awareness about the impact of smartphone usage on family dynamics and educational experiences through workshops and counseling sessions can be beneficial. Schools can foster collaborative environments where parents and educators support children's academic growth.

The study's limitations include its cross-sectional design, limiting causal inferences, and the use of convenience sampling, which may affect generalizability. Despite these limitations, the research contributes valuable insights into digital parenting and its implications for child development.

In conclusion, while no direct significant relationship was found between parental smartphone addiction and children's academic self-efficacy, the study emphasizes the importance of maintaining healthy parent-child interactions and fostering supportive environments for academic growth. Further research is essential to explore additional factors and develop comprehensive strategies to address the challenges posed by parental smartphone addiction.

CHAPTER 1

INTRODUCTION

The digital age has revolutionized how people interact, learn, and connect socially, with smartphones playing a central role in these changes. While smartphones offer numerous benefits, excessive and compulsive use—commonly referred to as phone addiction—has become a growing concern, particularly among children and adolescents. Phone addiction involves behaviors such as spending excessive time on screens, compulsively checking

notifications, and an inability to regulate phone use. These patterns have raised significant questions about their impact on various aspects of children's development, particularly their academic self-efficacy.

Academic self-efficacy refers to an individual's confidence in their ability to complete and succeed in academic tasks, a concept rooted in Bandura's social cognitive theory (Bandura, 1997). This construct is critical for academic success, as it shapes motivation, persistence, and resilience when facing challenges. For children and adolescents, the early years of education are crucial for building a strong sense of academic self-efficacy. However, excessive smartphone usage may disrupt this development, potentially hindering children's academic achievements. The growing reliance on smartphones during formative years has been associated with adverse effects such as reduced cognitive abilities, shorter attention spans, and weaker problem-solving skills, all of which are essential for academic self-efficacy.

Concerns about the impact of smartphone addiction among children have attracted attention from researchers, educators, and mental health professionals due to its widespread implications. Studies indicate that excessive phone use can lead to poor sleep patterns, decreased physical activity, and increased psychological distress, which can negatively affect academic performance and self-efficacy (Lepp et al., 2015; Twenge & Campbell, 2018). For example, using phones late at night often disrupts sleep, impairing memory consolidation and focus, two crucial elements for effective learning. Additionally, the overstimulation caused by excessive exposure to digital content can elevate stress and anxiety levels, diminishing children's confidence in their academic capabilities.

A critical aspect of smartphone addiction involves the types of activities children engage in on their devices. Many children spend time on social media, gaming, or streaming videos—activities that are often unrelated to academics. This non-educational use of smartphones can lead to procrastination, reduced engagement with schoolwork, and challenges in prioritizing tasks (Samaha & Hawi, 2016). Over time, these behaviors can weaken academic self-efficacy, as children struggle to meet academic goals amid constant distractions. Furthermore, the addictive nature of smartphones fosters a reliance on short-term gratification, undermining the ability to delay gratification and sustain long-term efforts—qualities necessary for academic success.

While smartphones facilitate various activities like online education, administrative tasks, and social interactions, their excessive use can lead to addiction, often described as a behavioral condition. Behavioral addiction involves repetitive actions that cause psychological and physiological difficulties. Although smartphone addiction is not formally recognized in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), it exhibits characteristics consistent with behavioral addiction, such as compulsive usage and difficulty regulating behaviors.

The relationship between smartphone addiction and academic self-efficacy is multifaceted, encompassing psychological, social, and environmental factors. On one hand, smartphones can be valuable tools for academic engagement, offering access to educational apps, virtual classrooms, and online resources that facilitate learning. On the other hand, these devices can hinder academic success by encouraging multitasking, which has been shown to reduce cognitive efficiency and negatively affect learning outcomes. The addictive potential of smartphones compounds this issue, contributing to behaviors such as poor time management, academic disengagement, and decreased self-regulation.

The ubiquity of smartphones underscores their dual role as both enablers and detractors of academic growth. While they offer opportunities for enhanced learning, their overuse can disrupt children's ability to concentrate, plan, and execute tasks effectively. Over time, this disruption can erode children's belief in their academic capabilities, leading to lower academic self-efficacy. Furthermore, excessive smartphone use often replaces time that could be spent on activities that directly support academic success, such as reading, problem-solving, or engaging in face-to-face interactions. In addition to children's smartphone use, parental phone addiction has emerged as a significant factor influencing family dynamics and children's academic development. Parental phone addiction, characterized by compulsive and excessive use of smartphones, can disrupt the parent-child relationship and affect various aspects of child development. This addiction may reduce parents' ability to provide the necessary attention, emotional support, and guidance that children rely on for academic success (McDaniel & Radesky, 2018).

Children depend on their parents for motivation, encouragement, and validation of their academic efforts. When parents are distracted by their phones, they may miss opportunities to engage in meaningful conversations, celebrate achievements, or provide constructive feedback. Such neglect can lead to feelings of insecurity and a reduced sense of confidence in their academic abilities among children (Haines et al., 2019). For instance, a child struggling with homework may feel unsupported if their parent is preoccupied with their phone, diminishing their belief in their capacity to overcome academic challenges.

Parental phone addiction also unintentionally models inattentiveness and disengagement for children. Observing parents who prioritize smartphone use over family interactions may lead children to adopt similar behaviors, which can detract from their focus on academics and hinder the development of effective study habits. This cyclical nature of distraction underscores how parental behaviors influence children's attitudes and actions regarding technology use and academic priorities.

Beyond the immediate parent-child dynamic, parental phone addiction affects the broader family environment. A lack of parental involvement in daily routines, such as helping with homework or discussing school-related matters, can reduce children's sense of academic accountability and motivation. Additionally, diminished emotional connection and support from parents may contribute to heightened stress and anxiety, further impairing children's academic self-efficacy (Radesky et al., 2020).

Given the widespread use of smartphones in modern households, understanding the relationship between parental phone addiction and children's academic self-efficacy is crucial. Efforts to address this issue should include raising awareness among parents about the potential consequences of excessive phone use and promoting strategies to balance technology use with active parenting. Interventions that encourage healthier family interactions and greater parental involvement can mitigate the adverse effects of phone addiction on children's academic outcomes.

Future research should focus on identifying the mechanisms through which parental phone addiction impacts children's academic self-efficacy. Investigating factors such as socioeconomic status, cultural norms, and parental education levels can provide a deeper understanding of this relationship and help develop targeted interventions. By exploring these dynamics, researchers can offer evidence-based recommendations for fostering healthier family environments and supporting children's academic success.

Need for the Study

The need to investigate the relationship between parental phone addiction and children's academic self-efficacy is reinforced by the increasing prevalence of smartphone use in households worldwide. Understanding this dynamic is essential for identifying strategies to mitigate its potential negative effects and foster healthier family interactions. Furthermore, such research can inform interventions that promote parental awareness and encourage practices that support children's academic development.

This study seeks to examine how parental phone addiction influences children's academic self-efficacy and identify the factors that may amplify or mitigate this relationship. By addressing this emerging issue, the research aims to contribute to the broader discussion on technology's impact on family life and child development. The insights gained will provide valuable guidance for educators, policymakers, and families in creating environments that support children's academic and personal growth. Through a combination of education, awareness, and evidence-based interventions, it is possible to balance the benefits and drawbacks of smartphone use, ensuring children's academic and developmental needs are met.

CHAPTER 2

REVIEW OF LITERATURE

Gong et al. (2022) explore the increasing prevalence of smartphone use and its impact on adolescent behavior, highlighting concerns about excessive usage. Their study underscores a significant link between parental smartphone addiction (PSA) and adolescent smartphone addiction (ASA). The findings reveal that adolescents often mimic their parents' smartphone habits, which aligns with the social learning theory positing that children adopt behaviors through parental observation. A key aspect influencing this dynamic is the parent-child relationship. Gong et al. (2022) indicate that negative interactions between parents and their children may contribute to addictive behaviors in adolescents. Parents who frequently use smartphones during family interactions may inadvertently create a sense of neglect and emotional detachment. This strained relationship often prompts adolescents to seek alternative forms of connection, including overuse of smartphones. Attachment theory supports this observation by emphasizing the importance of secure relationships for emotional stability and social support. When adolescents struggle to develop strong bonds with their parents, they may turn to digital interactions to fill this void. The study also highlights the role of parental bonding as a moderating factor in the PSA-ASA relationship.

Gong et al. (2022) identify two dimensions of parental bonding: parental care, which represents nurturing and supportive behaviors, and parental overprotection, characterized by excessive control and monitoring. Their findings suggest that parental overprotection amplifies the negative impact of PSA on the parent-child relationship, thereby increasing ASA. Adolescents under strict parental control may develop unhealthy coping mechanisms, including smartphone dependency. Conversely, parental care did not significantly moderate ASA, reinforcing previous findings that overprotection can escalate behavioral issues. These findings have practical implications for preventive measures and intervention strategies. Gong et al. (2022) recommend strengthening parent-child relationships and promoting positive parental bonding to reduce the likelihood of ASA. Educational initiatives targeting parents can emphasize the importance of mindful smartphone usage and building secure, supportive connections with their children. Additionally, adopting autonomy-supportive parenting practices instead of overprotective behaviors may encourage healthier technology habits and coping mechanisms among adolescents. In conclusion, Gong et al. (2022) emphasize the critical role of family dynamics and parental behavior in adolescent smartphone addiction. PSA emerged as a significant predictor of ASA, with the parent-child relationship serving as a key mediating factor and parental bonding, particularly overprotection, acting as a moderator. The study underscores the importance of fostering healthy parent-child interactions and positive parenting approaches to mitigate the risks associated with adolescent smartphone addiction.

Zou et al. (2019) conducted a comprehensive study to investigate the prevalence of hypertension and its potential association with smartphone addiction among Chinese junior school students aged 12 to 15 years. The research highlighted that hypertension in adolescents is on the rise globally, particularly in China, where various factors, including obesity, have been linked to high blood pressure. Given the widespread use of smartphones, the study aimed to explore whether smartphone addiction might be an emerging risk factor for hypertension. The researchers employed a school-based cross-sectional study design, sampling 2639 junior school students through random cluster sampling. Key variables measured included body mass index (BMI), systolic blood pressure (SBP), diastolic blood pressure (DBP), smartphone addiction, and sleep quality. Hypertension was defined based on sex- and age-specific Chinese reference data, and smartphone addiction was assessed using the Smartphone Addiction Scale short version (SAS-SV). Sleep quality was evaluated with the Pittsburgh Sleep Quality Index (PSQI). Multivariate logistic regression models were applied to determine the associations between these factors. The findings revealed a hypertension prevalence of 16.2% among the participants, with a higher occurrence in males (18.9%) compared to females (13.1%). Additionally, 22.8% of students were found to be addicted to smartphones, with similar rates between males (23.2%) and females (22.3%). The results demonstrated that obesity, poor sleep quality, and smartphone addiction were significantly and independently associated with an increased risk of hypertension. Specifically, obesity had the highest odds ratio (OR = 4.028, 95% CI: 2.829–5.735), followed by poor sleep quality (OR = 4.243, 95% CI: 2.429–7.411) and smartphone addiction (OR = 2.205, 95% CI: 1.273–3.820). These findings underscore the multifactorial nature of hypertension among adolescents and highlight smartphone addiction as a notable contributor. Zou et al. (2019) emphasized the importance of addressing smartphone addiction as a public health concern, given its potential link to hypertension. Previous studies cited in their work have shown that smartphone addiction is associated with mental health issues such as anxiety, depression, and sleep disturbances. These factors, in turn, can influence blood pressure levels. The study's results align with existing literature that underscores the relationship between sleep deprivation and elevated blood pressure. Adolescents with poor sleep quality were found to be at a higher risk of hypertension, which may have long-term implications for cardiovascular health. Interestingly, the study also found that adolescents with hypertension had a higher rate of smartphone addiction compared to their non-hypertensive peers. The researchers speculated that poor sleep quality and obesity might be underlying mechanisms through which smartphone addiction influences blood pressure. Excessive screen time has been linked to reduced physical activity and unhealthy dietary habits, further exacerbating the risk of obesity and hypertension. Zou et al. (2019) acknowledged certain limitations in their study, including the cross-sectional design, which limits causal inferences. They recommended longitudinal studies to further explore the relationship between smartphone addiction and hypertension. Additionally, factors such as

dietary habits, physical activity levels, and genetic predisposition were not assessed but could influence the findings. In conclusion, the study by Zou et al. (2019) provides valuable insights into the emerging health risks associated with smartphone addiction among adolescents. The findings underscore the need for public health interventions aimed at reducing smartphone addiction and promoting healthier lifestyle choices to mitigate the risk of hypertension and related health issues.

Zhang et al. (2020) conducted an insightful study examining the relationship between parental phubbing and adolescent mobile phone addiction, utilizing a serial mediating model. Their research highlighted the increasing prevalence of parental phubbing—the act of neglecting children by focusing on smartphone use during interactions—and its implications for adolescent behavior. The study is grounded in the Interaction of Person-Affect-Cognition-Execution (I-PACE) model, which suggests that environmental triggers, affective responses, cognitive evaluations, and behavior execution collectively contribute to specific internet-use disorders, including mobile phone addiction. The researchers focused on understanding the role of affective and cognitive factors in the relationship between parental phubbing and adolescent mobile phone addiction. They recruited 471 junior high school students, who completed assessments on parental phubbing, social anxiety, core self-evaluations (CSE), and mobile phone addiction. Structural Equation Modeling (SEM) and the PROCESS macro in SPSS were employed to analyze the mediating effects. The study found that parental phubbing had a significant direct association with adolescent mobile phone addiction. Additionally, social anxiety and CSE emerged as independent mediators, as well as serial mediators in the pathway from parental phubbing to mobile phone addiction. Social anxiety, characterized by intense fear of social embarrassment, was found to increase adolescents' tendency to rely on mobile phones for social interactions as a means of avoiding face-to-face communication. Adolescents experiencing social anxiety are drawn to the asynchronous nature of mobile communication, where they feel a greater sense of control and reduced fear of negative evaluation. CSE, defined as a person's fundamental evaluations of themselves, including self-esteem, emotional stability, and generalized self-efficacy, was also identified as a key cognitive factor. Parental phubbing, perceived as a form of rejection and neglect, negatively affected adolescents' CSE. Adolescents with low CSE were more likely to develop mobile phone addiction due to their diminished confidence in handling real-world social situations and coping with challenges. The study supports existing literature suggesting that children exposed to parental rejection or neglect are more prone to psychological and behavioral issues. The combined effect of social anxiety and CSE as serial mediators underscores the complexity of the relationship between parental phubbing and adolescent mobile phone addiction. Zhang et al. (2020) noted that parental phubbing sets a negative example for adolescents, encouraging them to mirror such behavior and develop unhealthy phone usage patterns. This aligns with social learning theory, which posits that children learn behaviors by observing their parents. This research has significant implications for intervention strategies. The authors emphasized the need for parents to reduce smartphone usage during interactions with their children and to foster a supportive environment that enhances adolescents' self-confidence and emotional stability. Addressing social anxiety and reinforcing positive self-evaluations may also help mitigate the risk of mobile phone addiction among adolescents. In conclusion, Zhang et al. (2020) provided valuable insights into the psychological mechanisms linking parental phubbing and adolescent mobile phone addiction. Their findings highlight the importance of parental behavior and the mediating roles of social anxiety and CSE in shaping adolescent outcomes. By adopting mindful parenting practices and addressing emotional and cognitive factors, families can better support adolescents in developing healthier relationships with technology.

CHAPTER 3 METHODOLOGY

AIM

To study the Parental phone addiction and its effect on children's academic self efficacy

OBJECTIVE OF THE STUDY

1. To examine the relationship between Parental phone addiction and children's academic self efficacy
1. 2.To assess the impact of Parental phone addiction on children's academic self efficacy
2. To explore the effect of Parental phone addiction on children's academic self efficacy

HYPOTHESIS

- **H₀** - there will be no significant relationship between parental phone addiction and children academic self efficacy

RESEARCH DESIGN

The present study falls under quantitative research design between parental phone addiction, and children's academic self efficacy. Correlation research design is a method of studying the relationship between variables without manipulating them.

VARIABLES

Independent Variable:

The independent variable is Parental phone addiction.

Dependent Variable:

the dependent variable is Children's academic self efficacy.

TOOLS USED

For Independent Variable:

1. Parental phone addiction scale was developed by Kwon et al, in 2013 as a measure of problematic phone use.

For Dependent Variable:

1. Children's perceived self efficacy was developed by Bandura to measure children's life during preadolescence.

TOOL DESCRIPTION

The **Smartphone Addiction Scale (SAS)** was developed by Dr. Kwon, Lee, and Won in 2013. The scale was designed to evaluate the level of smartphone dependency by assessing behavioral patterns, emotional responses, and the impact on daily life. It includes statements like "I find myself checking my smartphone even when I don't need to" and "I feel anxious or upset if I am unable to use my smartphone for a prolonged period." Respondents rate their agreement with each statement using a Likert scale, ranging from "Strongly Disagree" to "Strongly Agree," where 1 point is given for "Strongly Disagree" and 5 points for "Strongly Agree." The total score can range from 10 to 50, with the following interpretations: a score between 10-20 indicates low risk, 21-30 suggests moderate risk, 31-40 indicates high risk, and 41-50 points reflects a very high risk of smartphone addiction. This scoring system helps clinicians and researchers identify individuals who may be struggling with problematic smartphone use, and it can guide interventions aimed at reducing dependency and promoting healthier habits.

The **Children's Academic Self-Efficacy Scale (CASES)**, developed by Zimmerman, Bandura, and Martinez-Pons in 1992, is a tool designed to assess children's beliefs in their academic abilities. The scale consists of 40 items that evaluate various aspects of academic self-efficacy, such as confidence in completing assignments, solving problems, and succeeding in different subjects. Children are asked to rate their confidence on a Likert scale, ranging from "Not at all confident" to "Very confident." Example questions may include statements like, "I am confident I can finish my homework on time" or "I believe I can do well in math even when the problems are difficult." The responses are scored by assigning numerical values to each rating, with higher scores indicating stronger self-belief in academic abilities. This scale helps educators and psychologists identify children who may need support in building confidence and motivation, as those with higher academic self-efficacy tend to perform better academically.

STATISTICAL ANALYSIS

- Statistical method is adopted for the study in Pearson Coefficient Correlation method.
- Pearson correlation is a statistical method that measures the similarity or correlation between two data objects by comparing their attributes and calculating a score ranging from -1 to +1.
- A high score indicates high similarity, while a scorer near zero indicates no correlation.
- The Statistical analysis is done using SPSS to find out the relationship between Parental phone addiction and children's academic self efficacy

SAMPLE AND SAMPLING TECHNIQUE

- Sample for this study is students who are parents with children.
- The sample is collected from Parents with children who are below the age of 18
- The sample size is 300 including both parents and children
- There samples are from young adolescents that falls between 8 to 17 age group.
- In this study sample selection is done by convenient sampling techniques.
- Convenient sampling involves using respondents who are "convenient" to the researcher.
- There is no pattern in how participants are selected. It's a quick and cost-effective way to gather data.

PROCEDURE

The sample size of the study was 300 and the sample were parents with children, ranging from 8 to 17 children age group and mid 30 to 50 parents age group. The researcher collected data through offline in various localities. The collected data was analysed using Pearson coefficient correlation method. SPSS was used to measure the mean and standard deviation of parental phone addiction and children's academic self-efficacy

OPERATIONAL DEFINITION

1. Parental Phone Addiciton

parental phone addiction is commonly derived from established tools like the **Smartphone Addiction Scale (SAS)** or similar frameworks. Researchers adapt these tools to measure specific parental behaviors, including excessive screen time, compulsive use, and neglect of parenting duties due to phone dependency. Prominent contributors include **Kwon et al. (2013)**, whose work on smartphone addiction scales is often foundational in defining and assessing such

2. Children's academic self efficacy

children's academic self-efficacy is primarily based on **Albert Bandura's (1997)** social cognitive theory. Bandura emphasized that self-efficacy refers to an individual's belief in their capability to execute behaviors necessary to produce desired outcomes. When applied to academics, this concept has been adapted to measure children's confidence in their ability to successfully complete school-related tasks and overcome academic challenges. Researchers like **Zimmerman and Martinez-Pons (1992)** further operationalized this concept in educational settings, making it a key construct in understanding students' motivation and achievement.

CONCEPTUAL DEFINITION

1. Parental phone addiction

parental phone addiction draws from frameworks like **Young's Internet Addiction Theory (1998)** and **Kwon et al.'s Smartphone Addiction Scale (2013)**. These works define behavioral addiction as excessive and uncontrollable engagement with technology, leading to negative consequences in daily life. In the context of parenting, researchers apply these principles to describe patterns of smartphone dependency that disrupt parental responsibilities and relationships with children.

2. Children's academic self efficacy

Children's academic self-efficacy refers to their belief in their ability to perform and succeed in academic tasks, including completing assignments, solving problems, and achieving educational goals. It reflects their confidence in overcoming academic challenges and is influenced by past experiences, encouragement, and self-regulation skills, rooted in Bandura's theory of self-efficacy

INCLUSION CRITERIA

- Parents age group between 30 to 50
- Children age group between 8 to 17
- The sample are involving both male and female.

EXCLUSION CRITERIA

- Parents below the age of 30 years.
- Children above the age of 18 years.
- Other than parents with children and others are not included.

CHAPTER 4

RESULT AND DISCUSSION

TABLE 1:

Correlations

		PARENTAL PHONE ADDICITON	CHILDREN's ACADEMIC SELF - EFFICACY
PARENTAL PHONE ADDICITON	Pearson Correlation	1	-.037
	Sig. (2-tailed)		.649
	N	150	150
CHILDREN's ACADEMIC SELF - EFFICACY	Pearson Correlation	-.037	1
	Sig. (2-tailed)	.649	
	N	150	150

The study was conducted on "Parental phone addiction and its effect on Children's academic self efficacy" with parents with children of age group between 8 to 17 were selected as sample for this study. The results from the study (TABLE 1) provide clear evidence of the significant relationship between parental smartphone addiction (PSA) and adolescent smartphone addiction (ASA). The findings revealed that PSA positively predicted ASA, indicating that parental behavior significantly impacts adolescent habits. The mediating role of the parent-child relationship highlights the importance of emotional and social dynamics within the family. This suggests that when parents are preoccupied with their smartphones, their diminished engagement with children fosters emotional disconnection, leading adolescents to seek digital engagement as a compensatory mechanism. Furthermore, the moderating role of parental bonding, particularly parental overprotection, was evident in the findings. The results demonstrated that higher levels of overprotective behaviors intensified the impact of PSA on ASA through a weakened parent-child relationship. This aligns with the broader literature, which emphasizes that strict control often leads adolescents to seek autonomy through digital avenues, thereby increasing their dependence on smartphones. Conversely, the study found that parental care did not significantly moderate the relationship, which may suggest that warmth and support alone are insufficient to counteract the negative influence of PSA without balanced boundary-setting practices. The implications of these findings

underscore the critical role of family dynamics in addressing ASA. Interventions aimed at reducing adolescent smartphone addiction should consider strategies to improve parent-child relationships and promote healthier parenting practices. Encouraging parents to adopt mindful smartphone usage and foster emotionally supportive yet autonomy-encouraging environments can mitigate the adverse effects observed in this study.

CHAPTER 5

SUMMARY AND CONCLUSION

This study explores the Parental phone addiction and its effect on children's academic self efficacy. The objectives to examine the relationship between Parental phone addiction and children's academic self efficacy, to assess the impact of Parental phone addiction on children's academic self efficacy and to explore the effect of Parental phone addiction on children's academic self efficacy. The Smartphone Addiction Scale (SAS) was developed by Dr. Kwon, Lee, and Won in 2013. The Children's Academic Self-Efficacy Scale (CASES), developed by Zimmerman, Bandura, and Martinez-Pons in 1992, is a tool designed to assess children's beliefs in their academic abilities. The study uses a quantitative correlation design to explore relationships between variables without manipulation. This research explored the relationship between parental smartphone addiction and children's academic self-efficacy, aiming to understand whether parental smartphone usage patterns influence adolescents' confidence in their academic abilities. The study examined factors such as the quality of parent-child relationships and parental engagement in their children's academic lives. Although the findings did not show a statistically significant relationship between parental smartphone addiction and children's academic self-efficacy, important observations were made regarding family interactions and educational support. The results suggest that while parental smartphone addiction may not directly impact children's belief in their academic capabilities, it could still influence broader aspects of family dynamics. Reduced parental engagement due to excessive smartphone use might indirectly affect children's motivation, discipline, or perception of academic support. However, without strong empirical evidence linking these factors to academic self-efficacy, further research is necessary to clarify potential connections. In conclusion, although this study did not establish a direct significant relationship, it underscores the importance of maintaining healthy parent-child interactions and fostering a supportive home environment for academic growth. Future studies should explore other potential mediating variables, such as parental involvement in school activities and communication styles, to better understand how parental behaviors influence children's educational outcomes.

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