

The Use of Smartphone and Parent-Child Interactions in Family Communication



Ajilore, Kolade[♦],
Sodeinde, Oluwaseyi[∞]
&
Wellington, Ngozi^β

Abstract

Interaction is the bedrock of family cohesiveness and intimacy where parents share responsive relations with children. Communication is the component that shapes relationships and it is essential to maintain a vibrant communication pattern in the family, particularly between parents and children. Strong emotional connections between children and parents are indispensable for the development and overall well-being of the child. The existing relationship between parents and children is an indicator of the future that is ahead of the child. Smartphones are necessary for navigating the digital realities of today's world, parents need them to manage the family and maintain communication with children. This study aims to contribute to knowledge by proffering solutions for parent-child interactions in family communication and the use of smartphones. A review of existing literature is used in this study to evaluate the consequences of smartphone use and parent-child interactions in family communication. This study is anchored on the attachment theory which explains the bond between parents and children as the foundation for a wholesome, well-developed child. Smartphones are here to stay and they can be productively engaged when interacting with children by parents providing a good example for children to emulate; get appropriate information and the right attitude or approach for the best interest of the child.

Keywords: Smartphone use, family communication, parental attachment, child development.

Introduction

Smartphones are digital devices with multi-utility functions. It can be used to access social networks, contacts, work, business, educational or entertainment pursuits. It has changed the way we interact with each other and carry out our daily activities. People can use smartphones to call, chat, watch shows, work, or transact business with each other without the restrictions of time or distance. The advantages of smartphones are beneficial for providing easy social connections and the ability to work or learn from

[♦] Ajilore, Kolade, Department of Mass Communication, Veronica Adeleke School of Social Sciences, Babcock University, Illishan-Remo Ogun State. ajilorekolade@gmail.com

[∞] Sodeinde, Oluwaseyi, Department of Mass Communication, Veronica Adeleke School of Social Sciences, Babcock University, Illishan-Remo Ogun State. sodeindeo@babcock.edu.ng

^β Wellington, Ngozi, Department of Mass Communication, Veronica Adeleke School of Social Sciences, Babcock University, Illishan-Remo Ogun State. ngowelly@yahoo.com

home or anywhere. Smartphones are essential and beneficial for family communication, organization, and cohesion; parents need smartphones to connect with children and to supervise family activities. Phones are ubiquitous and commonly used by parents to monitor the whereabouts of children for safety and security reasons. They also use it to conduct different business or personal interest affairs. Home management is efficiently coordinated and executed with the aid of smartphones. Parents can supervise school activities and receive updates about children from teachers. The assistance provided by smartphones is vital for parents but may be harmful to children as studies indicate that smartphones can decrease the frequency and quality of interactions between parents and children (Kildare & Middlemiss, 2017; Konrad, *et al.* 2021; Yang, Jiang & Zhu, 2023).

The major interruption caused by smartphones is the disruption in face-to-face conversation between parents and children which has impaired the depth of emotional connectivity in family communication. Parental engagement with smartphones when interacting with children can cause parents to devote less attention to children and distort their developmental processes (Braune-Krikau, *et al.* 2021). Engagement of smartphones by parents during family time with children is also stated to have negative effects on the socio-emotional, psychological, and cognitive advancement of children. The problems generated by parental smartphone use are critical enough to cause adverse outcomes that are detrimental to the present and future overall well-being of children (Kildare & Middlemiss, 2017; Knitter & Zemp, 2020; Mc Daniel, 2019). Findings in a study conducted over more than ten years reported exposure of children to screen devices such as smartphones, to be unsettling for the development of awareness skills, knowledge, and language ability; it also negatively obstructed the socio-emotional progress of children which helps humans to understand, convey and control emotions. Another study also reported emotional dysregulation, behavioural problems, adverse effect on language development, sleep disorders, and mental health issues (Panjeti-Madan & Ranganathan, 2023; Swider-Cios, *et al.* 2023). These studies also highlighted the need for parents to engage in smartphones to boost communicative interactions with children. Parent-child interactions should be strictly for parents to share and connect deeply with children by being attentive to their needs but engagement of smartphones can significantly alter the growth and happiness of children (Konrad, *et al.* 2021; Mackay *et al.* 2022).

Attachment Theory

Attachment theory is used to explain the kind of bond that exists between parents and children, the theory is a comprehensive analysis of long-term life relationships, especially between parents and children. It was developed by British psychologist John Bowlby who explained attachment as a lasting psychological connectedness between people. The bonds between children and parents (caregivers) have a long-lasting impact in the lives of children as they contribute to their development. Bowlby proposed that children were born with an innate desire to cultivate attachment feelings and connections with parents. Attachment keeps a child close to the mother, this keeps infants alive and supports their growth. (Bowlby, 1982). Nurture and responsiveness of parents to children helps them develop a secure base which gives them the confidence to tour the world and grow into responsible adults. The inability to form a secure attachment base in early childhood can have unpleasant consequences in adolescence and adulthood. It is believed that children who form a secure attachment base are self-controlled, self-confident, and self-reliant.

They do well in school, develop strong interpersonal relationships with others, and have fewer feelings of anxiety and depression (Cherry, 2022; Mo *et al.*, 2021).

The attachment theory is also the foundation for parental attachment which can be described as the bond of intimacy and connectedness in the relationship between parents and children. This relationship is developed by communication in verbal and non-verbal modes by which parents relate with children in positive ways that build trust, security, and confidence in children. A secure attachment style is established when a parent is constantly responsive to the needs of a child, children with secure attachments are self-confident and have good interpersonal relationships and self-esteem with others. They are comfortable in conversing with parents and confident of parental support (Jiao, 2020; Mo *et al.*, 2021). On the contrary, children who have low self-esteem, do not easily trust others and have poor personal and interpersonal relationships with others are insecure. In adolescents' parental attachment is associated positively with smartphone use as Chong *et al.* (2020) signified that adolescents with high parental attachments used smartphones more judiciously than those with lower attachments. Reasons proffered for this are suggested as children with higher parental involvement would receive more parental care or attention on the use of digital devices.

Children who spend more time on smartphones are generally low in parental attachment and phones are the objects they latch on for social relevance. The research findings highlighted parental dependence on smartphones as an incentive for children's extended use of smartphones. Parents who are engaged with phones for a long have little time to moderate their children's use and lack of parental attention will propel children to connect more on phones. Parental dependence on smartphones is poor quality parenting, detrimental to secure attachment in children. However, adolescents are in a special developmental stage of life when their sense of independence is strongly exhibited. They may not want to discuss certain issues with parents; apart from parents, there are other support systems in the lives of adolescents. Li and Hao (2019) in their submission showed that low parental attachment was associated with mobile phone dependence among adolescents and they used mobile phones as an alternative attachment support.

Low levels of parental attachment were also indicated as the cause of stress in children with negative or low parental attachments. Stress is common among people of different ages, genders, and races, various factors contribute to stress including loss, financial strains, sickness, and family-related crises. A study by Shyan and Arshat, (2019) on stress and parental attachment among undergraduate students showed that high level use of smartphones contributed to an increase in stress levels, while high levels of mother and father attachment reduced the stress levels. Secure parental attachments produced lower levels of stress symptoms and behavior than insecure parental attachments. The study showed no significant difference in smartphone addiction in stress levels of males and females which portends that both males and females experience the same levels of stress.

Technoference and Children's Behaviour

Technoference is a term used to describe interruptions in parent-child relations due to parental smartphone use. Parental technoference is defined as a regular interference to real-time face-to-face conversations and interactions between family members specifically parents and children due to parental engagement with phones. Tecnoference

are times when parents used in checking smartphones during interactions that make children feel left out or upset. These disruptions are said to affect cognitive development and sound health, especially in younger children who are at the developmental stage. The world's use of mobile phone is soaring and the digital reality of 'always connected' has hindered social norms of relating and increased a sense of isolation among people. Smartphone subscription around the world is more than six billion with the potential for continuous growth (O,Dea, 2022). The amount of time parents spend on their smartphones is alarming as the majority of activities carried out on their phones are more on entertainment or social media. Parents spend a lot of time on smartphones and are guilty of excessive smartphone use as children (Ali et al., 2020; Mackay, 2022; Steinmetz, 2016). This trend has affected interactions between parents and children in a negative way which has caused scholars to raise alarm on the use of smartphones (Ducharme, 2018; Garrido, *et al.*, 2021; Migala, 2019).

A review by Browne (2021) captures the effects of parental technoferece interruptions during the early and adolescent developmental stages of children. Young children who were exposed to more screen time exhibited lower levels of adaptability than those who were not. The study reported, that children whose parents answered a call in the process of learning a new word could not comprehend the word being taught but children whose mothers were not interrupted learned the word easily. Children are more distressed emotionally and tend to self-support themselves when parents engage in smartphone use. Adolescents were reported to understand the impromptu need for parents to answer a call as part of our collective digital reality, nonetheless they still felt less parental warmth and care. This increased their anxiety and depression due to feelings of negativity, unworthiness, and lack of self-esteem. Parental use of smartphones can be an indicator of adolescents' symptoms of depression (Cheng *et al.*, 2019).

Studies conducted at Harvard University (2013) revealed that responsive interactions are crucial for brain development in children. It was discovered that the expected and positive feedback of parents, as they relate to children aids the development of the brain. The cries, cues, and gestures of babies should receive warm responses from parental eye contact, grin, words, or cuddles. These actions and reactions build and strengthen neural connections in a child's brain that support the development of communication and social skills. This experience is much like an action and reaction process in which parents lovingly respond to children. Parents as caregivers are expected to engage in these activities several times daily by responding tenderly to a child's gestures and impulses. The responsive behavior of parents is a vital relationship that must be cultivated for the development and happiness of the child. A child's brain is established by input from the child's senses and a steady responsive connection with loving parents. In contrast, if this responsive relationship is not developed between parents and children, it poses a severe problem for a child's development.

Responses from parents that are unstable, inappropriate, or nonexistent can adversely damage the physical, mental, and emotional health of the child (Brogaard, 2016; Rees, 2007). The Harvard University study also affirmed that damage caused by parental neglect is huge, much more than physical abuse which is 17%, and sexual abuse at 9% while not responding properly to the needs of children accounts for 78% of damage. Disruptions in brain development of children due to neglect can be observed in the following aspects:

- i. Increases the risk for attentional, mental, emotive, and social disorders; decreases the development of positive anxiety response structures thereby increasing the chances of depression, cardiovascular diseases, and other life-threatening diseases in later years.
- ii. It contributes significantly to obstacles experienced in face-to-face interactions including negative mindset and perception, poor self-control, and low levels of confidence, self-assertiveness, and enthusiasm.
- iii. Significantly contributes to learning problems, schoolwork difficulties and deficiency in reading skills plus low levels of academic achievement.

In addition, the potential of smartphones to reduce the responsiveness of parents to children is perhaps a challenge that must be surmounted. This is because the responsiveness of parents is a determinant of psychological and socio-emotional development for children (Wacks & Weinstein, 2021).

McDaniel and Redesky (2018) revealed that parents with problematic use of phones are more inclined to engage with smartphones during family interactions. The number of parents who admitted to parental technoference three or more times per day was 48% while 24 % reported technoference with children at least twice a day. Fathers in the higher income range were more susceptible to problematic phone use and their children's exposure to digital devices was higher. Smartphone disruptions during parent-child interactions resulted in poor co-parenting perceptions, signs of depression, and anxiety in fathers. However, the mother's technoference was associated with only problematic phone use and children's externalizing and internalizing behavior. The assumption here is that children spend more time with mothers than fathers and they tend to behave in a free, unrestricted manner with mothers (McDaniel & Redesky, 2018).

Furthermore, Sundqvist, Heimann, and Koch (2020) also opined that a child whose parents use mobile phones during parent-child interactions daily internalized and externalized behavior more. The findings revealed that children who externalized behavior exhibited anger and impulsive behavior (unstable, rash, impolite, unpredictable, insensitive to others, and anti-social conduct). Children may have displayed such behaviors as a sign to arouse parental attention and show dissatisfaction with parent's use of smartphones. This untoward behavior in children is observed by 40 % of parents who reported that children became moody when smartphones were withdrawn from them while 10 % of parents stated that children lashed out at them (Earle, 2018). Smartphone use as reported by Kildare and Middlemiss (2017), disrupted family interactions and caused conflicts in the family. Parents who devote time to phones while interacting with children pay less attention and are less responsive to children. This attitude can make children engage in risky behavior to distract parents' attention from smartphones. The behavior of children in trying to restore parental attention generates negative responses which can become a source of conflict between parents and children.

Mothers play a crucial role in molding children for social, emotional, physical, and intellectual development. In a controlled environment arranged for mothers and children to eat a meal together, it was observed that mothers using smartphones related less with children both verbally and non-verbally resulting in higher levels of negative responses to children. These children were more likely to exhibit provocative behavior as a demand for parental attention. However, the mother's reaction was often harsh, insensitive, and

preoccupied with mobile phones as they were indifferent and unresponsive to the child's needs. The absorption of mothers with smartphones affected the use of nonverbal codes, required for establishing emotional connections between parents and children.

Emotional bond helps children develop self-confidence and bravery to embark on new projects and undertake adventures into the unknown. Once, a mother's emotional engagement with children is not strong enough to encourage them to try something new; it has negative effects on children's ability to venture into unfamiliar terrain and gain new grounds (Radesky *et al.*, 2015). Meal time is a family tradition for sharing but smartphone interference can reduce the depth of enjoyment, bonding, and intimacy. The presence of smartphones has become a common event during family meal times, resulting in less meaningful family interactions which is an important factor for a child's healthiness and development (Latif *et al.* 2020). In addition, the increase observed in problematic behavior of children is caused by a lack of parental attention due to smartphones. This phenomenon might be setting a new parenting style commonly reported as a trend in families. In line with other findings, smartphone interruptions reduced interactions between parents and children, resulting in less parental responsiveness to children's conversational needs and demonstrating uncaring, hostile behavior towards children. Parental negligence and inattention to providing support for self-regulation in children makes a child to try and regulate his/her behavior internally or externally. This unresponsive behavior of parents develops into a deficiency in building friendly, warm, open, and empathic relationships with children leading to low brain development, poor social skills, and severe health/ behavioral setbacks in the future. (Brogaard 2016; Lippold *et al.*, 2022).

Quality and Positive Parental Relations

Positive parenting has been described as parenting that provides a solid foundation for the overall development of the child; this includes the psychological, mental, and social development of the child. Parents are expected to engage in behavioral patterns that are responsive to the attentive needs of children. These patterns should be repeated continually for the child's brain to develop the necessary cells for intellectual, cognitive, and social skills. (Wacks & Weinstein, 2021)

The shift from computer to smartphone use has increased the use of smartphones in the home, and its effect on parent-child facial relationships. Raudaskoski *et al.* (2017), assert that smartphone use in families has effects on children as it takes away parental gaze (attention) and offers less information about digital use, that is, a child cannot tell what parents are doing on the phone (Personalized use). Direct eye contact is a dominant link for establishing communication between people and it is a way of establishing attachment between parents and children; this is fundamental for future development of social skills. The caring responsive behavior of parents strengthens a child positively and modifies the negative effects thereby producing bonds of attachment. This process when carried out in a repeated sequence becomes the mental representation of attachment and ultimately gives children self-confidence; known as the secure base. Emotional availability and connection of parental gaze to meet a child's needs continuously can be linked with the development of a child that is balanced emotionally and socially.

Psychological studies show that children develop a sense of self by how they are perceived by others and this can be achieved by meaningful gestures, talk, eye contact, and other loving interactions (Keller & Gauda, 2008; Ploszajski, 2019). The use of

smartphones disrupts these interpersonal interactions and takes away parental gaze; this momentary distraction can upset a child's processing of information. Children learn by imitation and get acquainted with the environment by using visual and audio information jointly shared with others. Children imitate parents in daily activities within the family, characters on TV, or any other social personae. This imitative ability of a child includes a complex process of development in the brain and the development of intellectual skills (Theriault 2019; Wang *et al.*, 2015). It is difficult for a child to interpret what activity is taking place when a parent is engaged on the phone and cannot understand what the gestures portray. Hence the 'bystander ignorance' which Raudaskoski, *et al.* (2017, p 180) defined as 'the exceptional level and quality of unawareness that a person interested in pursuing face-to-face interaction with a smartphone user has about the aspects of the activity that the user is currently engaged in'. The argument here is that all the objects in the home avail bystanders a hint or cue about what is happening but activities on the smartphone are concealed and obscured. Learning social skills from detailed information is prohibited and the socialization process is hindered because the child cannot understand what signals are given by parents. It was observed that of all the activities children imitated, they could not copy or explain the action of smartphone use.

Positive parenting often results in well-behaved children's parent-child. Quality communication in parent-child relationships provides a base for children to behave well and avoid digital addiction. Nikken and Haan (2015) reported that behavioral regulations by parents help to reduce the negative use of smartphones and engage children in other constructive activities. Psychological restrictions that inhibit autonomy may lead to smartphone addictions and the influence of parenting may diminish as adolescents mature and build other social networks outside the home. Parents should be deliberate in the digital training of children and provide a good foundation in the family for children to interact with digital devices (Abi-Jaoude *et al.*, 2020).

The discussions above are backed up by a review of smartphone use on parental sensitivity and responsiveness to children. The study demonstrated that children find it harder to secure parental attention when they are engaged with the smartphone than when they are not. There is evidence that the degree of parental sensitivity and responsiveness to children was affected by smartphone engagement. (Braune-Krickau *et al.*, 2021).

Reasons for Parental Smartphone Usage

Parents are humans who have desires, careers, and business interests that are unrealized or partially fulfilled due to the engrossing task of parenting. Smartphones provide solutions for parents to resolve issues and enjoy moments of rest from the rigors of caring for children. Reasons alluded to for parental use of phones in the presence of children for extended periods are plausible. Young parents find relief from the stress of taking care of a child through interesting activities on their smartphones; the multi-functions available on smartphones can help them satisfy their psychological and emotional needs. It provides an outlet for releasing tensions and pressure associated with parenting, and they connect with some social merriment. Parents find satisfaction in psychological, social, and emotional needs when they scroll on smartphones to get relaxation and fulfillment. Devices are equipped with the functionalities to gratify these needs and provide moments of pleasure. Many parents have a sense of attachment to

their smartphones as they provide a support system for them to get socially connected with friends or get some form of entertainment. Smartphones act as an escape outlet for them to enjoy some moments of autonomy and relax from the duty of child care. They can also present their professional or business qualifications to attain personal goals in career fulfillment. The use of parental smartphones is widespread but parents can use and enjoy smartphones with children if given training and awareness of helpful parental digital behavior. (Braune-Krickau, *et al.* 2021). Parents reported positive uses of smartphones for relaxation; to get information on parenting tips and to connect with the community of parents for support. They enjoy more intimacy with children when smartphones are used to enhance non-digital activities or to improve family interactions (Kuslev & Dunn; 2018; Layt, 2020; Modecki *et al.*, 2020; Novotney, 2016). Smartphones are also beneficial to arrange and coordinate family affairs efficiently. Communication with distant friends and family members is emotionally refreshing by video calls and connections with the social community is also enhanced by smartphones.

Constructive Use of Smartphones

Smartphones should not be blamed entirely for poor parenting as there is concrete evidence to show that smartphones can be used to improve parent-child relations. Results showed both positive and negative outcomes depending on use, family nuances, and frame of time.

In a multiverse study by Modecki, *et al.* (2020) it argued that there are different rules and norms concerning communication and smartphone use in families. This should be considered instead of making generalizations on the effects of smartphone use in families. According to the report, there are many inconsistencies in parental phone use with the parent-child relationship and this can be a result of what activities parents carry out when engaged with smartphones. Parental smartphone use may be more productive when investigated from the degree of immersion rather than time spent overall on mobile devices. Parents who use smartphones for checking social networks (SNS) and scrolling, expend a lot of time on phones and they may be slow in responding to children. The habit of constantly checking the phone has been identified as smartphone dependence which is problematic phone use. But parents who utilize smartphones for less immersive use like sending text messages or calls tend to spend less time on phones thereby maintaining constant eye contact with children. Smartphones may not be the cause of problems in parent-child relationships, but the extension of difficulties that exist in their non-digital interactions. Parents should provide a good model for children to emulate a healthy and safe engagement of smartphones as part of their lifestyle.

In addition, Kushlev and Dunn (2018) in two distinct studies advocated that parental use of smartphones is not an issue to be generalized but rather investigated by length of time and activity carried out on the phone. The findings suggested that phone use can interfere with parents' interactions with children by parents not feeling connected with children. Parents in the study who used their smartphones while with children reported feeling distracted and were not socially connected with their children. However, when parents used their phones to obtain information that was relevant to children's non-digital activities and environment, they felt more connected with children. The use of smartphones should be for enhancing and enjoying time with children and not for distractions from the non-digital environment. Parents who use smartphones (digital environment) to enrich their children's experiences (non-digital environment) are more

likely to enjoy the benefits of parenting and a higher sense of connection. Smartphones used digitally to simultaneously improve non-digital activity should enrich the benefits of parent-child interactive activities.

Smartphone Use and Parent-Child Conflict

Parents are concerned that children spend extended lengths of time on smartphones and to reduce the time spent on digital screens, they put control measures in place to ensure children spend minimum time on smartphones (Auxier *et al.*, 2020; Bird, 2020; Livingstone & Helsper, 2008). However these control measures often become the cause of conflict in the family, parental excessive use of smartphones gives them little time to control children's use, and the inability to regulate children's phone engagement generates conflict between parents and children. Parents are guilty of excessive smartphone use which takes a toll on time for supervising children. Lack of control over children can make parents act erratically and out of control by outbursts of emotional frustration. They can also suddenly give instructions that are expressions of anger and exasperation to children. This will attract negative and damaging antagonism feedback from children which leads to disputes and quarrels (Yang & Zhang 2021; Steinmetz, 2016)

Parental monitoring of children's smartphone use to mitigate the undesirable effects may yield results that are consistent with parental use of smartphones. A study by Fu *et al.* (2020) reported that parental monitoring could lead to increased mobile phone use as adolescents are vulnerable to high smartphone use. The findings summarized that adolescents are in a critical stage of development and will assert their freedom from parental control. Initiating rules to regulate the use of smartphones for adolescents will generate negative emotions and strife. This toxic relationship is an experience young people do not desire, so they turn to smartphones to escape the conflicts in real life. In addition, when parents give attention to smartphones when interacting with children, they instinctively encourage children to engage smartphones in a learning process of imitating parents. Parents who want to have effective monitoring of children's smartphones should first control their use of phones for children to observe and emulate. Parental monitoring can increase psychological reactance processes in adolescents who wish to establish their autonomy and escape from perceived parental domineering attitudes. The results revealed that shy adolescents have problematic smartphone use because parental monitoring can induce negative feelings which will make them rely more on smartphones.

Conservative children should be encouraged to engage in physical interactions as well as online. Some of these online interactions may eventually lead to physical face-to-face relationships. Parents who have negative perceptions of smartphones and lack control over their children will create conflicts even where parental perceptions are positive. It is also difficult for parents to enforce rules on smartphone use over children if they have no control over personal use. They put rules in place but do not keep the rules instead parents engage in high usage of smartphones for which they reprove children. Children's awareness that parents do not follow the rules can spark a conflict of integrity and distrust. The level of parental consistency in controlling their use of smartphones will help to regulate children's use as well.

Discussion and Suggestions

Parent-child interactions are critical for the well-being, growth, and development of the child, it helps children become emotionally and physiologically strong to face and succeed in the hurdles of life which are not always complimentary. Communication in the family must be given high priority to build and maintain a strong cohesive parent-child relationship which will provide a secure base for the child. Smartphones provide a boost for parents and children to interact better with each other to the extent that the rapport can become more fortified to strengthen a child's self-confidence and worth. The phones can also be a dismal device that can wreck the family by reducing interactions between parents and children and making the family behave and act with indifference towards each other. It is therefore necessary for parents to be informed on the proper use of smartphones for productive relations with children which will also influence children to acquire a proper understanding of smartphone use. Parents are role models for children and must provide the right modelling for smartphone use by encouraging more face-to-face interactions as well as using smartphones to enhance relations by engaging them more for interactive functions. Parents should regulate their use of smartphones as children can observe how parents engage in smartphones, honest and open conversation on the safe use of smartphones should be discussed for parents to educate and enlighten children. Smartphones should be used mostly for communicative purposes and should not be used for a long time when interacting with children. The family can also have a no-device period where smartphones are not allowed to feature or interrupt parent-child interactions. Parents need to find a good balance where quality and quantity communication is achieved for the family to have a united familial attachment. Most parents are called digital immigrants because they are not as versatile with mobile devices as the digital natives (children) but they need to engage in continuous learning about the best practices on the usage of smartphones to help children adopt a strategy that is favorable to their well-being.

Conclusions

Smartphones are essential for family cohesiveness and managing family affairs. Relationships between parents and children should be meaningful interactions, emotionally strong, and responsive to children's needs. This should increase attachment bonds for children to have a sense of security, purpose and self-confidence that will help them relate better with others. Children need constant parental attention and responsiveness to develop secure attachment which is necessary for their well-being. Smartphones are assumed to reduce parental attentiveness to children which increases anxiety in children as they battle to regain awareness from parents. Strong quality interactions with parents are the fountain of learning social behavioral skills; and self-control aptitudes for children. Positive family communication and connectedness that children enjoy during family times are eroded by smartphone interferences; parents need to adopt smartphones for healthier child developmental functions. Problematic parental phone use can reduce parental warmth and damage the bond between parents and children. Parents should monitor and regulate personal use to provide a good model for children. Smartphones are not bad for use in parent-child relations. However, parents should give due consideration to factors such as frequency of engagement, reasons for use, and level of immersion for desired results.

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