

Parental Technoference: how use of digital devices is related to children’s distraction and basic psychological needs.

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INTRODUCTION

The rapid development of technology in recent years has changed the habits of society as a whole. The term Technoference refers to the interruption or intrusion of interpersonal interactions due by digital devices (McDaniel & Coyne, 2016). It can compromise parent-child interactions and the satisfaction of basic psychological needs, which are essential elements in promoting children's well-being, intrinsic motivation, and school success (Deci & Ryan, 2017). This study aims to better understand the relation between Technoference in parents-child activities, basic psychological needs and techno-distraction during class time.

METHOD

The sample consist of 645 families, composed by fathers (M = 46.83, SD = 6.52), mothers (M = 44.1, SD = 5.7) and children (M = 12.22, SD = 5.7). The children were 47.1% male and 52.9% female. Regarding the class attended 31.3% were in the first year, 36.3% in the second year, and 32.4% in the third year of lower secondary school.

Measures

Adolescents’ measures:

- **Technoference in Parent-Child Activities Scale** (TFPCA; McDaniel, & Radesky, 2018) was used to assess the degree to which various forms of technology disrupt or interfere with interpersonal interactions and daily activities between parents and children (α= .82 for mothers and α= .83 for fathers).
- **Basic Psychological Need Satisfaction a nd Frustration Scale** (BPNSFS; Chen et al., 2015; Liga et al., 2020). BPNSFS was used to assess basic psychological needs satisfaction and frustration in children (autonomy, competence, relatedness; α = .93)

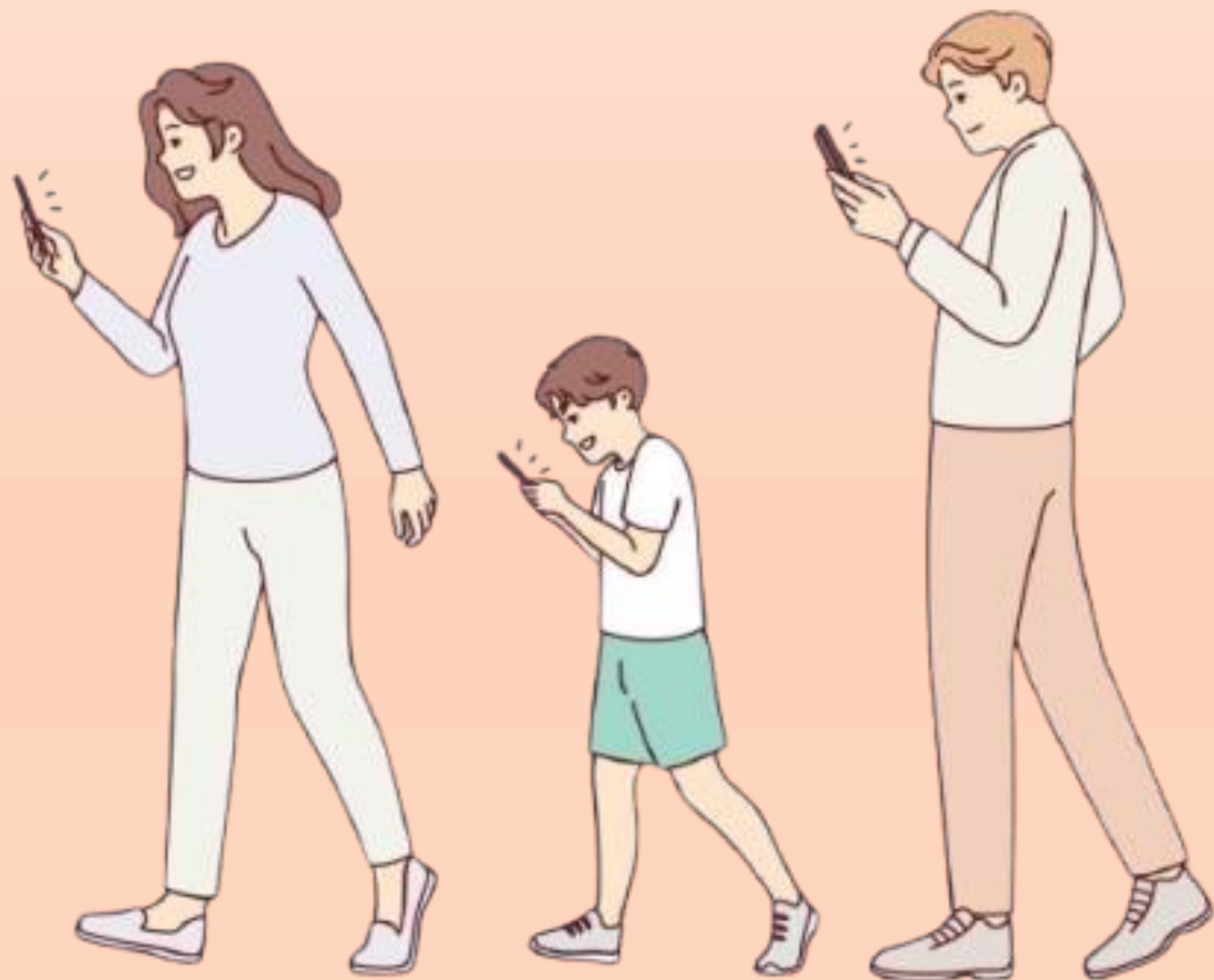
Parents’ measure:

- **Cell Phone Use questionnaire** (CPU; Bjornsen & Archer, 2015; Joshi et al., 2023). Self-report instrument designed to assess students’ classroom distraction related to cell phone use during lessons time (α= .83).

DATA ANALYSIS

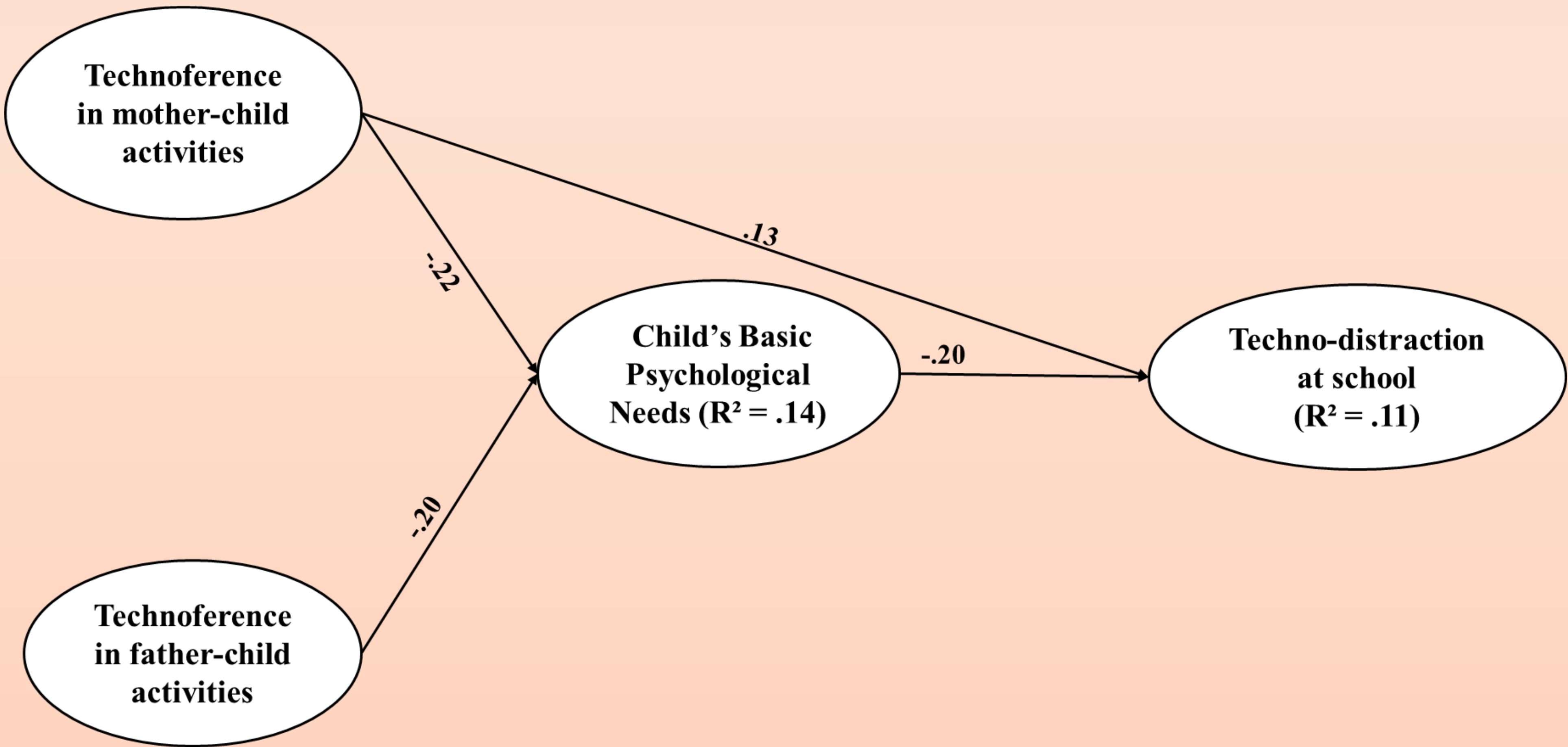
- IBM SPSS
- R Version 4.1.2
- SEM

RESULTS



	M	DS	Ske	Kurt	1	2	3
1. Maternal Technoference	2,52	1,03	,76	,31			
2. Paternal Technoference	2,58	1,06	,74	,18	,57**		
3. Child’s needs fulfillment	3,70	,70	-,14	-,50	-,30**	-,30**	
4. Cell phone use during class time	14,15	13,86	1,07	,36	,23**	,21**	-,24**

Note: **p < .01



Note: Only significant direct paths are reported for presentation and clarity purposes.

DISCUSSIONS

PARENTAL THECNOFERENCE, CHILDREN'S BASIC PSYCHOLOGICAL NEEDS & TECHNO-DISTRACTION

Results showed that higher levels of maternal Technoference during mother-child activities are related to higher cell phone use (computed in minutes per hour) during class time among adolescents. This aspect could be explained by the greater involvement of mothers in supporting their children’s homework. Moreover, both maternal and paternal Technoference have a negative relation with children’s basic psychological needs satisfaction. Results showed Basic Psychological Needs were negatively related to children’s Techno-distraction during school activities.

CONLUSION AND FUTURE RESEARCHES

Results suggested that parental Technoference in parent-child activities is related to lower satisfaction of adolescents’ basic psychological needs and greater school distraction. These findings show the potential relevance of minimizing digital interruptions during family interactions and contributes to the growing body of psychological research examining how digital environments influence family dynamics and adolescent development. The emotional availability and responsiveness of parents, considered significant foundations in the parent-child relationship, are now increasingly undermined by the pervasive presence of digital distractions.

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