

Investigating the Relationship between Children's Media Usage, Parental Mediation and Parental Attachment: A Study on Parental Perspective

1. Abstract:

Attachment, the emotional bond between a child and his primary caregiver, has a long-lasting impact on a child's emotional and psychosocial development. Today, online media usage is fully integrated into childhood, and parents play the role of internet mediators in their children's media exposure. Currently, limited research exists investigating the association between children's media usage, the different types of parental mediation and parental attachment. The following study, set out to investigate parental perspectives on their attachment to their children as they mediate their children's media usage by asking: What is the relationship between children's media usage, parental mediation styles (including authoritarian, authoritative, permissive, and neglectful), and parent-child attachment development? Participants were a sample of parents (N = 66) whose children's ages ranged from 8-18. Participants completed an online survey with validated and standardised self-report measures, including The Internet usage scale, The Internet Parenting Style Scale and The Revised Inventory of Parental Attachment Scale. Multiple regression revealed a positive association between parental attachment and parental mediation. Specifically, there was a positive relationship between parental attachment and authoritative mediation practices. No association was found between parental attachment and authoritarian, permissive and neglectful mediation practices. The following findings provide further insight into the different types of parental mediation used to monitor children's media usage and their relationship with the parent-child attachment bond. These findings can be used to develop effective strategies to manage children's online experiences and promote healthy parent-child relationships.

2. Introduction:

Within developmental psychology, the attachment theory describes an underlying bond between an infant and his caregiver (Bowlby, 1969, 1980, cited in Moretti and Peled, 2004). A healthy attachment with a caregiver represents a child's "secure base" where he can regulate his emotions while exploring his environment and return to during times of stress and fear. Attachment influences every aspect of early childhood development, from neurocognition to social and behavioural competence, prevailing over time and playing a critical role in social and emotional development (Carlson and Stroufe, 1995, 2003, cited in Moretti and Peled, 2004). The development of this bond is susceptible to the primary caregiver's behaviour and parenting skills, which forges the attachment system. Attachment types vary depending on caregivers' correct assessment and reactions to their children's emotions and needs. Attuned parents who respond appropriately and consistently to their child's requirements create a secure attachment enabling children to feel safe and comfortable exploring the world around them, knowing that their caregiver is available and responsive to their needs (Ainsworth et al., 1978, cited in Vivona, 2000). In contrast, when caregivers are consistently unavailable or harshly rejecting, children tend to develop an anxious-avoidant attachment style, characterised by a tendency to avoid closeness and emotional connection. On the other hand, when parents are inconsistent in their responses, children may develop an anxious-ambivalent attachment style, marked by an excessive need for closeness and insecurity about their caregiver's availability. Both attachment styles are considered insecure (Moretti and Peled, 2004).

During adolescence, attachment security, like in early and middle childhood, remains equally significant as it provides a secure base for adolescents to further explore their expanding environment and new social roles. Their attachment security and emotional connectedness with their parents are essential in assisting a healthy transition to autonomy and adulthood (Lynch and Ryan, 1989, cited in Moretti and Peled, 2004). This is demonstrated in multiple studies which found securely attached adolescents having lower levels of anxiety and depression (Vivona, 2000) and participating less in

excessive drinking, drugs, and risky sexual behaviour compared to their insecurely attached peers (Collins, Cooper and Shaver, 1998; Howard and Medway, 2004, cited in Moretti and Peled, 2004). Additionally, studies have found that early attachment is variable. While it can remain permanent or even improve (due to ameliorations in familial circumstances), it can also deteriorate in response to changing environmental factors, adding stress to the parent-child relationship (Albersheim et al., 2003; Egeland, Weinfeld and Whaley, 2004, cited in Moretti and Peled, 2004). The above highlights the importance and susceptibility of the parent-child attachment bond throughout all developmental stages, reinforcing the importance for caregivers to provide a safe, responsive and nurturing environment for children to develop secure attachment.

Alongside the development of these critical bonds, technological expansion over the last 20 years has led to an evolution in childhood and how it is experienced with increased screen-based usage among children and adolescents. For children today, being online and using social media has become integral to life (OECD, 2018). The OECD found that a typical 15-year-old from an OECD nation has been using the internet since age 10 and spends more than two hours every weekday online after school and more than three on the weekend day (OECD, 2017, cited in OECD, 2018). Furthermore, while the American Academy of Paediatrics guidelines set children's sedentary recreational screen time to no more than two hours a day (Ameenuddin et al., 2016), a recent survey by EU Kids Online (2020) found that on average, within the 25 EU nations surveyed, children between 9-16 spend 2 to 3.5 hours online a day. Although there are benefits to media use, such as exposure to new ideas and knowledge acquisition, research suggests there remain risks, including adverse health effects on weight and sleep, exposure to inappropriate and unsafe content/contacts and compromised privacy (Ameenuddin et al., 2016). Importantly, findings indicate that excessive internet use can harm children and young people's mental well-being, with more significant social media usage associated with poorer mental health, body image concerns, disordered eating and cyber-bullying (OECD, 2018). Moreover, the Covid pandemic has seen children's media usage nearly double; a phenomenon referred to as "the Covid effect" (Richtel, 2021). This increased media usage and its impact on parenting is highlighted in

Caplovitz and Jennings's 2022 study, which found a high correlation between tween's overall media use and parental worry. Therefore, as the development of critical parent-child attachment bonds occurs alongside the increasing use of the internet, it remains crucial to consider how technology might influence the quality of these bonds, given the susceptibilities of this relationship to socio-environmental factors.

Moreover, confronted by this fast-paced, evolving online environment, parents face new responsibilities and challenges in monitoring their children's media use (Ameenuddin et al., 2016), challenging their competence to understand technologically complex services, their roles and authority. Additionally, as children access the internet through mobile devices, it increases the difficulties for parents to supervise their children's usage, diminishing their awareness of their children's online activities. As a result, parents revert to their available resources (socioeconomic and cultural) and preferred parenting styles (Byrne and Livingstone, 2018). Within middle, and low-income countries Byrne and Livingstone's study (2018) found that parents generally use restrictive mediation, while in high-income countries, parents shifted towards enabling forms of parental mediation. Benrazavi, Griffiths and Teimouri's (2016) overview of parental mediation and adolescent screen time identified three types of parental mediation used to manage children and adolescents screen time. These are Restrictive mediation, known as Authoritarian (a set of rules limiting the amount of time a child spends online), Active mediation known as Authoritative (discussing adverse effects of media content whilst establishing a usage agreement) and co-using known as Permissive (parents sharing media experience with their children without instructions or critical discussions). A fourth category in Ihmeid and Shawareb's (2014) study identified Neglectful mediation, in which parents do not monitor or regulate their children's media usage. Findings suggest active mediation is the most effective way to manage children's media use, as it reduces adverse online effects (Benrazavi, Griffiths and Teimouri, 2016). Similarly, a study on the association of parenting styles and adolescent online behaviour found authoritative parenting was associated with less risky online behaviour and increased parents' knowledge of online activities (Carrier, Cheever and Rosen, 2008). Importantly, empirical evidence found that parental mediation activities, whether

active or restrictive, were more beneficial to mitigating the harmful effects of media usage than parents who did nothing (Benrazavi et al., 2015, cited in Benrazavi, Griffiths and Teimouri's, 2016). The additional responsibilities of enabling children's internet use while protecting them from risks add to the complexities of modern parenting and reflect different parenting styles, which in turn can influence parent-child attachment.

Equally important relating to the parental-child attachment bond are studies on the relationship between adolescent internet use and the quality of adolescent-parent relationships. Their findings suggest that internet use can be negatively related to adolescents' perception of the quality of their family relationships, particularly when there is high-frequency use for non-learning purposes (Mesch, 2003). Greenfield and Subrahmanyam's (2008) study into online communication in adolescent relationships also found evidence of electronic media enhancing peer relations at the expense of family, particularly parent-child relations. Moreover, a study of the association between screen time and attachment in two cohorts of adolescents (separated by 16 years) suggested that increased screen time, whether viewing television or engaging in recreational computer use, is associated with low attachment to parents in both cohorts (Hancox et al., 2010). The following suggests that with its existing opportunities and risks, children's media usage adds stressors to the critical parent-child relationship. Consequently, this study examined various parental mediation strategies for monitoring children's media usage and parents' perception of attachment towards their children during this process.

In summary, the parent-child attachment bond remains vital for healthy childhood development from infancy to adolescence. Cultural and contextual factors such as the evolving online environment are redefining parenting in the 21st Century requiring parents to become active mediators of their children's screen time, which can impact this variable bond. No study has examined how different types of parental mediation (authoritarian, authoritative, permissive, and neglectful) affect parental perspectives of their attachment to their children. The following research investigated the impact of changing media usage in childhood on parenting and the types of parental mediation

used (authoritarian, authoritative, permissive and neglectful). Specifically, it explored how different categories of parental mediation of children's media usage affect parents' perceptions of parent-child attachment. As the online climate evolves and given the importance of attachment to primary caregivers throughout childhood and adolescence, the present study investigated children's media usage, the different types of parental mediation and parent-child attachment by asking: What is the relationship between children's media usage, parental mediation styles (including authoritarian, authoritative, permissive, and neglectful), and parent-child attachment development? We hypothesised that parents' perception of their children's media usage and parental mediation practices would significantly predict the development of parental attachment. Additionally, we anticipated that there would be a positive correlation between authoritative mediation and parent-child attachment compared to other styles of mediation. The null hypothesis for this study was that there is no relationship between children's perceived media usage and parental mediation practices and the development of parental attachment.

3. Methods

3.1 Participants

The sample for this study comprised 66 parents who had children between the ages of 8 and 18. Participants were recruited from Zurich International School (www.zis.ch) and the Open University (www.open.ac.uk). The inclusion criteria for the study were limited to parents with children between the ages of 8 and 18. The exclusion criteria were participants who were under 18 years old. This was done to ensure that all participants were legal adults and were able to provide informed consent. Of the 66 participants, 6 (9%) were male, 58 (88%) were female, and 2 (3%) preferred not to say. The age range was from 36 - 60 ($M=48$ and $SD=4.86$). Out of the total sample size, 48 (72%) were residents of Switzerland, 8 (12%) were from the UK, and 5 (7%) were from Australia. The remaining 6 (9%) participants were from other countries, with 1 (1.5%) each from Austria, Brazil, Canada, Germany, and the United States. As this study involved a Multiple Regression analysis, the target sample size was determined using the

guidelines of Fidell and Tabachnick (2001) with a minimum target sample size of 90 participants ($N=50 + (8 \times \text{number of predictor variables})$). Although the final sample size of 66 participants was smaller than the target (due to difficulties in participant recruitment), it was deemed sufficient for the analysis.

3.2 Procedure

Qualtrics was the survey software used to design, distribute and collect data for this online questionnaire. Within ZIS (Zurich International School), participants were recruited by the researcher using an approved message (including the survey link) which was sent to age-appropriate Grade-specific WhatsApp groups targeting grades 6-8 (See Appendix 2 and 6). An additional approved message, comprising the survey link, was posted on a ZIS parent-specific Facebook page targeting all age groups (See Appendix 3 and 7). To increase participation, both WhatsApp and Facebook messages encouraged participants to forward the survey to any contacts interested in participating in the online survey. Open University participants were recruited using SONA, a software commonly used by Open University students to recruit participants for research studies. The survey was live for a period of 28 days. Participants received neither payment nor incentive for their participation. Informed consent was collected through the online survey in the introduction section. Participants were required to provide their consent before proceeding to the survey. Participants who did not consent were redirected to the debrief section. The researcher received ethical approval for this study from Kinga Patterson, an Associate Lecturer in Psychology and Counselling at the Open University.

3.3 Measures

The questionnaire (See Appendix 1) consisted of six sections. The Introduction section included an introduction to the researcher, the topic of the study, information on voluntary participation, anonymity, timings, contact details of the researcher and project supervisor, the data protection privacy notice and the informed consent form. The Demographic section included questions on participants' residence, age, sex assigned

at birth, number of children, and age of child/children. Next, three pre-existing scales were used to operationalise and measure Children's Internet Usage, Parental Mediation Styles and Parental Attachment in which no modifications were made.

Children's media usage: "The Internet Usage Scale" (Ihmeid and Shawareb, 2014) included nine items that described specific activities or behaviours related to children's media use. The scale was rated using a 5-point Likert-type scale of responses, with "5" indicating: always true, "4": usually true, "3": neither true nor false, "2": infrequently true and "1": never true; the higher the score, the higher the usage. The scale's reliability was reported in the original study using Cronbach's alpha coefficient, which found the internal consistency to be $\alpha=0.71$.

Internet parenting styles: "The Internet Parenting Style Scale" (Ihmeid and Shawareb, 2014) contained 36 items that assessed four different parenting styles - authoritarian, authoritative, permissive, and neglectful. The scale was rated using a 5-point Likert-type scale of responses, with "5" indicating: always true, "4": usually true, "3": neither true nor false, "2": infrequently true and "1": never true; the higher the score, the more it confirms the presence of the indicated parenting style. The reliability of the scale was reported in the original study using Cronbach's alpha coefficient, and the internal consistency for each of the four domains was as follows: authoritarian ($\alpha=0.77$), authoritative ($\alpha=0.80$), permissive ($\alpha=0.75$), and neglectful ($\alpha=0.91$).

Parental attachment: "The Revised Inventory of Parental Attachment Scale" (R-IPA) (Abshire, Ketring, and Johnson, 2003) included 30 items that assessed attachment security between parents and children. The scale was rated using a 5-point Likert-type scale of responses, with "5" indicating: always true, "4": usually true, "3": neither true nor false, "2": infrequently true and "1": never true; higher scores indicating greater attachment security. The scale's reliability was reported in the original study using Cronbach's alpha coefficient for each sub-scale: trust/avoidance ($\alpha=0.91$) and communication ($\alpha=0.72$).

The final Debrief section thanked participants for their time, informing them of the study's general purpose, the questionnaires' content, and the intended analysis of the collected data.

3.4 Treatment of data

The quantitative data collected through the self-report questionnaire was ordinal, and all analyses were performed using Statistical Package for the Social Science (SPSS) software program (IBM SPSS, 2021). A total of 85 responses were downloaded from Qualtrics for analysis. During the data-cleaning process, 19 responses were excluded from the analysis due to incomplete surveys, respondents under 18, or those with children under eight years of age. Missing data were recoded, and no outliers were detected.

The three pre-existing scales (Internet Usage Scale, Parental Mediation Scale, and R-IPA) were scored according to published procedures. Reverse scoring was conducted on 17 items in the R-IPA scale as per the original study. Each response was numbered as follows: never true (1), infrequently true (2), neither true nor false (3), usually true (4), and always true (5). Items from the scales were grouped into six variables: Internet usage, Authoritarian mediation, Authoritative mediation, Permissive mediation, Neglectful mediation, and Parental attachment. These variables were computed using a numeric expression to calculate their mean.

Multiple regression and Assumptions of Multiple Regression were conducted using the six variables. The outcome variable was Parental attachment, and the Predictor variables were: Internet usage, Authoritarian, Authoritative, Permissive, and Neglectful mediation.

Descriptive statistical analyses used central tendency (mean) and variability (standard deviation) measures to summarise the sample characteristics. Frequencies were also calculated to describe the distribution of categorical variables.

4. Results

4.1 Descriptive analysis (See Appendix 4):

Of the 66 participants (N=66), 6 were male (9%), 58 (88%) were female, and 2 (3%) preferred not to say. The age range was 36 - 60 (M=48 and SD=4.86). 15 (23%) participants reported having one child, and 51 (77%) had two or more. Of those with one child, 11 (73%) reported their children being aged 11-14, 2 (13%) reported their child aged 8-10, and 2 (13%) reported their child aged 15-18. Participants with two or more children reported their eldest being between 9 and 25 (Median age =14). Out of the total sample size, 48 (72%) reside in Switzerland, 8 (12%) in the UK, and 5 (7%) in Australia. The remaining six reside in: 1 (1.5%) in Austria, 1 (1.5%) in Brazil, 1 (1.5%) in Canada, 1 (1.5%) in Germany, and 1 (1.5%) in the United States.

Table 1: Participants' age

	N	Minimum	Maximum	Mean	Std. Deviation
What is your age?	66	36	60	47.62	4.860
Valid N (listwise)	66				

Sophie Klose (H6192434)

Table 2: Participants' sex assigned at birth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	6	9.1	9.1	9.1
	Female	58	87.9	87.9	97.0
	Prefer not to say	2	3.0	3.0	100.0
	Total	66	100.0	100.0	

Table 3: Number of children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	22.7	22.7	22.7
	2 or more	51	77.3	77.3	100.0
	Total	66	100.0	100.0	

Table 4: Age of only child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8 - 10	2	3.0	13.3	13.3
	11 - 14	11	16.7	73.3	86.7
	15 - 18	2	3.0	13.3	100.0
	Total	15	22.7	100.0	
Missing	System	51	77.3		
Total		66	100.0		

Table 5: Age of eldest child:

	N	Minimum	Maximum	Mean	Std. Deviation
How old is your eldest child?	51	9	25	14.71	3.183
Valid N (listwise)	51				

Table 6: Country of residence:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Australia	5	7.6	7.6	7.6
	Austria	1	1.5	1.5	9.1
	Brasil	1	1.5	1.5	10.6
	Canada	1	1.5	1.5	12.1
	Germany	1	1.5	1.5	13.6
	Switzerland	48	72.7	72.7	86.4
	United Kingdom	8	12.1	12.1	98.5
	United States	1	1.5	1.5	100.0
	Total	66	100.0	100.0	

4.2 Multiple Regression (See Appendix 5):

Multiple regression was conducted to investigate whether Internet usage, Parental mediation, either Authoritarian, Authoritative, Permissive, or Neglectful, could significantly predict Parental Attachment. The regression results indicated that the model explained 19.8% of the variance, and the model was a significant predictor of Parental attachment, $F(5,60) = 2.969, p=.018$. While Authoritative mediation contributed significantly to the model ($B = .213, p<.05$), Authoritarian mediation ($B = -.063, p>.05$), Permissive mediation ($B = .078, p>.05$), Neglectful mediation ($B = -.090, p>.05$) and Internet usage ($B = -.056, p>.05$) did not. The final predictive model was:

$$\text{Parental attachment} = 3.205 + (-.056 \cdot \text{Internet Usage}) + (-.063 \cdot \text{Authoritarian mediation}) + (.213 \cdot \text{Authoritative mediation}) + (.078 \cdot \text{Permissive mediation}) + (-.090 \cdot \text{Neglectful mediation}).$$

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.445 ^a	.198	.132	.36727

a. Predictors: (Constant), Neglectful_MEAN, Internet_Usage_MEAN, Permissive_MEAN, Authoritarian_MEAN, Authoritative_MEAN

Table 8: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.002	5	.400	2.969	.018 ^b
	Residual	8.093	60	.135		
	Total	10.095	65			

a. Dependent Variable: Attachment_REV_MEAN

b. Predictors: (Constant), Neglectful_MEAN, Internet_Usage_MEAN, Permissive_MEAN, Authoritarian_MEAN, Authoritative_MEAN

Table 8: Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	3.205	.545		5.881	.000
	Internet_Usage_MEAN	-.056	.064	-.110	-.880	.383
	Authoritarian_MEAN	-.063	.082	-.108	-.770	.444
	Authoritative_MEAN	.213	.092	.368	2.309	.024
	Permissive_MEAN	.078	.094	.124	.831	.409
	Neglectful_MEAN	-.090	.112	-.145	-.800	.427

a. Dependent Variable: Attachment_REV_MEAN

4.3 Assumptions of Multiple Regression (See Appendix 5):

Assumption 1: The relationship between the independent and dependent variables is linear. Scatterplots for each IV show linearity; therefore, the assumption has been met.

Assumption 2: There is no collinearity in the data. Analysis of collinearity statistics shows this assumption has been met as VIF scores were well below 10 and tolerance scores above 0.2 (statistics = 2.45 and .85 respectively).

Assumption 3: The values of the residuals are independent. The Durbin-Watson statistics showed that this assumption has been met, as the obtained value was close to 2 (Durbin-Watson = 2.15).

Assumption 4: The variance of the residuals is constant. Our plot of standardised residuals vs standardised predicted values showed no apparent signs of funnelling, suggesting the assumption of homoscedasticity has been met.

Assumption 5: The values of the residuals are not normally distributed. The P-plot for the model suggested that the assumption of the normality of the residuals may have been violated. However, as only extreme deviations from normality are likely to impact the findings significantly, the results are probably still valid.

Assumption 6: No influential cases are biasing the model. Cook's Distance values were all under 1, suggesting individual cases did not influence the model.

5. Discussion

The attachment theory in developmental psychology is a fundamental bond between a child and their primary caregiver, which provides a secure base for emotional regulation and exploration (Bowlby, 1969, 1980, cited in Moretti and Peled, 2004). The attachment bond persists throughout adolescence and significantly impacts childhood development, influencing neurocognition, social, emotional and behavioural competence (Carlson and Stroufe, 1995, 2003, cited in Moretti and Peled, 2004). This bond varies based on a caregiver's correct assessment and reactions to the child's emotions and needs (Ainsworth et al., 1978, cited in Vivona, 2000). Today, being online remains integral to childhood (OECD, 2018), requiring parents to navigate and monitor their children's usage (Ameenuddin et al., 2016). Ihmeid and Shawareb's (2014) study identified four types of parental mediation of screen time which are authoritarian, authoritative, permissive and neglectful. Previous studies have demonstrated a negative correlation between adolescent-family relations and high-frequency non-learning media usage (Mesch, 2003). However, little was understood about the relationship between Internet usage, parental mediation and the crucial parent-child attachment bond. The current study aimed to understand the association between the different types of parental mediation, childhood internet usage and parental attachment by asking: what is the relationship between children's media usage, parental mediation styles (including authoritarian, authoritative, permissive and neglectful), and parent-child attachment? We hypothesised that parental perception of their children's media usage and their mediation practices would be significantly associated with parental attachment. More specifically, we predicted a positive correlation between authoritative mediation and parent-child attachment compared to authoritarian, permissive and neglectful mediation. The null hypothesis was that there was to be no relationship between children's media usage, parental mediation practices and parental attachment.

The current study found a positive association between parental attachment and parental mediation. Specifically, there was a positive relationship between parental attachment and authoritative mediation practices. At the same time, there were no

significant relationships between parental attachment and internet usage, authoritarian, permissive, or neglectful mediation practices. Overall, the final predictive model included authoritative mediation as a significant predictor of parental attachment, with the model explaining 19.8% of the variance in parental attachment. Furthermore, the study met most of the assumptions required for the statistical model. The relationship between the independent and dependent variables was linear, there was no collinearity, the residuals were independent, and the variance of the residuals was constant. However, the normality of the residuals may have been violated, but the results are probably still valid. Additionally, no individual cases were found to be influential. Furthermore, the results are consistent with the hypothesis of predicting a positive correlation between authoritative mediation and parent-child attachment compared to authoritarian, permissive and neglectful mediation.

These findings align with previous research investigating the impact of parental mediation on children's online experience. Within this context, studies have demonstrated the benefit of authoritative mediation as the most effective way to manage children's usage and reduce adverse effects (Benrazavi, Griffiths and Teimouri, 2016). Furthermore, empirical evidence found authoritative and authoritarian mediation was the most effective in mitigating the harmful effects of online usage for children compared to permissive or neglectful mediation (Benrazavi et al., 2015, cited in Benrazavi, Griffiths and Teimouri's, 2016). The following demonstrates the importance of adopting an authoritative or authoritarian mediation style to protect children from media usage's risks and adverse effects, thus providing a safe, responsive and nurturing online environment. Furthermore, when considering the importance of the parent-child attachment bond and the significance of the caregiver's attunement to their children's emotions and needs, research has demonstrated that attuned parents who respond effectively and consistently to their child's requirements enable a secure attachment (Ainsworth et al., 1978, cited in Vivona, 2000). Given the description of authoritative parental mediation as being democratic, communicative, well-informed, and in agreement (Benrazavi, Griffiths, & Teimouri, 2016), it would appear that these practices are an extension of attuned parenting, reinforcing the importance of effective

communication and attunement in building and maintaining a secure parent-child attachment bond.

There were a few limitations to this study. First was its inability to reach the desired target sample size of 90 participants (N=66). Nevertheless, the model was still a significant predictor of the outcome variable ($p=.018$) with a medium relationship between the outcome variable and the predictor variables ($R=.45$). Furthermore, all participants represented parents of 8-18 year-olds who were the intended target population. Secondly, pre-existing scales made the questionnaire appear outdated and lengthy. "The Internet usage" scale, in particular, may not have fully captured children's current online experience due to rapid changes in the online experience. Also, "The Internet Parenting Style Scale" was geared toward parents of Kindergarten to Grade 2 children, making questions more appropriate for younger children than adolescents. For future research, it would be beneficial to consider updating the Internet usage scale to capture better the nuances of children's online experiences in the rapidly evolving online landscape and the "The Internet Parenting Style Scale" to capture the mediation experiences of older children. In both instances, a PCA could be conducted. For Internet usage, it would enable the identification of critical factors that capture the subtleties of children's current online experiences. These factors could then be used to update the questionnaire to make it more relevant and effective. For Internet parenting styles, a PCA could identify the critical factors that capture the mediation of older children. Such findings could then be used to update the questionnaire making it more appropriate for adolescents. Finally, the recruitment method may have introduced biases into the sample as participants predominantly had children in the same schooling environment, potentially limiting the study's generalizability. Furthermore, the recruitment method through WhatsApp, Facebook and SONA platforms will have missed individuals not part of these platforms or groups. Ideally, future research should deliver the survey directly through various schools targeting a larger, more diverse population sample of parents.

The findings presented can conclude a few implications. First, the positive association between parental attachment and authoritative mediation practices suggests that parents with a secure attachment with their children are more likely to engage in effective and communicative mediation practices regarding their children's internet usage. This highlights the importance of building and maintaining strong parent-child relationships as a foundation for effective parental mediation. Second, the lack of significant relationships between parental attachment and authoritarian, permissive, or neglectful mediation practices or internet usage suggests that these mediation practices may not be as strongly influenced by parental attachment as authoritative mediation practices. This implies that authoritative mediation practices may be more sensitive to variations in parental attachment. Third, the significant predictive power of authoritative mediation in explaining parental attachment suggests that authoritative mediation practices may be particularly important for promoting secure parent-child attachments. This supports the idea that authoritative mediation practices are an extension of attuned parenting, reinforcing the importance of effective communication and attunement in building and maintaining a secure parent-child attachment bond. Finally, the meeting of most assumptions required for the statistical model suggests that the results are robust and reliable. However, the potential violation of normality assumptions should be considered when interpreting the findings.

In conclusion, this study highlighted the importance of parents implementing an authoritative mediation style to promote a secure parent-child attachment bond. It aimed to contribute to understanding the complex relationship between children's internet usage, parenting, and child development. The findings support the importance of effective parental mediation and a strong parent-child attachment bond in promoting healthy internet use among children. Future research should focus on developing this knowledge by examining the impact of different types of children's internet usage (for instance, social media versus gaming) across different age groups (for instance, tweens versus adolescents), exploring the benefits of parental mediation on child development outcomes, and investigating factors that contribute to the parent-child attachment bond

in the context of digital media. By doing so, we can better understand parents' role in promoting positive internet use among children and supporting their overall well-being.

6. Conclusion

The following study found a positive association between parental attachment and authoritative mediation practices. This suggests that parents engaging in effective and communicative mediation practices regarding their children's Internet usage are more likely to be securely attached to their children. The study also found no significant relationship between parental attachment and authoritarian, permissive, neglectful mediation practices or internet usage.

These results reinforce the importance of using authoritative mediation practices in monitoring children's media usage as they align with the characteristics of attuned parenting, promoting and maintaining secure parent-child attachment bonds.

It is important to note the limitations of this study, including the small sample size, the use of pre-existing scales, and the potential biases introduced by the recruitment method. Future research should consider updating the Internet usage and Parenting Style Scale to better capture the nuances of children's online experiences in the rapidly evolving online landscape and parental mediation. Furthermore, the survey delivery should be done directly through various schools targeting a larger sample of parents.

This study contributes to understanding the relationship between children's media usage, parental mediation practices, and parent-child attachment. The findings have important implications for parents, educators, and policymakers in developing effective strategies to manage children's online experiences while promoting healthy parent-child relationships.

Word count: 5262

Reference list:

Abshire, C., Ketring, S.A., Johnson, L.N. (2003) 'The Revised Inventory of Parent Attachment: Measuring Attachment in Families', *Contemporary Family Therapy*, 25 (3), pp. 333-349. Available at: https://www.researchgate.net/profile/Lee-Johnson-5/publication/226783606_The_Revised_Inventory_of_Parent_Attachment_Measuring_Attachment_in_Families/links/545a8cb70cf2c16efbbbc09d/The-Revised-Inventory-of-Parent-Attachment-Measuring-Attachment-in-Families.pdf (Accessed: 20 April 2023).

Ameenuddin, N., Chassiakos, Y., Cross, C., Hill, D., Hutchinson, J., Levine, A., Mendelson, R. , Moreno, M. , Radesky, J. , Reid Boyd, R. ,Swanson, W.S. (2016) '*Media Use in School-Aged Children and Adolescents*', *Pediatrics*, 138(5), e20162592. Available at: <https://publications.aap.org/pediatrics/article/138/5/e20162592/60321/Media-Use-in-School-Aged-Children-and-Adolescents?autologincheck=redirected> (Accessed: 20 April 2023).

Byrne, J., Livingstone, S. (2018), 'Parenting in the Digital Age. The challenges of Parental Responsibility in Comparative Perspective', in Jorge, A., Mascheroni, G., Ponte C. (ed.) *Digital Parenting. The challenges for Families in the Digital Age*. Göteborg: Nordicom, pp.19-30. Available at: <https://www.diva-portal.org/smash/get/diva2:1535895/FULLTEXT01.pdf> (Accessed: 20 April 2023).

Benrazavi, R., Griffiths, M.D., Teimouri, M. (2016) '*Parental mediation and adolescent screen time: A brief overview*', *Education and Health*, 34(3), pp. 70-73. Available at: http://irep.ntu.ac.uk/id/eprint/28731/1/PubSub6315_Griffiths.pdf (Accessed: 20 April 2023).

Caplovitz, A. G., Jennings, N. A. (2022) 'Parenting and Tweens' Media Use During the COVID-19 Pandemic', *Psychology of Popular Media*, 11(3), pp. 311-315. Available at: <https://web-s-ebshost-com.libezproxy.open.ac.uk/ehost/pdfviewer/pdfviewer?vid=0&sid=5a4f9602-a6f0-41be-8ae3-929fd1edc0b9%40redis> (Accessed: 20 April 2023).

Carrier, M. L., Cheever, N. A., Rosen, L. D. (2008) 'The association of parenting style and child age with parental limit setting and adolescent MySpace behaviour', *Journal of Applied Developmental Psychology*, 29(6), pp. 459-471. Available at: <https://www.sciencedirect-com.libezproxy.open.ac.uk/science/article/pii/S0193397308000737> (Accessed: 20 April 2023).

EU Kids Online (2020) *Survey results from 19 countries*. Available at: <http://www.eukidsonline.net/> (Accessed: 20 April 2023).

Fidell, L.S. and Tabachnick, B.G. (2001) *Using Multivariate Statistics* (4th Ed). New York: Harper Collins.

Greenfield, P., Subrahmanyam, K. (2008) 'Online Communication and Adolescent Relationships', *The Future of Children*, 18(1), pp. 119-146. Available at: <https://files.eric.ed.gov/fulltext/EJ795861.pdf> (Accessed: 20 April 2023).

Hancox, R.J., McGee, R., Richards, R. Welch, D., Williams, S. M. (2010) 'Adolescent Screen Time and Attachment to Parents and Peers', *Archives of Pediatrics & Adolescent Medicine*, 164(3), pp. 258-262. Available at: <https://jamanetwork.com/journals/jamapediatrics/article-abstract/382905> (Accessed: 20 April 2023).

IBM Corp. Released 2021. *IBM SPSS Statistics for Macintosh*, Version 28.0. Armonk, NY: IBM Corp.

Ihmeideh, F.M., Shawareb, A.A., (2014) 'The Association Between Internet Parenting Styles and Children's Use of the Internet at Home', *Journal of Research in Childhood*

Education, 28(4), pp. 411-425. Available at: DOI: 10.1080/02568543.2014.944723 (Accessed: 20 April 2023).

Mesch, G. S. (2003) 'The Family and the Internet: The Israeli Case', *Social Science Quarterly*, 84(4), pp.1038-1050. Available at: <https://web-s-ebshost-com.libezproxy.open.ac.uk/ehost/pdfviewer/pdfviewer?vid=0&sid=aa4f743a-bd7e-4a7d-a84b-4aaee9930104%40redis> (Accessed: 20 April 2023).

Moretti, M. M., and Peled, M. (2004). Adolescent-parent attachment: Bonds that support healthy development. *Paediatrics & child health*, 9(8), pp. 551–555. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2724162/> (Accessed: 20 April 2023).

OECD (2018) *Children & Young People's Mental Health in the Digital Age Shaping the Future*. Available at: <https://www.oecd.org/els/health-systems/Children-and-Young-People-Mental-Health-in-the-Digital-Age.pdf> (Accessed: 20 April 2023).

Richtel, M. (2021) 'Children's Screen Time Has Soared in the Pandemic, Alarming Parents and Researchers', *The New York Times*, 16 January. Available at: <https://static1.squarespace.com/static/59dba6d3e3df281768a63220/t/606f1cb849a3137b7548dcbd/1617894584991/Childrens+Screen+Time+Has+Soared+in+the+Pandemic.pdf> (Accessed: 20 April 2023).

Vivona, J. (2000) 'Parental Attachment Styles of Late Adolescents: Qualities of Attachment Relationships and Consequences of Adjustment', *Journal of Counselling Psychology*, 47(3), pp.316-329. Available at: <https://web-s-ebshost-com.libezproxy.open.ac.uk/ehost/pdfviewer/pdfviewer?vid=0&sid=7feb1b06-e4b2-4f4a-bed0-c377350c7c1d%40redis> (Accessed: 20 April 2023).

Appendices

Appendix 1: The Questionnaire

Briefing:

Welcome to the experiment

My name is Sophie Klose, and I am a 3rd-year psychology student at the Open University. As part of my studies, I am conducting a research project that will contribute to my degree.

My research project aims to examine the relationship between parental mediation (the ways in which parents monitor and regulate their children's media usage) and the parent-child attachment relationship (the emotional bond between parent and child) (Bowlby, 1969, 1980, cited in Moretti and Peled, 2004). My hope is to increase understanding as to whether technology affects the bond between parents and children, thus increasing our knowledge to assist parents in making informed decisions about their children's media consumption.

You have been invited because you are a parent of a child/children aged 8-18. The experiment will involve answering an online questionnaire which consists of three scales. The Internet Usage Scale (Ihmeid and Shawareb, 2014) will assess your perspective of your child's media consumption. The Internet Parenting Style Scale (Ihmeid and Shawareb, 2014) will indicate what type of parenting practices you use to manage your child's media consumption. Finally, the Revised Inventory of parental attachment (R-IPA) (Abshire, Ketring and Johnson, 2003) will ask about your perspective on your attachment towards your child.

This experiment does not include any foreseeable risks, and the questionnaire should take about 10 minutes to complete.

Voluntary participation & anonymity:

Participation in the study is entirely voluntary. After you have read this information leaflet, please feel free to contact me if you have any questions or concerns at zx489296@ou.ac.uk.

For the purposes of carrying out this experiment, the University uses Qualtrics, with whom the School of Psychology holds an agreement. All information collected within Qualtrics will be

anonymous – you will not be identifiable to the researcher or in any report resulting from this experiment.

If you decide to take part, you are free to withdraw without having to give a reason and without negative consequences. As the data collected is anonymous, it will not be possible to withdraw from the study once you have completed the experiment, as the researcher will not be able to identify you.

How will the data collected in the experiment be used

Data collected will be aggregated, analysed statistically, and summaries of the results will be included in a research report. Before agreeing to take part, please read the Data Protection Privacy Notice, which explains how the data will be managed after collection.

If you would like a summary of the findings from the study, please email the researcher (zx489296@ou.ac.uk).

How do I give consent to participate

If you are happy to participate, please complete the Informed Consent Form when prompted to do so below.

Timings

Thank you for completing this survey by 23/3/23.

Questions, comments or complaints

If at any point you need more information about the study, or you have any concerns, please contact the researcher by emailing (zx489296@ou.ac.uk). You can also contact the project supervisor, Kinga Patterson, at kinga.patterson@open.ac.uk. If wish to make a formal complaint, please contact the DE300 module chair at DE300-Chair@open.ac.uk.

Thank you for your time reading this information and considering taking part in this study.

Sophie Klose

Data Protection Privacy Notice

The research study complies with UK General Data Protection Regulations (GDPR) and the UK Data Protection Act 2018. The data collected in this study is anonymous. That means when taking part in this study, it is not possible to identify yourself individually.

You will be asked to indicate your country of residence, age, sex assigned at birth, number of children and their age, but this cannot be linked back to you as an individual.

The nature of the research is such that you will not be asked to disclose sensitive personal information. The experiment does not require you to disclose special category data (ethnic origin, political views, religious affiliation, trade union membership, health issues, or sexual orientation).

How long will the data be used and retained?

All anonymous project data and consent forms will be stored on the researcher's password-protected hard drive, with a backup copy on an encrypted or password-protected external drive until the project is completed. Any e-mail correspondence with participants will be destroyed immediately after the data has been collected.

The results of the study will be used as a basis for a research project report as part of the Open University module DE300 Investigating Psychology 3. The author of the study reserves the right to publish the findings as an academic publication or in another form. Both in the report and any subsequent publication, the anonymous data will be presented in aggregated form.

Will my data be shared with others?

The anonymous project data collected in this study will be available to the researcher, their supervisor and, occasionally, academic staff on the DE300 module team. The project data may also be stored in a secure UK research data archive indefinitely, subject to appropriate legal and ethical practices.

What if I am not happy with how my data has been managed? If you have concerns about data protection and how your information was handled, please contact the course chair at DE300-Chair@open.ac.uk. You can also contact the OU's Data Protection Team at

Sophie Klose (H6192434)

data-protection@open.ac.uk. If you feel that your concerns about the handling of data have not been resolved, you have a right to lodge a complaint with the Information Commissioner's Office (ICO), who are the relevant regulator for data privacy and protection matters. The ICO can be contacted at Wycliffe House, Water Lane, Wilmslow, SK9 5AF and you will find more information at <https://ico.org.uk>.

Informed Consent Form

I, the undersigned participant, hereby confirm the following:

Please indicate 'yes' or 'no' next to each item by deleting the option that does not apply.

(Forced Choice" for all nine questions)

1. I have read and understood the information set out in the Participation Information Leaflet and the Data Protection Privacy Notice and have had the opportunity to ask questions about the research, the data collection process, and my participation. [YES/NO]
2. I understand that my participation is voluntary and that I am free to withdraw from the study without giving any reason and without being disadvantaged in any way. [YES/NO]
3. I understand that once I have completed the experiment, I will not be able to withdraw my data as the experiment is anonymous, and the researcher will not be able to identify my responses. [YES/NO]
4. I am aged 18 or over. [YES/NO]
5. I understand that my participation will contribute to psychological research, but I will receive no reward, payment, or other direct benefits. [YES/NO]
6. I was advised of any risks or disadvantages of participating in this research. [YES/NO]
7. I understand that the aggregate project data will be used to write a research report for DE300 and any publications which arise from the study. [YES/NO]
8. I agree for my anonymous data to be stored in a password-protected personal computer and encrypted external drive until the project is completed, and may additionally be stored in a secure UK research data archive indefinitely, subject to appropriate legal and ethical practices. [YES/NO]
9. I consent to take part in this experiment [YES/NO]

Section 1: Demographic Section

1. In which country do you currently reside? → **“Forced Choice”**

Answer options: Text entry

2. What is your age? → **“Forced Choice”**

Answer options: Text entry

3. What sex were you assigned at birth on your legal documents? → **“Forced Choice”**

Answer options: Male
Female
Prefer not to say

4. How many children do you have? → **“Forced Choice”**

Answer options: One → [Skip Logic to Parents with one child](#)
Two or more → [Skip Logic to Parents with two or more children](#)

5. Parents with one child: How old is your child? → **“Forced Choice”**

Answer options: 0-7 → [Skip Logic to Debrief section](#)
8-10 → [Skip Logic to Section 2](#)
11-14 → [Skip Logic to Section 2](#)
15-18 → [Skip Logic to Section 2](#)

6. Parents with two or more children: How old is your eldest child? → **“Forced Choice”**

Preamble: We are interested in understanding the experiences and perspectives of parents with multiple children. If you have more than one child, we would like you to base your responses on your oldest child.

Answer options: Text entry

Section 2: Internet Usage Scale

Introductory text: *The following set of questions will focus on your child's Internet usage. Please select the choice that best matches your child's usage by indicating your level of agreement or disagreement.*

1. My child sends/receives emails.

Answer options: 1: Never true
2: Infrequently true
3: Neither true nor false
4: Usually true
5: Always true

2. My child visits websites.

Answer options: 1: Never true
2: Infrequently true
3: Neither true nor false
4: Usually true
5: Always true

3. My child downloads pictures.

Answer options: 1: Never true
2: Infrequently true
3: Neither true nor false
4: Usually true
5: Always true

4. My child plays games online.

Answer options: 1: Never true
2: Infrequently true
3: Neither true nor false
4: Usually true
5: Always true

5. My child uses the Internet to do homework and assignments.

Answer options: 1: Never true
2: Infrequently true
3: Neither true nor false
4: Usually true

5: Always true

6. My child watches cartoon movies.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

7. My child listens to/reads stories online.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

8. My child checks information for fun.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

9. My child instant messages.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

Section 3: Internet Parenting Style Scale

Introductory text: *The following set of questions will focus on how you monitor your child's Internet usage. Please select the choice that best matches your monitoring skills by indicating your level of agreement or disagreement.*

Authoritarian Internet Parental Style

1. I control everything my child watches on the Internet.

Answer options:

- 1: Never true
- 2: Infrequently true
- 3: Neither true nor false
- 4: Usually true
- 5: Always true

2. I know what my child is doing on the Internet.

Answer options:

- 1: Never true
- 2: Infrequently true
- 3: Neither true nor false
- 4: Usually true
- 5: Always true

3. I expect my child to use the Internet according to my instructions without asking any questions.

Answer options:

- 1: Never true
- 2: Infrequently true
- 3: Neither true nor false
- 4: Usually true
- 5: Always true

4. I tell my child exactly what he/she should watch and browse on the Internet.

Answer options:

- 1: Never true
- 2: Infrequently true
- 3: Neither true nor false
- 4: Usually true
- 5: Always true

5. I spank my child if he/she visits inappropriate websites.

Answer options:

- 1: Never true
- 2: Infrequently true

3: Neither true nor false

4: Usually true

5: Always true

6. I scold my child when he/she does not meet my expectations regarding Internet usage.

Answer options: 1: Never true

2: Infrequently true

3: Neither true nor false

4: Usually true

5: Always true

7. I impose strict rules regarding how much time my child is allowed to spend on the Internet.

Answer options: 1: Never true

2: Infrequently true

3: Neither true nor false

4: Usually true

5: Always true

8. I punish my child when he/she goes to chat rooms or uses social media like Facebook, Twitter etc.

Answer options: 1: Never true

2: Infrequently true

3: Neither true nor false

4: Usually true

5: Always true

9. I know what the best and most useful online content is for my child.

Answer options: 1: Never true

2: Infrequently true

3: Neither true nor false

4: Usually true

5: Always true

Authoritative Internet Parental Style

1. I discuss with my child the reasons behind using the Internet and its rich possibilities.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

2. I define the rules of Internet usage together with my child.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

3. I give my child directions and guidelines on how to use the Internet in an appropriate way.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

4. I talk with my child about whom he/she should contact or meet on the Internet.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

5. I talk to my child about potential dangers of the Internet.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

6. I encourage my child to talk about his/her experiences on the Internet (e.g. what he/she watches, what he/she does, or the result of his/her work).

Answer options:

- 1: Never true
- 2: Infrequently true
- 3: Neither true nor false
- 4: Usually true
- 5: Always true

7. I show sympathy when my child is frustrated while using the Internet.

Answer options:

- 1: Never true
- 2: Infrequently true
- 3: Neither true nor false
- 4: Usually true
- 5: Always true

8. I respond promptly to my child's needs and feelings towards using the Internet.

Answer options:

- 1: Never true
- 2: Infrequently true
- 3: Neither true nor false
- 4: Usually true
- 5: Always true

9. I have asked my child to inform me if he/she finds something on the Internet making him/her uncomfortable.

Answer options:

- 1: Never true
- 2: Infrequently true
- 3: Neither true nor false
- 4: Usually true
- 5: Always true

Permissive Internet Parental Style

1. I help my child when he/she faces technical problems while using the Internet.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

2. I prefer not to put a time limit on my child's Internet use.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

3. I accept all of my child's choices while using the Internet.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

4. I clarify to my child what he/she does not understand on the Internet (e.g. foreign language words, abbreviations).

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

5. I allow my child to watch or browse whatever sites he/she likes.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

6. I avoid imposing rules on my child when he/she is using the Internet.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

7. I avoid confrontation when my child insists on using the Internet too much.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

8. I avoid criticizing my child when he/she disobeys my guidelines regarding Internet use.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

9. I allow my child to work with his/her friends on the Internet.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

Neglectful Internet Parental Style

1. I leave my child alone while he/she is using the Internet.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

2. I have no time to sit with my child and monitor what he/she watches.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

3. As my child knows more than I do about the Internet, I do not interfere with him.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

4. I avoid explaining to my child what to do while using the Internet.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

5. I have little communication with my child about what he/she has found on the Internet.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

6. I give my child absolute freedom when he/she uses the Internet.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

7. I ignore my child's questions regarding the difficulties he/she faces on the Internet.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

8. I prefer not to get involved in my child's work while he/she is using the Internet.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

9. I expect that my child is using the Internet with people I do not know.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

Section 4: Parental Attachment

Introductory text: *The following set of questions will focus on parental -child bond. Please select the choice that best matches your experience of your parental-child bond by indicating your level of agreement or disagreement.*

1. I get frustrated with my child.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

2. I am constantly yelling and fighting with my child.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

3. My child trusts my judgement.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

4. I trust my child.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

5. My child respects my feelings.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true

5: Always true

6. I feel angry with my child.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

7. I get upset easily around my child.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

8. My child understands me.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

9. My child cares about my point of view.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

10. I don't like being around my child.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

11. When I am angry, my child often understands.

- Answer options:**
- 1: Never true
 - 2: Infrequently true

- 3: Neither true nor false
- 4: Usually true
- 5: Always true

12. I don't get much attention or credit from my child.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

13. I feel my child is good.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

14. My child accepts me as I am.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

15. My child expects too much of me.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

16. I wish I had a different child.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

17. I talk to my child about my difficulties.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

18. If my child knows something is bothering me they ask me about it.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

19. I tell my child about my problems.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

20. I can count on my child when I need to get something off my chest.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

21. My child can tell when I'm upset about something.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

22. I like to get my child's point of view on things I am concerned about.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

23. I get upset a lot more than my child knows about.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

24. When I feel sad and lonely, I spend time with my child.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

25. My child helps me understand myself better.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

26. I don't like my children to touch me.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

27. Talking over my problems with my children makes me feel ashamed or foolish.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

28. I feel it is no use letting my feelings show around my child.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

29. My child has their own problems, so I don't bother them with my problems.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

30. My child doesn't understand what I am going through these days.

- Answer options:**
- 1: Never true
 - 2: Infrequently true
 - 3: Neither true nor false
 - 4: Usually true
 - 5: Always true

Section 5: Debrief Section

Thank you for participating in the following study on children's media usage, parental mediation, and the influence on parental-child attachment. Studies suggest that our evolving online environment is redefining parenting in the 21st century (OECD, 2018). As a result, parents are now required to mediate their children's screen time (Ameenuddin et al., 2016). This added responsibility is causing additional worry and strain for parents who are not only trying to navigate the fast-paced technological environment but also update their parenting styles accordingly (Byrne and Livingstone, 2018). The purpose of this study is to understand how parental monitoring and regulation of children's media use affects the attachment relationship between parents and children.

In this study, you were asked to complete a questionnaire about your child's media usage and parenting practices related to media use. The questionnaire also asked about your perceptions of attachment with your child. The results of this study will be analyzed to understand the relationship between parental mediation, children's media usage, and parental-child attachment.

If you are interested in further information on the subject, please feel free to consult the following articles:

- Ihmeideh, F.M., Shawareb, A.A., (2014) 'The Association Between Internet Parenting Styles and Children's Use of the Internet at Home', Journal of Research in Childhood Education, 28(4), pp. 411-425. Available at: DOI: 10.1080/02568543.2014.944723
- Abshire, C., Ketring, S.A., Johnson, L.N. (2003) 'The Revised Inventory of Parent Attachment: Measuring Attachment in Families', Contemporary Family Therapy, 25 (3), pp. 333-349. Available at: https://www.researchgate.net/profile/Lee-Johnson-5/publication/226783606_The_Revised_Inventory_of_Parent_Attachment_Measuring_Attachment_in_Families/links/545a8cb70cf2c16efbbbc09d/The-Revised-Inventory-of-Parent-Attachment-Measuring-Attachment-in-Families.pdf

If you have any questions or concerns about this study or your participation, please contact the researcher at the following email address: zx489296@ou.ac.uk.

Thank you again for your participation in this study.

Appendix 2: WhatsApp message

Sophie Klose (H6192434)

Dear parents, my name is Sophie Klose, and as a psychology student and parent, I am researching the impact of children's media usage on parental relationships. Your participation in this online survey would be greatly appreciated and is vital to the success of this study. The survey is anonymous and confidential (all responses will be anonymized, making them untraceable) and takes 9-10 minutes to complete. Also, please feel free to forward the survey to any parents you might know who would be willing to participate. I thank you in advance for your valuable support, as your contribution is essential to the success of this project!
https://openss.qualtrics.com/jfe/form/SV_8hSb0oDc1CPp8d8

Appendix 3: Facebook Message



Hello fellow ZIS parents, I'm a parent of 2 ZIS students and finalizing my Bachelor's degree in Psychology. To complete my degree, I am conducting a study investigating the impact of children's media usage and parental mediation on parental relationships. Looking for as much input and possible and would appreciate your feedback on this survey. The survey target parents with children ranging from 8-18 years old, is totally anonymous and confidential. All responses will be anonymized, making them untraceable. The survey takes approximately 10-15 minutes to complete. I will be happy to share the findings of this study with the ZIS school community upon completion. Thanks in advance for your help with this survey. To access the survey and find more details on the study and use of data, etc, here's the link:

https://openss.qualtrics.com/jfe/form/SV_8hSb0oDc1CPp8d8

Thanks! Sophie Klose

Appendix 4: SPSS output Demographic data

Frequencies

Statistics

In which country do you currently reside?

N	Valid	66
	Missing	0

In which country do you currently reside?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Australia	5	7.6	7.6	7.6
	Austria	1	1.5	1.5	9.1
	Brasil	1	1.5	1.5	10.6
	Canada	1	1.5	1.5	12.1
	Germany	1	1.5	1.5	13.6
	Switzerland	48	72.7	72.7	86.4
	United Kingdom	8	12.1	12.1	98.5
	United States	1	1.5	1.5	100.0
	Total	66	100.0	100.0	

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
What is your age?	66	36	60	47.62	4.860
Valid N (listwise)	66				

Frequencies

Statistics

What sex were you assigned at birth on your legal documents?

N	Valid	66
	Missing	0
Mean		1.94
Median		2.00
Mode		2
Std. Deviation		.345
Minimum		1
Maximum		3
Percentiles	25	2.00
	50	2.00
	75	2.00

What sex were you assigned at birth on your legal documents?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	6	9.1	9.1	9.1
	Female	58	87.9	87.9	97.0
	Prefer not to say	2	3.0	3.0	100.0
	Total	66	100.0	100.0	

Frequencies

Statistics

How many children do you have?

N	Valid	66
	Missing	0
Mean		1.77
Median		2.00
Mode		2
Std. Deviation		.422
Minimum		1
Maximum		2
Percentiles	25	2.00
	50	2.00
	75	2.00

How many children do you have?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	22.7	22.7	22.7
	2 or more	51	77.3	77.3	100.0
	Total	66	100.0	100.0	

Statistics

How old is your child?

N	Valid	15
	Missing	51
Mean		3.00

Median		3.00
Mode		3
Std. Deviation		.535
Minimum		2
Maximum		4
Percentiles	25	3.00
	50	3.00
	75	3.00

How old is your child?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8 - 10	2	3.0	13.3	13.3
	11 - 14	11	16.7	73.3	86.7
	15 - 18	2	3.0	13.3	100.0
	Total	15	22.7	100.0	
Missing	System	51	77.3		
Total		66	100.0		

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
We are interested in understanding the experiences and perspectives of parents with multiple children. If you have more than one child, we would like you to base your responses on your oldest child.	51	9	25	14.71	3.183
How old is your eldest child?					
Valid N (listwise)	51				

Appendix 5: SPSS output Multiple Regression and Assumptions of Multiple Regression

```
GET
  FILE='C:\Users\mklos\Desktop\Clean (MEAN_ADD) Surveydata (V7) .sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
REGRESSION
  /DESCRIPTIVES MEAN STDDEV CORR SIG N
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT Attachment_REV_MEAN
  /METHOD=ENTER Internet_Usage_MEAN Authoritarian_MEAN Authoritative_MEAN
  Permissive_MEAN
  Neglectful_MEAN.
```

Regression

[DataSet1] C:\Users\mklos\Desktop\Clean (MEAN_ADD) Surveydata (V7) .sav

Descriptive Statistics

	Mean	Std. Deviation	N
Attachment_REV_MEAN	3.6899	.39410	66
Internet_Usage_MEAN	3.6347	.77442	66
Authoritarian_MEAN	2.6080	.67419	66
Authoritative_MEAN	3.9697	.68008	66
Permissive_MEAN	2.7069	.62504	66
Neglectful_MEAN	2.2851	.63490	66

Correlations

		Attachment_ REV_MEAN	Internet_Usa ge MEAN	Authoritarian MEAN	Authoritative MEAN	Permissive_ MEAN	Neglectful_M EAN
Pearson Correlation	Attachment_REV_MEAN	1.000	-.041	.038	.403	.117	-.241
	Internet_Usage_MEAN	-.041	1.000	-.153	.174	.106	.171
	Authoritarian_MEAN	.038	-.153	1.000	.281	-.400	-.519
	Authoritative_MEAN	.403	.174	.281	1.000	.078	-.518
	Permissive_MEAN	.117	.106	-.400	.078	1.000	.462
	Neglectful_MEAN	-.241	.171	-.519	-.518	.462	1.000
Sig. (1-tailed)	Attachment_REV_MEAN	.	.372	.382	.000	.174	.026
	Internet_Usage_MEAN	.372	.	.110	.081	.199	.085
	Authoritarian_MEAN	.382	.110	.	.011	.000	.000
	Authoritative_MEAN	.000	.081	.011	.	.267	.000
	Permissive_MEAN	.174	.199	.000	.267	.	.000
	Neglectful_MEAN	.026	.085	.000	.000	.000	.
N	Attachment_REV_MEAN	66	66	66	66	66	66
	Internet_Usage_MEAN	66	66	66	66	66	66
	Authoritarian_MEAN	66	66	66	66	66	66
	Authoritative_MEAN	66	66	66	66	66	66
	Permissive_MEAN	66	66	66	66	66	66
	Neglectful_MEAN	66	66	66	66	66	66

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Neglectful_MEAN, Internet_Usage_MEAN, Permissive_MEAN , Authoritarian_MEAN, Authoritative_MEAN ^b	.	Enter

a. Dependent Variable: Attachment_REV_MEAN

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.445 ^a	.198	.132	.36727

a. Predictors: (Constant), Neglectful_MEAN, Internet_Usage_MEAN, Permissive_MEAN, Authoritarian_MEAN, Authoritative_MEAN

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.002	5	.400	2.969	.018 ^b
	Residual	8.093	60	.135		
	Total	10.095	65			

a. Dependent Variable: Attachment_REV_MEAN

b. Predictors: (Constant), Neglectful_MEAN, Internet_Usage_MEAN, Permissive_MEAN, Authoritarian_MEAN, Authoritative_MEAN

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.205	.545		5.881	.000
	Internet_Usage_MEAN	-.056	.064	-.110	-.880	.383
	Authoritarian_MEAN	-.063	.082	-.108	-.770	.444
	Authoritative_MEAN	.213	.092	.368	2.309	.024
	Permissive_MEAN	.078	.094	.124	.831	.409
	Neglectful_MEAN	-.090	.112	-.145	-.800	.427

a. Dependent Variable: Attachment_REV_MEAN

* Chart Builder.

GGRAPH

```

/GRAPHDATASET NAME="graphdataset" VARIABLES=Internet_Usage_MEAN
Attachment_REV_MEAN
MISSING=LISTWISE REPORTMISSING=NO
/GRAPHSPEC SOURCE=INLINE
/FITLINE TOTAL=NO.

```

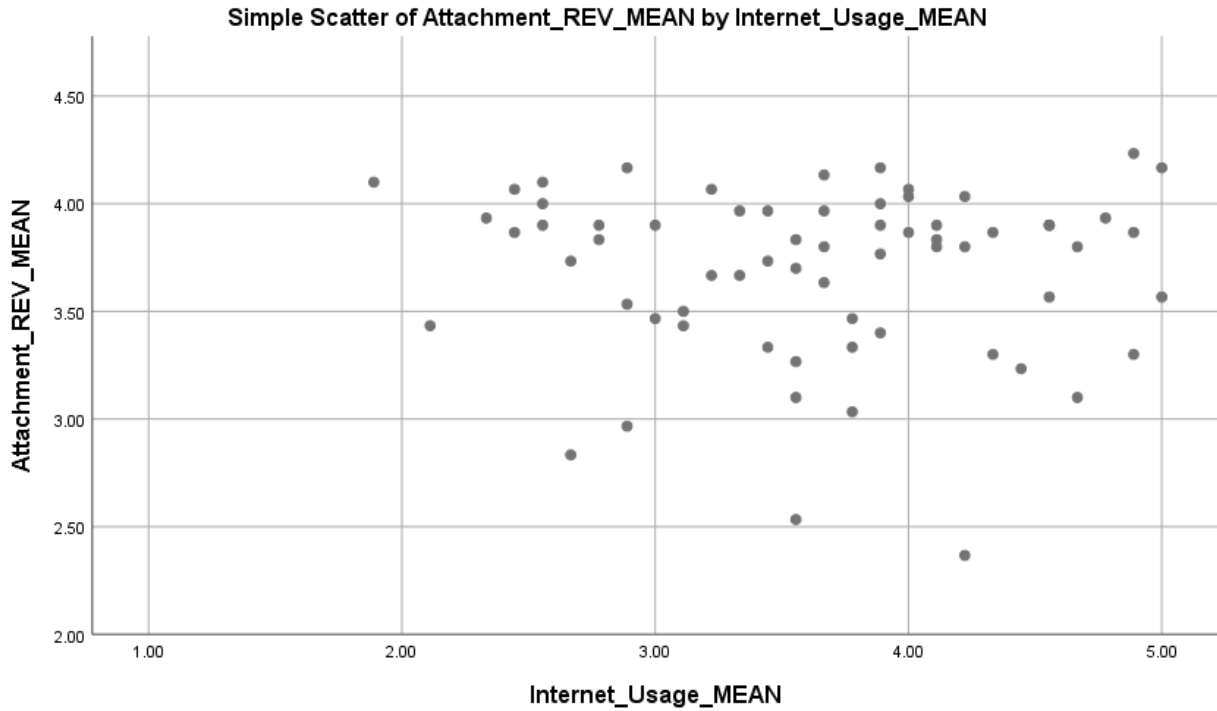
BEGIN GPL

```

SOURCE: s=userSource(id("graphdataset"))
DATA: Internet_Usage_MEAN=col(source(s), name("Internet_Usage_MEAN"))
DATA: Attachment_REV_MEAN=col(source(s), name("Attachment_REV_MEAN"))
GUIDE: axis(dim(1), label("Internet_Usage_MEAN"))
GUIDE: axis(dim(2), label("Attachment_REV_MEAN"))
GUIDE: text.title(label("Simple Scatter of Attachment_REV_MEAN by
Internet_Usage_MEAN"))
ELEMENT: point(position(Internet_Usage_MEAN*Attachment_REV_MEAN))
END GPL.

```

GGraph



* Chart Builder.

GGRAPH

/GRAPHDATASET NAME="graphdataset" VARIABLES=Authoritarian_MEAN

Attachment_REV_MEAN

MISSING=LISTWISE REPORTMISSING=NO

/GRAPHSPEC SOURCE=INLINE

/FITLINE TOTAL=NO.

BEGIN GPL

SOURCE: s=userSource(id("graphdataset"))

DATA: Authoritarian_MEAN=col(source(s), name("Authoritarian_MEAN"))

DATA: Attachment_REV_MEAN=col(source(s), name("Attachment_REV_MEAN"))

GUIDE: axis(dim(1), label("Authoritarian_MEAN"))

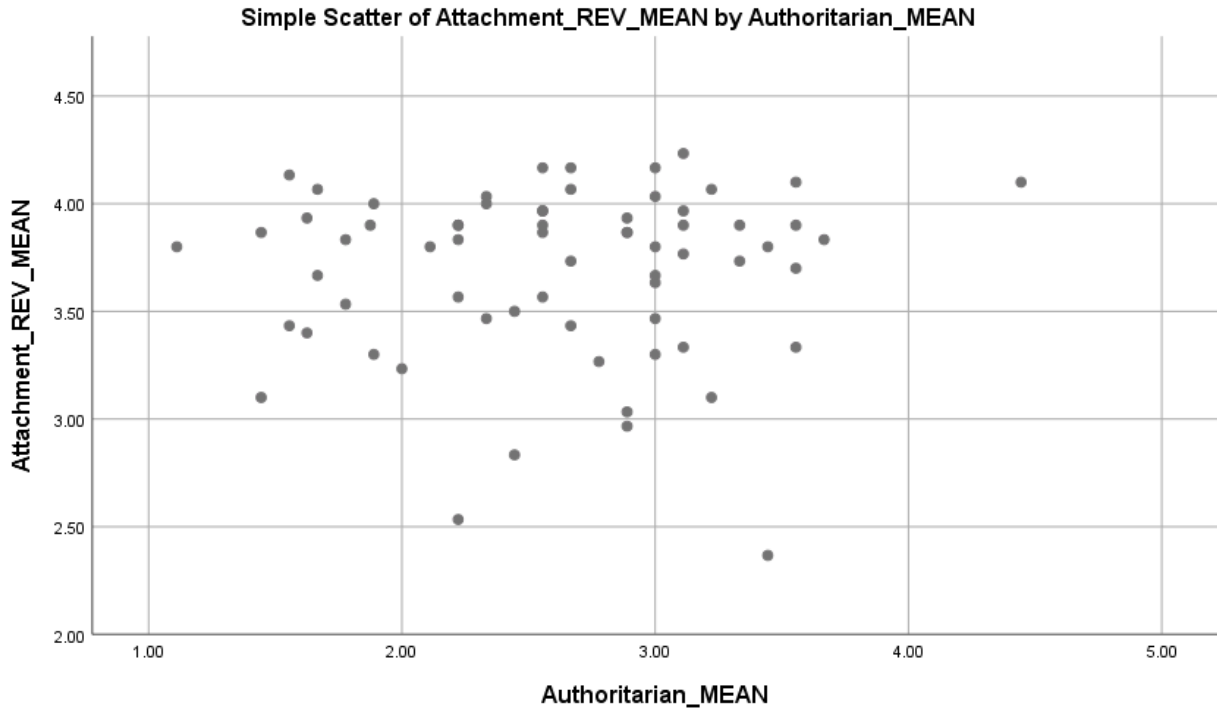
GUIDE: axis(dim(2), label("Attachment_REV_MEAN"))

GUIDE: text.title(label("Simple Scatter of Attachment_REV_MEAN by
Authoritarian_MEAN"))

ELEMENT: point(position(Authoritarian_MEAN*Attachment_REV_MEAN))

END GPL.

GGraph



* Chart Builder.

GGRAPH

/GRAPHDATASET NAME="graphdataset" VARIABLES=Authoritative_MEAN

Attachment_REV_MEAN

MISSING=LISTWISE REPORTMISSING=NO

/GRAPHSPEC SOURCE=INLINE

/FITLINE TOTAL=NO.

BEGIN GPL

SOURCE: s=userSource(id("graphdataset"))

DATA: Authoritative_MEAN=col(source(s), name("Authoritative_MEAN"))

DATA: Attachment_REV_MEAN=col(source(s), name("Attachment_REV_MEAN"))

GUIDE: axis(dim(1), label("Authoritative_MEAN"))

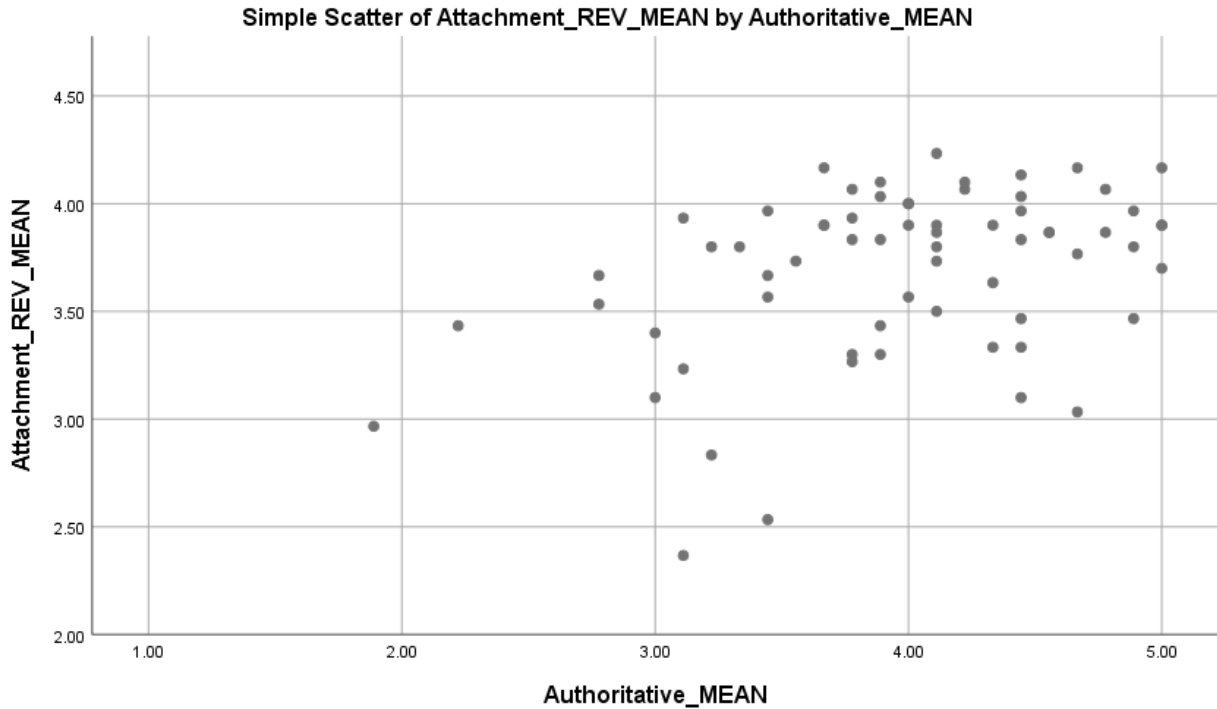
GUIDE: axis(dim(2), label("Attachment_REV_MEAN"))

GUIDE: text.title(label("Simple Scatter of Attachment_REV_MEAN by
Authoritative_MEAN"))

ELEMENT: point(position(Authoritative_MEAN*Attachment_REV_MEAN))

END GPL.

GGraph



* Chart Builder.

GGRAPH

/GRAPHDATASET NAME="graphdataset" VARIABLES=Permissive_MEAN

Attachment_REV_MEAN MISSING=LISTWISE

REPORTMISSING=NO

/GRAPHSPEC SOURCE=INLINE

/FITLINE TOTAL=NO.

BEGIN GPL

SOURCE: s=userSource(id("graphdataset"))

DATA: Permissive_MEAN=col(source(s), name("Permissive_MEAN"))

DATA: Attachment_REV_MEAN=col(source(s), name("Attachment_REV_MEAN"))

GUIDE: axis(dim(1), label("Permissive_MEAN"))

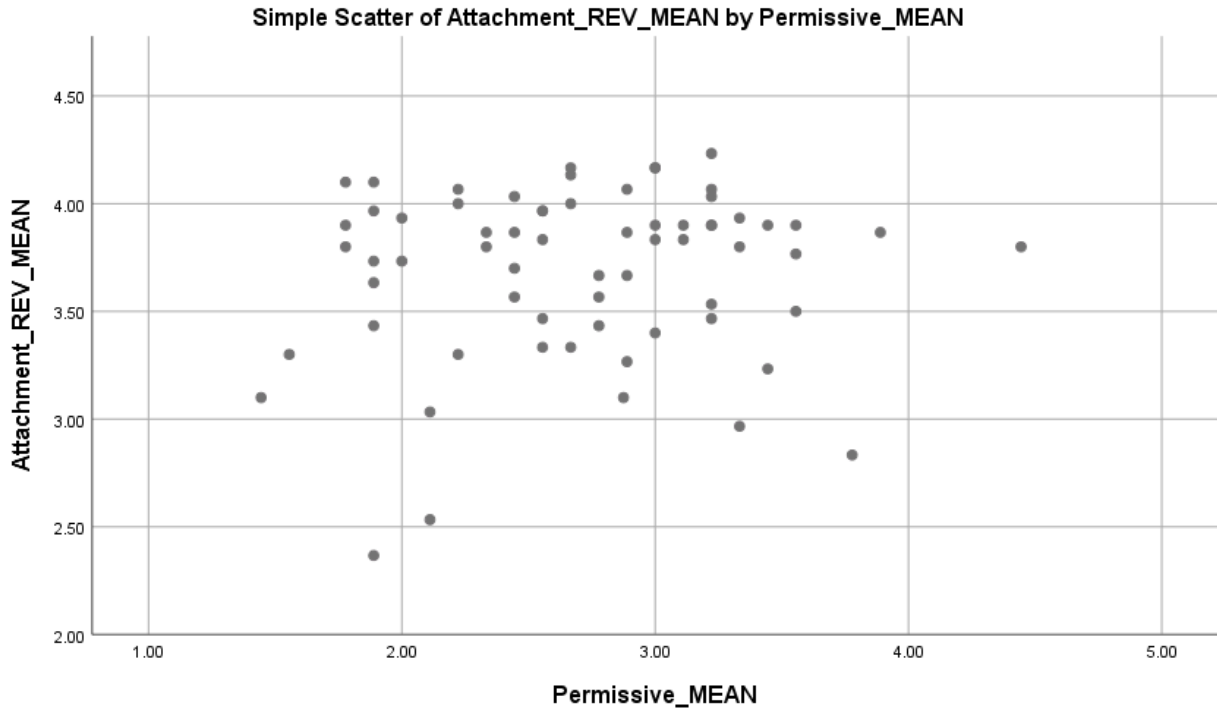
GUIDE: axis(dim(2), label("Attachment_REV_MEAN"))

GUIDE: text.title(label("Simple Scatter of Attachment_REV_MEAN by Permissive_MEAN"))

ELEMENT: point(position(Permissive_MEAN*Attachment_REV_MEAN))

END GPL.

GGraph



* Chart Builder.

GGRAPH

/GRAPHDATASET NAME="graphdataset" VARIABLES=Neglectful_MEAN

Attachment_REV_MEAN MISSING=LISTWISE

REPORTMISSING=NO

/GRAPHSPEC SOURCE=INLINE

/FITLINE TOTAL=NO.

BEGIN GPL

SOURCE: s=userSource(id("graphdataset"))

DATA: Neglectful_MEAN=col(source(s), name("Neglectful_MEAN"))

DATA: Attachment_REV_MEAN=col(source(s), name("Attachment_REV_MEAN"))

GUIDE: axis(dim(1), label("Neglectful_MEAN"))

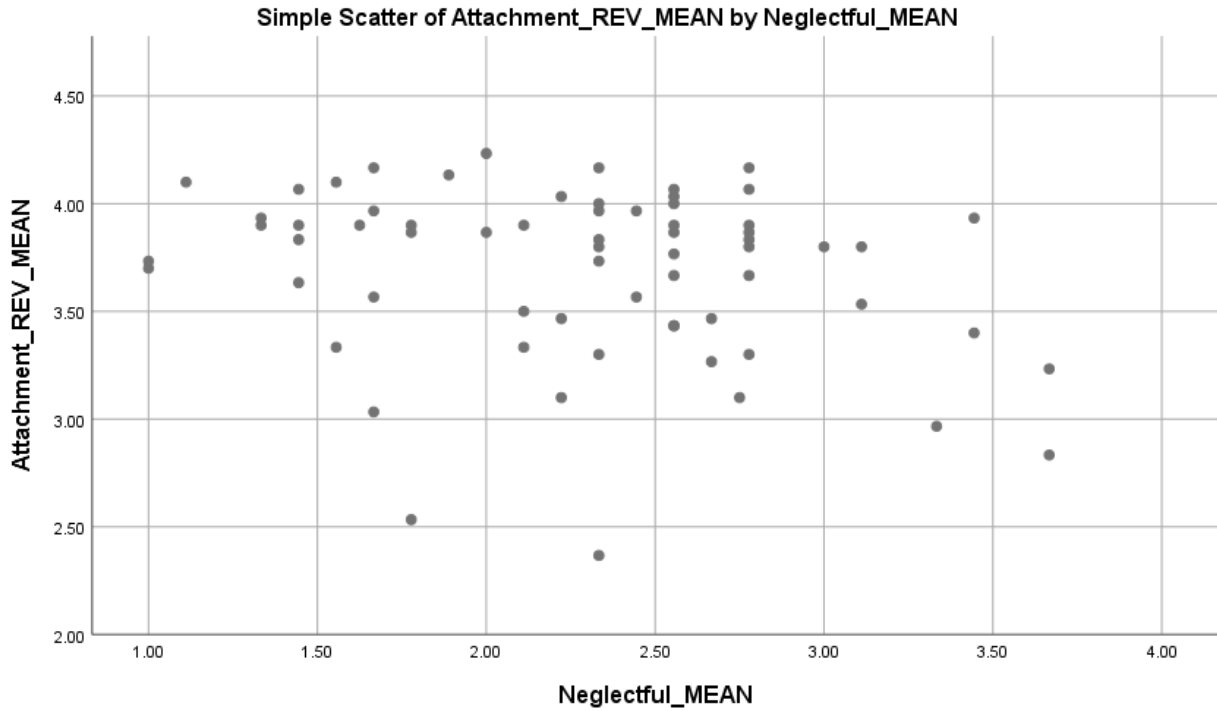
GUIDE: axis(dim(2), label("Attachment_REV_MEAN"))

GUIDE: text.title(label("Simple Scatter of Attachment_REV_MEAN by Neglectful_MEAN"))

ELEMENT: point(position(Neglectful_MEAN*Attachment_REV_MEAN))

END GPL.

GGraph



```

REGRESSION
  /DESCRIPTIVES MEAN STDDEV CORR SIG N
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA COLLIN TOL
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT Attachment_REV_MEAN
  /METHOD=ENTER Internet_Usage_MEAN Authoritarian_MEAN Authoritative_MEAN
  Permissive_MEAN
  Neglectful_MEAN
  /SCATTERPLOT=(*ZRESID ,*ZPRED)
  /RESIDUALS DURBIN NORMPROB(ZRESID)
  /SAVE COOK.
    
```

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Attachment_REV_MEAN	3.6899	.39410	66
Internet_Usage_MEAN	3.6347	.77442	66
Authoritarian_MEAN	2.6080	.67419	66
Authoritative_MEAN	3.9697	.68008	66
Permissive_MEAN	2.7069	.62504	66
Neglectful_MEAN	2.2851	.63490	66

		Correlations					
		Attachment_ REV_MEAN	Internet_Usa ge_MEAN	Authoritarian _MEAN	Authoritative _MEAN	Permissive_ MEAN	Neglectful_M EAN
Pearson Correlation	Attachment_REV_MEAN	1.000	-.041	.038	.403	.117	-.241
	Internet_Usage_MEAN	-.041	1.000	-.153	.174	.106	.171
	Authoritarian_MEAN	.038	-.153	1.000	.281	-.400	-.519
	Authoritative_MEAN	.403	.174	.281	1.000	.078	-.518
	Permissive_MEAN	.117	.106	-.400	.078	1.000	.462
	Neglectful_MEAN	-.241	.171	-.519	-.518	.462	1.000
Sig. (1-tailed)	Attachment_REV_MEAN	.	.372	.382	.000	.174	.026
	Internet_Usage_MEAN	.372	.	.110	.081	.199	.085
	Authoritarian_MEAN	.382	.110	.	.011	.000	.000
	Authoritative_MEAN	.000	.081	.011	.	.267	.000
	Permissive_MEAN	.174	.199	.000	.267	.	.000
	Neglectful_MEAN	.026	.085	.000	.000	.000	.
N	Attachment_REV_MEAN	66	66	66	66	66	66
	Internet_Usage_MEAN	66	66	66	66	66	66
	Authoritarian_MEAN	66	66	66	66	66	66
	Authoritative_MEAN	66	66	66	66	66	66
	Permissive_MEAN	66	66	66	66	66	66
	Neglectful_MEAN	66	66	66	66	66	66

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Neglectful_MEAN, Internet_Usage_MEAN, Permissive_MEAN , Authoritarian_MEAN, Authoritative_MEAN ^b	.	Enter

a. Dependent Variable: Attachment_REV_MEAN

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.445 ^a	.198	.132	.36727	2.150

a. Predictors: (Constant), Neglectful_MEAN, Internet_Usage_MEAN, Permissive_MEAN, Authoritarian_MEAN, Authoritative_MEAN

b. Dependent Variable: Attachment_REV_MEAN

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.002	5	.400	2.969	.018 ^b
	Residual	8.093	60	.135		
	Total	10.095	65			

a. Dependent Variable: Attachment_REV_MEAN

b. Predictors: (Constant), Neglectful_MEAN, Internet_Usage_MEAN, Permissive_MEAN, Authoritarian_MEAN, Authoritative_MEAN

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.205	.545		5.881	.000		
	Internet_Usage_MEAN	-.056	.064	-.110	-.880	.383	.853	1.173
	Authoritarian_MEAN	-.063	.082	-.108	-.770	.444	.679	1.473
	Authoritative_MEAN	.213	.092	.368	2.309	.024	.526	1.901
	Permissive_MEAN	.078	.094	.124	.831	.409	.600	1.667
	Neglectful_MEAN	-.090	.112	-.145	-.800	.427	.408	2.449

a. Dependent Variable: Attachment_REV_MEAN

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions					
				(Constant)	Internet_Usage_MEAN	Authoritarian_MEAN	Authoritative_MEAN	Permissive_MEAN	Neglectful_MEAN
1	1	5.780	1.000	.00	.00	.00	.00	.00	.00
	2	.122	6.881	.00	.00	.14	.01	.03	.09
	3	.041	11.820	.00	.27	.28	.06	.01	.16
	4	.038	12.302	.00	.38	.01	.03	.36	.05
	5	.013	21.264	.07	.34	.37	.38	.59	.14
	6	.005	33.608	.93	.00	.20	.52	.02	.56

a. Dependent Variable: Attachment_REV_MEAN

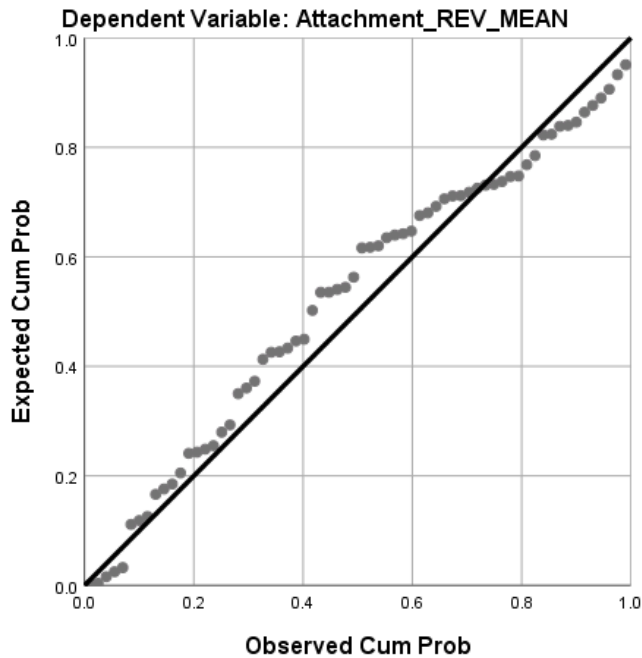
Residuals Statistics^a

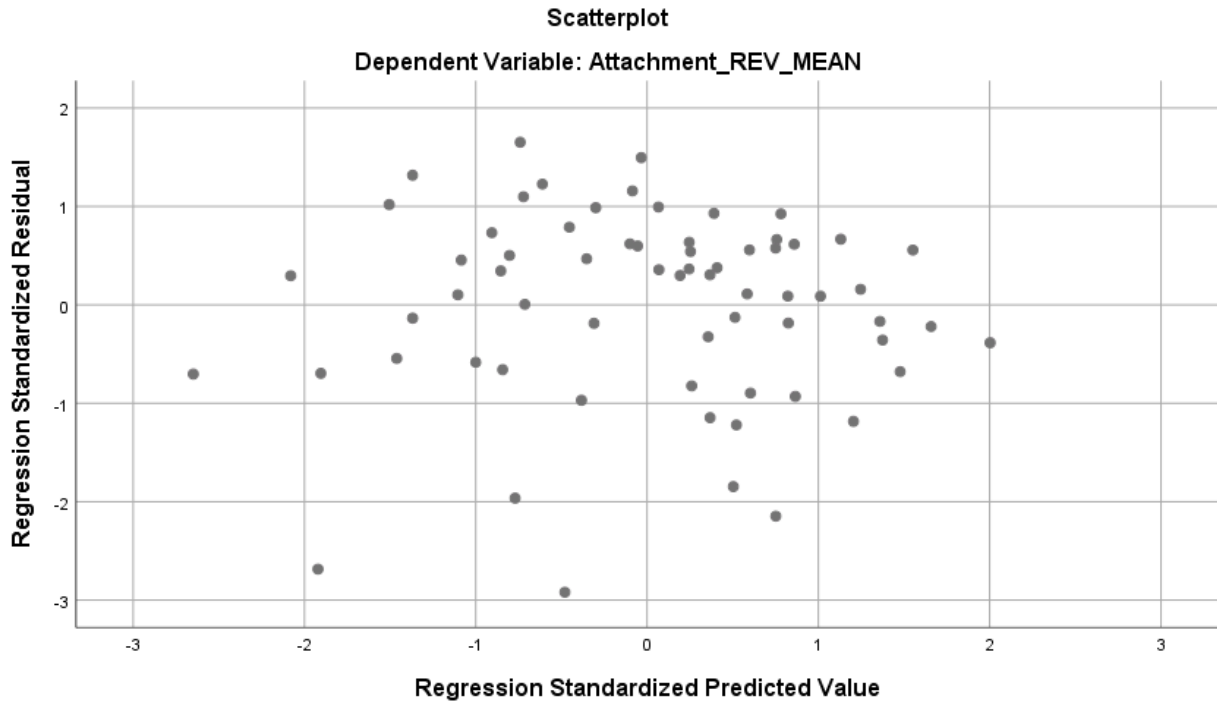
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.2249	4.0414	3.6899	.17551	66
Std. Predicted Value	-2.649	2.003	.000	1.000	66
Standard Error of Predicted Value	.062	.184	.108	.026	66
Adjusted Predicted Value	3.3000	4.0598	3.6920	.17496	66
Residual	-1.07233	.60678	.00000	.35286	66
Std. Residual	-2.920	1.652	.000	.961	66
Stud. Residual	-3.041	1.680	-.003	1.007	66
Deleted Residual	-1.16341	.62862	-.00209	.38839	66
Stud. Deleted Residual	-3.279	1.706	-.012	1.035	66
Mahal. Distance	.846	15.356	4.924	2.860	66
Cook's Distance	.000	.178	.017	.033	66
Centered Leverage Value	.013	.236	.076	.044	66

a. Dependent Variable: Attachment_REV_MEAN

Charts

Normal P-P Plot of Regression Standardized Residual

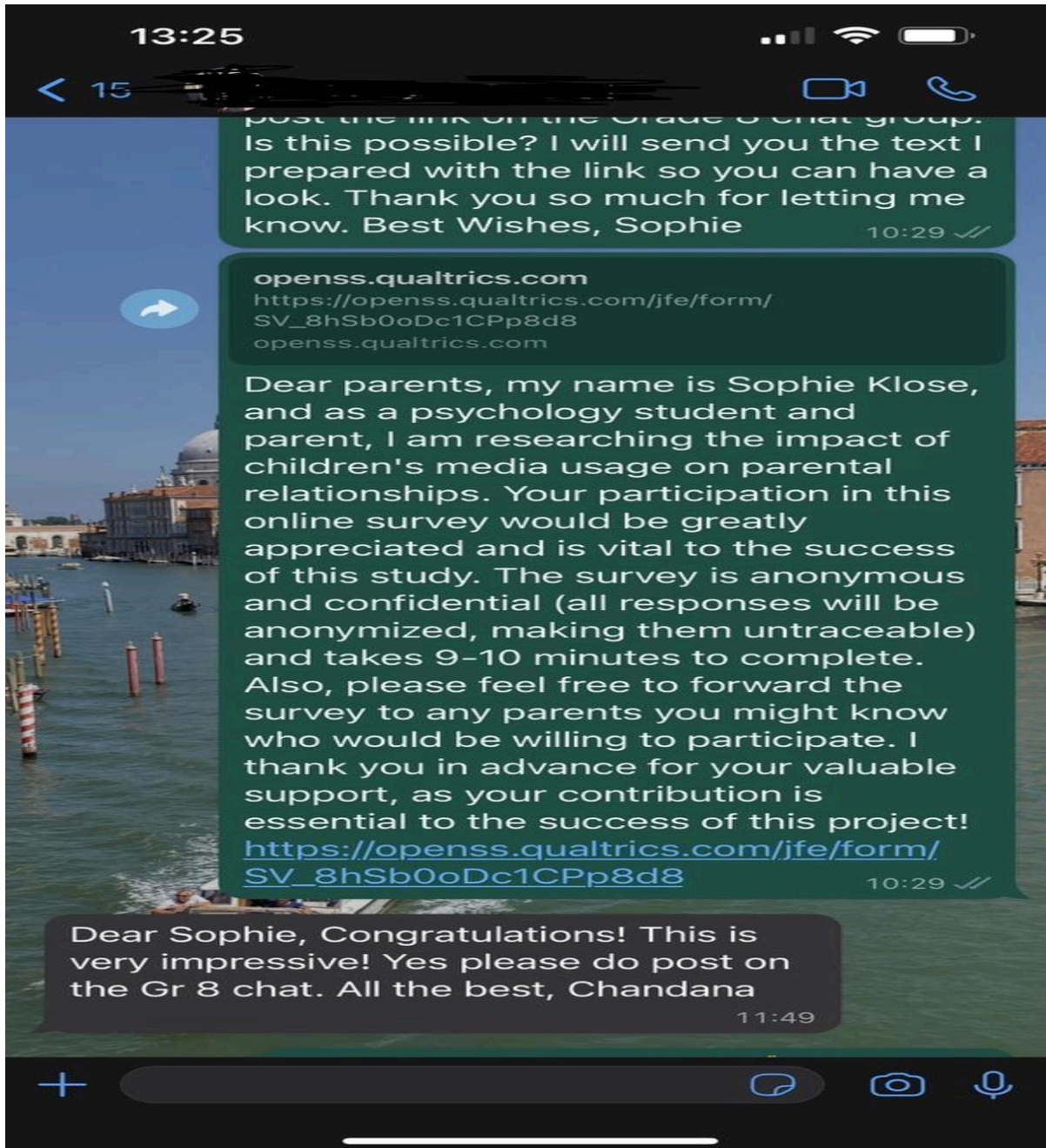




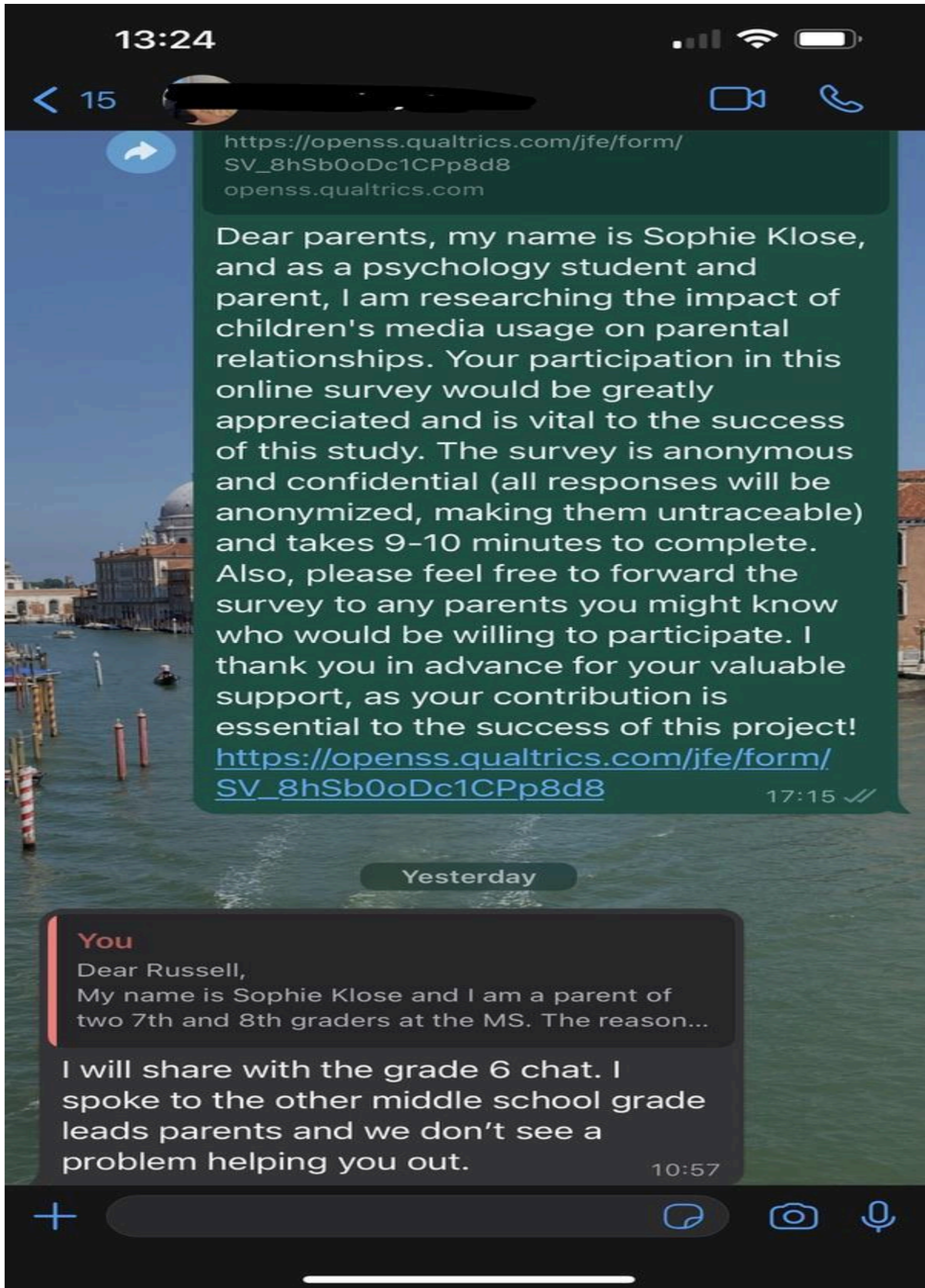
**Appendix 5: Whatsapp approval messages:
Grade 7**



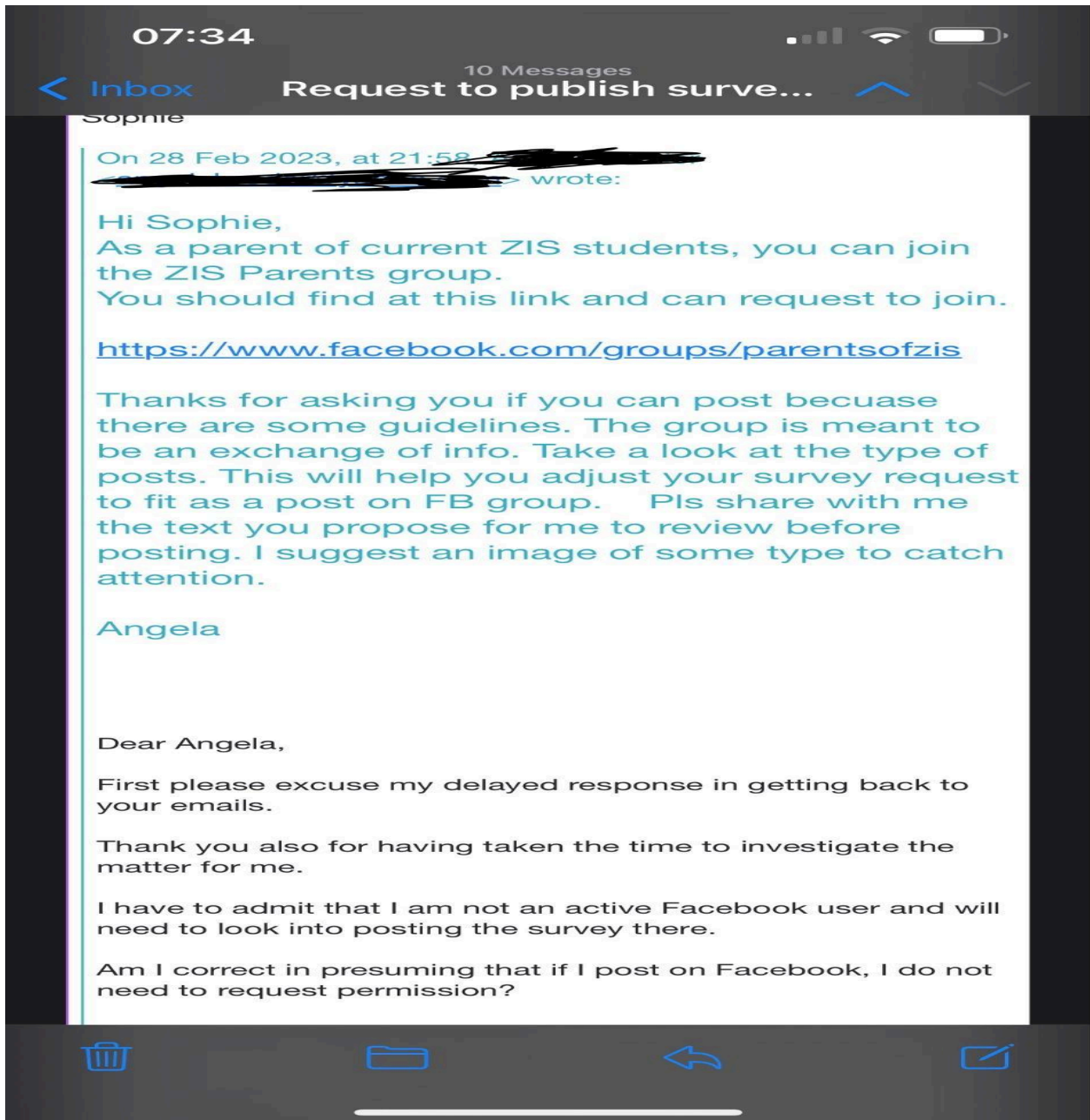
Grade 8:

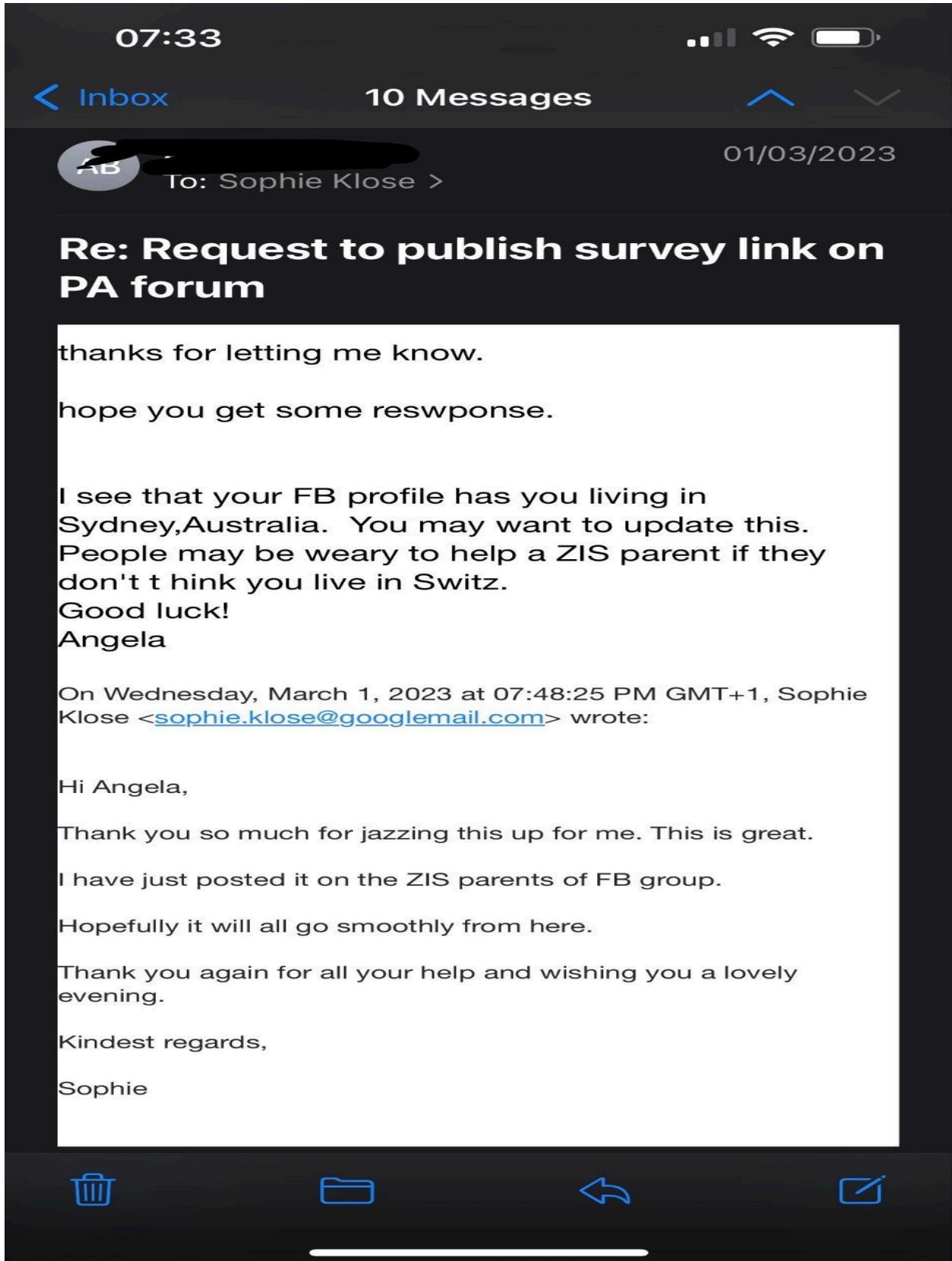


Grade 6:



Appendix 6: Facebook approval email:





Sophie Klose (H6192434)