

MODERATING ROLE OF PERCEIVED PARENTAL PSYCHOLOGICAL CONTROL AND SECURE ATTACHMENT STYLE IN SOCIAL MEDIA ADDICTION AND ACADEMIC PERFORMANCE

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ABSTRACT

The study examined how perceived parental psychological control and secure attachment style moderated the existing relationship between social media addiction and academic performance among undergraduates. It included undergraduate volunteers from randomly selected faculties at Nnamdi Azikiwe University, Awka. Participants included 64 males and 242 females, with a mean age of 20.67 years and a standard deviation of 1.78. The study used four instruments to collect data: the social media addiction scale, the perceived parental psychological control scale, and the secure domain of attachment style questionnaire. Academic performance was examined using the first semester results of introduction to social statistics (PSY211). The study used a moderated predictive design, and data analysis was performed using the PROCESS Macro model 2. The study found that perceived parental psychological control had a negative and significant moderating effect ($T=-2.4234$, $F=5.8731$, $P<.05$) on academic performance. Additionally, both perceived parental psychological control and secured attachment style had a negative and significant joint moderating effect ($T=-2.881$, $F=4.3752$, $P<.001$). It was recommended that parents and care givers should raise their children with love, care and emotional and physical support as they serve as buffers that reduce the effect of social media addiction among undergraduates.

Keywords: Social Media Addiction, Academic Performance, Psychological Control, Secure Attachment Style

INTRODUCTION

Words cannot fully express the delight of welcoming a newborn baby into the home of newlywed couples. A Newborn's parents are eager to offer the finest possible care for their child from birth. At school age, parents want the best for their child, so they choose the best school, tutor, and lend assistance at home. Of course, such efforts are made outside of parental control in order to ensure that the child grows into a responsible member of society. However, in the face of rapidly evolving digital technology and the negative implications of social media addiction, one wonders if parents still have a chance to ensure their children's academic success. Earlier studies have examined the relationship between Social Media Addiction and Academic Performance (Jiang et al, 2024; Tiking et al, 2024; Mukand, 2023; Esiemure et al, 2023; Landa-Blanco et al, 2024; Obasi, 2024; Abdullahi et al, 2024). There is scarce evidence on the moderating role of perceived parental psychological control and secure attachment style in social media addiction and academic performance among undergraduates. Studies in the present culture were among basic students and intermediate adolescents (Esiemure et al, 2024; Dike et al, 2022). These investigations suggest that the current participants have been severely underrepresented. Similarly, other researchers investigated the direct influence of parental supervision on academic success. These studies focused on the components of parental control rather than on the components of perceived parental psychological control. Similarly, these studies investigated the direct effects of parental supervision. However, the current study aims to investigate how perceived parental psychological control and secure attachment style moderates the existing relationship between social media addiction and academic performance among undergraduates of Nnamdi Azikiwe University undergraduates. Numerous scholars have defined academic

performance as the extent to which students actively participate in and are involved in pedagogical activities within their formal engagement (Landa-Blanco et al, 2024), as a term used to describe a student's scholastic standing in the classroom (Mosharrafa et al, 2023), student's performance in an examination, rest, and course work (Martha, 2009; in Mukand, 2023), how well a student accomplishes work in a school setting (Brous Others define academic performance as a complicated student behaviour that encompasses multiple talents such as memory, prior knowledge, or aptitude, as well as psychological aspects such as motivation, interest, temperament, or memory (Deary et al, 2004; in Atuhaire & Ssenyonga, 2024). These definitions appear to be focused on the measures each scholar employed to assess academic performance. For example, Landa-Blanco et al. (2024) concentrated on educational activities that were entirely dependent on the process or strategy that the specific instructor utilized in teaching and evaluation. Al Musharrafa et al. (2023) pushed the student's outcome in contrast to other students. Broussard (2002) prioritizes on how well a student completes his or her work. In these settings, there appears to be no widely recognized definition of academic performance among researchers. However, in the present context, academic achievement is defined as the student's capacity to excel in an introduction to social statistics throughout the course of a period (first semester). Academic performance is replaced by synonyms such as academic engagement, classroom performance, graduation rates, knowledge gained, attainment of learning outcomes, academic success, and learning outcomes (Rojas-Drummon et al., 2014; in Kumah et al., 2024; Gana et al., 2024; Abdullah, 2016; in Mukand et al., 2023; Al Mosharrafa et al., 2023; Landa-Blanco et al., 2024). Educators continue to place a high value on the quality of student performance. As a result, each parent's desire to provide the finest education training for their children appears to align with the educator's objective. Gana et al. (2024) argue that children academic performance is the result of a complex interplay of many factors, including family relationships, the quality of teachers and professors, a supportive educational environment, and economic and cultural support. According to Wang (2021), academic performance is one of the most important indicators of success, since most parents believe that the higher one's academic performance, the greater one's chances of success. An avalanche of experts has recognized the benefits of academic performance. These include promoting academic accomplishment, facilitating positive adjustment, and improving students' physical and mental well-being while decreasing the likelihood of educational abandonment (Zhao et al., in Landa-Blanco, 2024). Others claim that academic performance drives many nations' technical, social, political, and economic progress (Missan-Ruppee et al., 2023; in Esiemure et al., 2023). Environment, as well as economic and cultural support. As a result, one of the most important aspects of the concept of academic achievement is that every society's progress is inextricably related to its educational prowess. Previous studies have linked academic performance to social media addiction (Mou et al, 2024; Abdullahi et al, 2024).

Plethora of scholars have defined Social Media Addiction as; one with an urge and no control to use social media excessively (Nurshida, et al, 2024), a compulsive use of social media that reflects behavioural addictive symptoms (Fadare, et al, 2021; in Nurshida, et al, 2024), and a description of a scenario in which an undergraduate spends too much time on social media to the point where it interferes with other elements of his or her daily life such as education, employment or relationship with others (Kyaw, et al, 2024). Similarly, other scholars have consistently used words such as "uncontrolled desire to use the social media in such a way that weakens other important areas of life" thereby leading to personal distress or social, occupational, financial or legal consequences (Mosharrafa, et al, 2023; Mukand, 2023; Black, et al, 1999; in Mukand, 2023). The major challenge with social media addiction is that it has come with behavioural symptoms which are similar to those of drug addicts (Graffiths, 2005; In Nurshida, et al, 2024). Such behavioural manifestation includes salience, tolerance, conflicts, withdrawal, relapse, and mood modification. According to Hazard, 2011, in Esiemure and Oghenechawwuko, (2023), social media addiction has reviewed in psychological perspective to include cognitive, behavioural



and emotional addictions. According to Landa-Blanco et al. (2024), the effects of social media addiction are similar to those of psychoactive substance use, contributing to a decline in self-esteem, mental health, and academic performance. According to Issahaque and Ghanney (2024), Tik Tok, Whatsapp, Facebook, Instagram, Snapchat, Twitter, LinkedIn, Google+, and YouTube are some of the most popular social media platforms among students. On average, students spend 2-4 hours every day on social media. According to records, social media platforms now have 4.8 billion users worldwide, up significantly from 2.46 billion in 2017 (Eichenberg et al, 2024). This figure is expected to rise to 6 billion people by 2027 (Kyaw et al., 2024). In this regard, the risks of an exponential increase in the number of social media addicts become a global concern. Scholars have linked social media addiction to appearance-based rejection sensitivity, disordered eating (Imitza & Malik, 2024), deterioration of self-esteem, decreased academic performance, poor mental health (Landa-Blanco et al, 2024), anxiety, procrastination, and poor academic performance (Obasi 2024), and poor time management. Scholars have established a link between social media addiction parental control (Zhu, et al 2023).

Parental control is described as parental intrusiveness, coercion, or dominance meant to regulate children's behaviour, as well as parental support of the same behaviour autonomously (Grolnick & Pomerant, 2009; Su et al, 2015). Parental control is the level of oversight and authority that parents have over their children's conduct and decision-making (Yay et al, 2022; in Chen et al, 2024). Parental control is classified as psychological or behavioural control, each with its own set of consequences (Barber, 1996; Pathak et al, 2016). According to Pathak et al. (2016), parents who rely on psychological control tend to criticize their children's views, make them feel guilty, ignore them, threaten them, quarrel and dispute instead of attempting to resolve the issue. However, monitoring and supervision are the primary goals of behavioural control (Pathak et al, 2016). While behavioural refers to the availability or physical presence of an adult or older person on the premises, monitoring does not necessarily require someone's personal presence. The literature suggests five dimensions of behavioural control: parental knowledge, parental expectation, parental monitoring, parental discipline, and global parental monitoring (Shelf, 2016). Cross-cultural research demonstrates varying attitudes of parental control. For example, Germans regarded parental control as parental interference, whereas Indians saw it as parental involvement. It is now easier to understand the normative meaning of parental control (Pathak et al., 2016). Similarly, in Malaysia, collectivism and respect may influence parental control tactics that emphasize compliance and rule adherence (Masiran, 2022). Western countries, on the other hand, promote greater autonomy and independence in children, which influences the level and type of parental supervision (Cheng & Pomerant, 2011). However, research supports the detrimental association between parental psychological control and health, esteem, and other behavioural consequences (Tang, 2024). The concept of parental control has been defined by numerous authors as a multi-dimensional concept which involves a parent's commitment, time, values and dedication to resources (Gronlneck & Slowiaczek, 1994), parental participation in educational processes and experiences of their children (Jeynes, 2005, p.245; Wilson et al, 2024), various ways parents participate in and support their children's education (Shimi, et al, 2024), parental behaviour towards the child, such as praising, encouragement, and showing of physical affection that indicates to the child that he or she is accepted and loved (Alex et al, 2023; in Audrey, 2024). Association between parental control and attachment style have been established (Wu, 2024).

Attachment styles in adolescents are formed early in life through interactions between children and their primary caregivers (Rodriguez & Reeves, 2015) in Majimbo (2017). Majimbo (2017) suggests that these interactions could explain individual disparities in how young brains interpret socioemotional information. According to Lyu (2023), children's attachment to their parents, as conceptualized by Bowlby, has a tremendous influence on their mental and physical well-being, with many long-term implications. According to Bowlby, there are four attachment styles: secure, anxious-insecure, avoidant-insecure, and disorganized-insecure (Lyu, 2023). As a result, secure

attachment refers to a type of relationship in which parental style is characterized by warmth, synchrony, interaction, and responsiveness. The concepts of attachment theory state that an infant's attachment to their primary caregiver has a direct impact on how the child develops in the future. Attachment is an interactive process of emotional communication that affects psychological and cognitive development (Heidi & Solomon, 2006; Majimbo, 2017). Secure attachment is thought to be the most important factor for students' competency, independence in problem solving, and motivation (Lyu, 2023). Young et al. (2020) discovered a negative link between problematic social media use and mental health and well-being among those with low levels of avoidant attachment and high levels of anxious attachment. According to Prasanna (2024), long-term romantic bonds moderate attachment and parenting. Mehseri and Salehi (2024) investigated the influence of attachment style in parent-child interactions and parenting style in children's behavioral difficulties following divorce. Bowlby (1979) contends that the attachment system is biological in nature and plays an important role in guaranteeing survival and emotional regulation. Individuals with a secure attachment style have positive attitudes toward themselves and their partners, are comfortable with both intimacy and independence, and have adaptable communication and conflict resolution skills (Sharma & Kaushik, 2024). Xu (2023) identified attachment variables in the development of Social Media Addiction. Sharma and Kaushik (2024) discovered a connection between attachment type and relationship pleasure. Habibzadeh and Rostamnezhad (2024) conducted a study on attachment types and object relationships among women in romantic relationship. Parpotters et al. (2024) examine attachment, resilience, and life satisfaction among undergraduates in Cyprus following the fourth wave of COVID-19. Garcia-Rudriguez et al. (2023) present a thorough review of the student attachment relationship, associated variables, and assessment.

Social Media Addiction and Academic Performance

Hill et al. (2024) found a considerable positive prevalence of social media multitasking among college students, and this behaviour has a negative impact on academic success. Perhaps, this is why Abdullahi et al. (2024), argue that there is a need for social media addiction control to mitigate its negative effects on academic performance. Earlier, Jiang et al. (2024) discovered a significant negative relationship between social media addiction and academic performance. It was observed that a considerable number of university students participated in online activities, which was accompanied by a high frequency of internet addiction. Accordingly, Alzahrani and Griffiths (2024) discovered a negative correlation between problematic gaming and academic performance. Meanwhile, Tiking et al. (2024) found a negative association between academic procrastination, social networking sites, and academic performance status. According to Kyaw et al. (2024) there is a mild addiction between social media usage and academic performance among medical students, and Mukand (2023) found that academic performance had a strong but unfavourable correlation with entertainment and internet addiction. The reviewed articles hold a strong and negative report about the association between social media addiction and academic performance.

Perceived Parental Psychological Control and Academic Performance

Chen et al. (2024) discovered a moderate level of parental and maternal control, with the majority reporting moderate academic self-efficacy. Similarly, both controls correlated adversely with academic self-efficacy. Both parents' parental control is associated with worse academic self-efficacy. In a related study, Xu et al. (2024) discovered that the direct impacts of the three techniques on academic performance differed, with love withdrawal directly and negatively predicting adolescent academic achievement while guilt induction and authority ascertainment were not significant direct predictors. In their contribution, Pathak et al. (2016) found that teenagers who perceived a higher number of behavioural limitations had less communication with and less trust in parents. Similarly, Tang et al. (2024) discovered that children who experienced

greater psychological control from their mothers were more likely to experience lower self-esteem over time, and vice versa. Accordingly, Janius et al. (2024) discovered that an authoritative parenting style improves academic performance by promoting drive and self-discipline. While, Obey (2024) discovered a negative association between authoritarian, permissive, and uninvolved parenting styles with academic adjustment. In another study, Quijano et al. (2023) found no significant association between parental participation and student achievement. According to Dike et al. (2022) it was discovered that parental control adversely and strongly predicted academic achievement. Authors examined argue that perceived parental control has negative effect on academic performance.

Secure Attachment Style and Academic performance

In another study, Ekeh (2012) described a study of children's attachment types, academic achievement, and social competence in early life. The results showed that secured attached students performed better academically than unsecured attached students. Additionally, they were discovered to be more socially competent than their peers. Accordingly, Faraghid and Abedini (2015) published a study on the association between attachment style, self-efficacy, and academic achievement among secondary school students in Bandar Abbas. Secure attachment type has a significant favourable relationship with academic success ($p < 0.01$). Similarly, Vosoogh et al. (2022) published a study on the structural modelling of the influence of attachment style on students' academic motivation as mediated by academic self-efficacy. The results showed that academic self-efficacy and attachment style had a direct and significant positive impact on academic performance. In a related study, Kurland and Siegel (2020) investigated on a four-year longitudinal study of attachment and college academic success. The results show that attachment security has a significant impact on students' four-year total GPA. Meanwhile, Majimbo (2017) conducted research on the impact of attachment styles on the academic achievement of teenagers attending high-cost private secondary schools in Nairobi County, Kenya. The findings revealed that there was a weak positive relationship between academic success and stable attachment style. While, Lyu (2022) reported on a literature review of how children's stable connection predicts improved academic success. The findings revealed that stable attachment influenced academic success more than insecure attachment. The above studies revealed a rather inconsistent pattern of relationship between secure attachment style and academic performance.

Statement of the Problem

Earlier studies established the significant negative effect of social media multitasking on academic performance (Hill et al, 2024), the need to control social media addiction to mitigate its adverse effect on academic performance (Mou et al, 2024), the significant negative relationship between social media addiction and academic performance, social media engagement and internet addiction (Jiang et al, 2024), and the negative relationship between problematic gaming and academic performance (Alza). Until now, experts have yet to investigate the impact of perceived parental psychological control in the relationship between social media addiction and academic performance among Nnamdi Azikiwe University undergraduate students. Although, previous scholars examined the relationship between maternal and paternal parental control on academic self-efficacy (Chen et al., 2024), perceived parental control, Su et al. (2015), parental strategies and academic performance (Xu et al., 2024), parental control and trust in parents (Pathak et al., 2016). Yet, scholars have until now been able to examine social media addiction and academic performance as being moderated by perceived parental psychological control and secure attachment style among undergraduates.

Hypotheses

1. Social Media Addiction will negatively predict academic performance among undergraduates of Nnamdi Azikiwe University Awka.
2. Perceived parental psychological control will negatively predict academic performance among undergraduates of Nnamdi Azikiwe University Awka.
3. Secure attachment style will positively predict Academic Performance among university undergraduates of Nnamdi Azikiwe University Awka.
4. Perceived parental psychological control will negatively moderate the existing relationship between Social Media Addiction and Academic Performance among university undergraduates of Nnamdi Azikiwe University Awka.
5. Secure attachment style will negatively moderate the existing relationship between Social Media Addiction and Academic Performance among university undergraduates of Nnamdi Azikiwe University Awka.
6. Perceived parental psychological control and secure attachment style will negatively moderate the existing relationship between Social Media Addiction and Academic Performance among university undergraduates of Nnamdi Azikiwe University Awka.

METHOD

Participants for the study were 304 (64 males, 242 females) drawn randomly from selected undergraduates who volunteered from the departments of psychology and mass communication who participated in the introduction to social statistics course (PSY211) during the 2023/2024 academic session at Nnamdi Azikiwe University Awka Anambra State, Nigeria. Participants' age range were between 17 to 27 years with mean age of 20.668, $SD=1.776$. The birth order was from 1st to 8th with 2nd birth scoring 38.81% while the 8th birth order had the least percentage of 3%. Ninety-seven percentage of the undergraduates were single, while 3% were married. 97% of the participants were Christians while 3% were non-Christians. Two hundred and seventy-five undergraduates had senior secondary certificate of education (SSCE), 5(1%) had National certificate of education (NCE), and 24(7.9%) had higher degree. Two hundred and sixty-two (86.2%) resided in the urban, while forty-two (42) 13% lived in rural area. All participants were either from level 200 (120, 39.0%), level 300 (161, 53.0%) and level 4 (23, 7%).

Four instruments were used in the study. Academic performance, social media addiction scale, secure domain of the attachment style questionnaire and perceived parental psychological control domain of the parental control scale. Academic performance was measured using introduction to social statistics for the departments of mass communication and psychology 200 hundred level for the 2023/2024 academic session. The scores were in percentages. The secure domain of the attachment style was part of the attachment style questionnaire which is broad-based self-report measure developed by Feeney & Noller (1994). Seven items that measure secure domain were extracted and used in the present study. Items like "I feel at ease in emotional relationships, I feel uncomfortable when relationships with others become, I avoid ties, I find it easy to get engaged in close relationship with others, I trust other people and I like it when other people and I like it when other people can rely on me, I feel at ease in intimate relationships, I think it is important that intimate relationships, I think it is important that people can rely on each other, and I trust that others will be there for me when I need them" were the right items that comprises the secured domain of the attachment style questionnaire. Earlier, Dike et al (2022) reported alpha coefficient of .89, however the alpha coefficient for the present same were reported at .82. The parental control scale was developed by Baber (1996). Items 1, 2, 3, 4, & 5 measure the psychological domain of the parental control scale. Baber (1996) reported alpha coefficient of .84 for the global domain. However, the present study found Cronbach alpha for the psychological domain. Social Media Addiction scale was developed by Sahin (2018). It consists of 28 item scale and responses are scored using 5- point Likert scale ranging from strongly agreed to strongly disagree. There are no reverse score items. A reliability coefficient of .93 Cronbach alpha between .81, and .86

were reported respectively for the sub- factors, also a test-retest coefficient of .94 was reported. In the present study, a reliability coefficient of .75 was reported.

Procedure

Participants in the study were needed to provide consent before beginning the research study. Those that met the inclusion criteria were allowed to participate in the study. Faculty of Social Science was chosen at random from a list of other faculties (Biological, Natural, Environmental, Social, Management sciences, Engineering, Arts). Following that, the departments of mass communication and psychology were selected from the pool of sociology, economics, and political science to represent the faculty. Scales were administered to classroom participants using incidental random sampling. Prior to this, participants had to sit according to their class list. This technique enabled the researcher to compare questionnaire responses to real scores of the students on the Introduction to Social Statistics (psy211). The subjects completed the battery test in an average of 12 minutes and the questionnaires were recovered immediately. Except for those that were poorly filled out or incomplete, all questionnaires obtained were used for data analysis. 360 questionnaires were issued, with 304 of them being well-filled. The data from these 304 questionnaires was analysed.

Design and Statistics

The present study adopted double moderation design. The statistics for the analysis were Cronbach alpha coefficient, Pearson Product Moment Correlation and double moderation analysis pathway of process macro using SPSS version 30.0.

Table 1: Correlation of the Social Media Addiction, Academic Performance, Perceived Parental Psychological Control, and Secure Attachment Style

S/N	1	2	3	4
1. Secure Attachment Style	1			
2. Social Media Addiction	.002	1		
3. Academic Performance	-.058	-.034	1	
4. Perceived Parental Psychological Control	-.001	.261**	.072	1

**Correlation is significant at the 0.01 level (2-tailed)

Results of correlation between social media addiction and academic performance revealed a negative relationship $r = .034$, $P > .05$, while correlation between secured attachment style and academic performance showed an inverse relationship at $r = -.058$, $P > .05$, and correlation between perceived parental psychological control and academic performance was $r = .072$, $P < .05$.

Table 2: Process Macro of Social Media Addiction on Academic Performance: The Moderation of Perceived Parental Psychological Control and Secure Attachment Style.

R	R-sq	F	df1	df2	P
.1992	.0397	2.4628	5.0000	298.0000	.0331
	B	t	P	LLCI	ULCI
Social Media Addiction	-.0433	-1.1274	.2605	-1189	.0323
Perceived parental psychological control	.1947	1.3701	.1717	-.0847	.4743
Secure attachment style	-.1400	-.9465	.3446	-.4310	.1511
Social Media Addiction & perceived parental psychological control	-.0204	-2.4234	.0160	-.0370	.0038
Social Media Addiction & secure attachment style	.0149	1.5884	.1133	-.0036	.0334

R- squared value of .0397 approximately 3.97% explains the changes in academic performance as explained by the double moderation of the model. Specifically, Social Media Addiction negatively predicted academic performance ($b=-.0433$, $t=-1.12743$, $p>0.01$), perceived parental psychological control positively predicted academic performance at ($b=.1947$, $t=1.3701$, $p>0.01$), and secure attachment style negatively predicted academic performance at beta coefficient of ($b=-.1400$, $t=-.9467$, $p>0.01$). However, moderation effect of perceived parental psychological control in the relationship between Social Media Addiction and Academic Performance revealed a significant negative moderation effect at ($b=-.0204$, $t=-2.4234$, $p<.01$), furthermore, interaction of secured attachment style in the existing relationships between Social Media Addiction and Academic Performance showed positive moderation effect ($b=.0149$, $t=1.5884$, $p>.001$).

Table 3: Combine Effect of Social Media Addiction, Perceived parental Psychological Control and Secure Attachment Style on Academic Performance.

	R2- change	F	T	df1	df2	P
	.0282	4.3752	-2.4234	2.0000	298.0000	
Social media Addiction * Perceived Parental Psychological Control * Secure attachment Style*						.0134*

Test of highest order unconditional interactions revealed a significant positive combined effects of both moderators $t=-2.4234$, $P < .05$ (perceived parental psychological control and secure attachment style) on academic performance at.

Table 4: Conditional effects of the focal predictors at various levels of the moderators.

Perceived parental psychological control	Secure attachment style	Effect	T	P	LLCI	ULCI
-4.1355	-3.8342	-.0161	-.2501	.8027	-.1432	.1109
.0000	.0000	-.0433	-1.1274	.2605	-.1189	.0323
4.1355	-3.8342	-.1848	-2.8831	.0042	-.3110	-.0587

Conditional effect of the focal predictor (Social Media Addiction) at values of the moderators revealed that at lowest level of perceived parental psychological control (4.1355) and lowest level of secured attachment style (-3.8342), t-value was ($t=-.2501$, $P>.05$). and the effect was negative and lowest at (-.0161). Also, at average level of perceived parental psychological control and average level of secure attachment style, t-value was ($t=-1.1274$, $P>.05$), and effect was highest at -.0433. While at highest level of perceived parental psychological control and lowest level of secure attachment style, the combined effect was -.1848 and significant but minimal ($t=-.8831$, $P<.01$).

DISCUSSION

The study examined the moderation role of perceived parental psychological control and secure attachment style in the existing relationship between Social Media Addiction and Academic Performance among undergraduates. Findings revealed that hypothesis one was confirmed. The result predicted the association between social media addiction and academic performance among the present population of study negatively. The finding is consistent with earlier works, such as; Hill et al (2024), Jiang et al (2023), Esiemure et al (2023), Griffiths (2024), Tiking et al (2024) and Kyau et al (2024). Perhaps due to the adverse effect of social media addiction on academic performance, research findings have been quite equivocal about it. These findings may find explanation in the theory of self-efficacy by Albert Bandura (1977). According to the theory, learning in academics takes place through mastery- experience, and social media affords individuals with mastery process which struggles with the same time needed for academic tasks. However, due to the easiness of use of social media, an undergraduate may allot more time to the social media mastery and very insignificant time to academic tasks. Similarly, the available vicarious learning among users of social media may tilt towards those within the academic domain. This behaviour affords the user- undergraduate with social media support. As a user of social media further engages in the behaviour, he/ she begins to lose sense of vital practices because majority of the designers of social media focus on games and videos meant to provide recreation, financial rewards to the operators. Accordingly, the emotional support available to the undergraduate addicted to social media is from peers who are fellow addicts. Therefore, these individuals would find it very protective and this may serve as a buffer zone to efforts parents and teachers make to turn them towards academic tasks. Since individual crave for esteem needs, the social media addicts already find the social media online community as family that would not judge them but rather encourage them towards a stronger bond that enhances the level of addiction to the detriment of academic performance.

Similarly, hypothesis two was confirmed. The present outcome was supported by earlier studies (Chen et al, 2024; Xu et al, 2024; Obey, 2024; Dike et al, 2022; Tang et al, 2024). These studies report inverse association between perceived parental psychological control and academic performance. The result may be explained theoretically by the self-efficacy theory. For instance, Bandura posits that a learner needs emotional support as well as a great psychological state. These two ingredients were undermined by the perception of psychological control by the participants in the present study. In this sense, the learner (undergraduates) may have concluded that the parents deprived him/ her of basic rights that provide emotional support. Practically, the undergraduate does not receive any embrace when he/ she did good academically because that love wasn't there. This thought would rather raise a barrier between the undergraduate and perception of psychological control and the implication is that the undergraduate would find an easy way out. Overall, perception of emotional support determines the appraisal of true psychological state. Therefore, the participants in the present study may not be very sure of how much emotional support their parents provided. Therefore, they may not be in the right psychological disposition to engage completely in academic tasks successfully.



On the contrary, hypothesis three was not confirmed in the present study. The result revealed a negative prediction between secure attachment style and academic performance among undergraduates. Earlier studies reported mixed results. For instance, these scholars reported positive association (Ekeh, 2012), while these (Faraghid & Abedini, 2015) reported no association. These findings may be explained in the theory of self-efficacy. Learning is an active process between the learner and the task (academic). Accordingly, mastery experience requires practice both at school and at home. Perhaps the home mastery support which required parent(s) who according to the attachment theory by (Bowlby, 1977) to securely raise the child. This situation implies that parents or caregivers provide time to assist the children in their efforts to grow and adapt better behaviours necessary for survival. Of course, it may include assisting in assignments of the children, praising them when they do well in school and in other aspects of life. Accordingly, records reveal that those undergraduates who were raised in secure attachment pattern are more adapted, loved, willing to trust and engaged in meaningful relationship with others. Now, it may be possible that participants parents in the present study absented themselves from contributing to the mastery experience, thereby making it difficult for the child to experience or feel love and this might have led to seeking such in the social media online family as a coping strategy.

Hypothesis four was confirmed, perceived parental psychological control significantly and negatively moderated the relationship existing between Social Media Addiction and Academic Performance among undergraduates. This result may find explanation in the self-efficacy theory by Albert Bandura (1977). However, an individual who got addicted to social media may find it difficult to excel in academic tasks, according to the negative relationship between social media addiction and academic performance. In the present result of hypothesis four, This means that while the undergraduate who already has being addicted to social media addiction would get degenerated. These outcomes may be explained in the sense that psychological control deployed by parents come with less love, but with huge psychological damage on the self-esteem of the child. This was encapsulated in the theory of self-esteem where it mentioned the role of emotional support from parents and family. This deprivation may lead to poor psychological state that undermines academic performance, consequently the undergraduate drifts more toward increased addiction to social media. In this sense, the effect on academic performance would achieve declined levels.

On the other hand, the fifth hypothesis unfortunately was not confirmed. Earlier, secure attachment style inversely correlated with academic performance. Now, it positively moderated the association between Social Media Addiction and Academic Performance. The positive effect provided by the secure attachment could be explained in the self-efficacy theory. The mastery experience of the self-efficacy theory buttresses the importance of feeling of security in learning. The undergraduate who is addicted to social media may feel the security within the domain of the social media peers. This feeling of security comes with the perception of the positive illusion role it played on the social media addicts as a member of the online community (family). Now in the moderation outcome of secured attachment style in the relationship between social media addiction and academic performance. Secure attachment style weakened the effect of social media addiction on academic performance. This means that an undergraduate who was raised in secure style within a home even though s/he gets addicted to social media, the degree of addiction would be ameliorated. This means that the undergraduate, may still balance uo social media activities with academic tasks.

Finally, the hypothesis on the combined effect of both perceived parental psychological control and secure attachment style was confirmed. Nevertheless, the results yield negative and significant moderation. This moderation effect was least and significant at $-.1848$ when perceived parental psychological control was raised to the highest value at the point where was 4.1355 and secure attachment style was at lowest value of -3.8342 . Therefore, outside these values the effect was not significant. The explanation of the outcome may be explained by theory of self-efficacy.

Both perceived parental psychological control and secure attachment style do not support mastery experience among undergraduates. Learning is an active process that requires that the learner makes some mistakes without external control to learn. However, the moderators rape learners of this valued fundamental procedure. Perceived parental psychological control and secure attachment style shield learners of gaining access to wide experience. Within this protective atmosphere the learner feels enclosed. Perceived parental psychological control utilizes verbal persuasion in the negative sense and that would weaken learners' self-esteem and consequently academic task achievement. Emotional support provides coatings to the learner, but perceived parental psychological control may not embrace this, rather could apply diminishing and hurtful words which antagonizes emotional support. On the other hand, it seems that secure attachment may not be accepted at certain age of the learner especially when he/ she begins to tilt to escape from all aspects of parental control. To this end, social media addiction will continue to rub off undergraduates from sound academic achievement as parents contribute to deploy hazardous practices in the process of raising great young adults. Overall, as more young adults engage in social media, the rate of addiction may surge in the nearest future. The dangers are quite enormous. However, basic age-long practices have since become obsolete in raising the children. As such these behaviours adopted by parents have further pushed the young adults into decline in academic performance. These parental approaches to raising children gradually lead them to an enlarged online family where there may be only instructions and no control. Overall, the combined effects of perceived parental psychological control and secure attachment style worsen the existing relationship between social media addiction and academic performance among undergraduates.

Implications of the study

The overall implication of this study is that secure attachment style is a positive factor that weakens the existing relationship between social media addiction and academic performance among undergraduates. Again, perceived parental psychological control strengthens the relationship between social media addiction, and academic performance among undergraduates. Finally, the combined effects of both perceived parental psychological control and secure attachment style worsens the relationship between social media addiction and academic performance even in the least amount of combination.

Recommendations

It is recommended that parents and care givers should provide support for their children and wards as this may enable them to focus on their academic tasks since love and emotional support they got while growing up serves as protection towards the distraction of social media. Also, caregivers and parent are recommended to refrain from the application of psychological control on their children on children because it weakens their self-esteem and motivate them to seek emotional support from social media, thereby propelling addiction. It is recommended that parents should avoid the simultaneous application of both perceived parental psychological control and secure attachment style on their wards, because it would lead to further levels of social media addiction.

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