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Relationship between Social Media Addiction and Attachment Style on Academic Performance: the Moderating role of Perceived Parental Control among Intermediate Adolescents in Awka Capital City

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Abstract

Some studies established linkages between aspects of social media usages and academic performance among school students (Jacinto, Molia, Junco, Cardano, Berbo, Vergas, Bautista, Espinosa, & Francisco, 2021; Jamil, Ain, Batool, Saadat, et al., 2021; Azizi, Sarough & Khatony, 2019), but no study have shown whether social media addiction has a relationship with academic performance among intermediate adolescents. Similarly, other studies have implicated attachment styles to academic achievement, college academic success, and school adjustment among students. No study has investigated the relationship between attachment styles and academic performance among intermediate adolescents (Ebimoboere & Udochi, 2021; Kurland & Siegel, 2020; Sayedi, Yazdanbakhsh & Karami, 2018). Furthermore, earlier studies examined relationships between perceived parental psychological control, parental attachment styles, emotional regulation, parental bonding, and attachment styles (Nweke, Dike, Dike, & Umeaku, 2021; Ebimoboere, 2021, Agbaria, Mohamid, & Veronesa, 2021). Similarly, studies examined the relationship between perceived parental psychological control and internet addiction, social media addiction among students (Yu & Luo, 2021; Hou, Xiong, Yiang, Song & Wang, 2019; Etinkaya, 2019). No study showed the moderating role of perceived parental control on the existing relationship between social media addiction on academic performance of intermediate adolescents in Nigeria. This study examined the relationship between social media addiction and attachment style on academic performance: the moderating role of perceived parental control among intermediate adolescents in Awka capital. Participants for the study were 99 adolescents who volunteered from three randomly selected secondary schools. The participants were made up of 99 (42, 42.42%) males and (57, 57.58%) females with an age range of 10 -16 years, mean age 14.30 years, and standard deviation of 1.65 years. Instruments used for data collection were grade point average (GPA), social media addiction scale developed by Sahin (2018), attachment styles questionnaire developed by Feeney & Noller (1994), and parental control scale developed by Baber (1996). The study adopted moderated predictive design. Statistics used were Pearson product-moment correlation coefficient and moderated multiple regression analysis enter method. Results revealed that all hypotheses were not confirmed. It was recommended that parents or caregivers should avoid making smartphones available to their children at a much earlier age to avoid addiction. Also, addicted adolescents should be taken for psychological interventions.

Keywords: Adolescents, Social Media Addiction, Perceived Parental Control, Attachment, Academic Performance

Introduction

From a historic perspective, academic performance appears to have originated from the dawn of civilization many years ago. Perhaps, one of the major aims of academic performance may be to assess knowledge after a given period. In more recent times, most individuals have been conversant with slogans such "as low male enrolment". Earlier, the government and the news media were concerned about brain drain. It appears that over the years to this time we live in, stakeholders have been complaining about the need to review drop-in educational standards. Perhaps, in response to the challenges of drop-in academic performance, school teachers had to engage in lessons after school hours and sometimes over the weekend. At some other times, some teachers had given help to their students to overcome lower incidences of academic performance. To an extent, some parents and teachers especially in private schools have been implicated in corroborating to buy academic positions for students of wealthy parents at the end of terms. Similar behaviors have been noted among undergraduates in the university system. For instance, some of the universities had to reduce the criteria for gaining post-graduate admission. Also, the Joint Admission and Matriculation Board (JAMB) have been under heat to reduce cut-off points.

Similarly, a drop in academic criteria has been evident among the educationally disadvantaged states. These negative trends in behaviors may have unhealthy implications on the child, the teacher, parents, and society at large. Furthermore, studies have reported a negative association between social media use and general health Serenko et al (2021), Negative association between social network addiction and academic performance (Azizi et al 2019; Janic Ain, Batool, Saadat, et al 2021). Others reported mixed results between attachment style and academic performance: attachment styles and secure attachment style correlate positively and significantly with academic performance (Faraghi & Abedimi (2015), no significant correlation between attachment style and academic performance (Sayedi et al 2018; Thome & Viljoen, 2020). Furthermore, other studies reported mixed results between attachment styles and academic performance: attachment security (a component of attachment style) predicted perceived parental control (Nweke, Dike, Dike & Umeaku, 2021), parental attachment style (secure) correlated positively but not significantly with school adjustment (Ebimeboere 2021). Studies on the relationship between social media addiction and academic performance appear scant. For instance, Yu & Huo, (2021) reported that social media addiction is related negatively to academic performance. These studies have ignored or are yet to examine the moderating role of perceived parental control on the relationship existing between social media addiction and academic performance and attachment style and academic performance among intermediate adolescents. On these shortfalls rest the motivation for this present study.

Scholars concerned with improving the state of academic performance have synonymously taken the concept of academic performance as academic success (Kurland & Siegela, 2020), and academic achievement (Sayedi, Yazdanbakhsh & Karami, 2018). A plethora of scholars has defined academic performance as a measure of how well, the students have performed in various assessment items set for them based on some educational criteria determined by professionals or educators (Lee, 2019), an indicator of an extent a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college and university (Stenmay et al. 2020), and how well a student meets the educational standards set out by the institution (Bell, 2020). Their definitions appear to have a common factor which is a cognitive ability that enables an individual to meet certain standards set by a board of examiners. Such cognitive ability emphasizes the need for the intermediate adolescent to manifest certain behaviors which may be referred to as performance. According to Joe et al (2014), the ability to engage in educational performances is enshrined in four main

processes: Assimilate, retain, recall and communicate. Accordingly, the researcher defines academic performance as a global change in behavior where the student can apply new academic knowledge to real-life situations. According to Rouis, limayern, and Salehi Sangari, (2011) academic achievement is affected by structures of knowledge and information processing as well as environmental factors such as family and self-regulation. Thus, it appears that academic performance is a multi-faceted concept. Accordingly, despite how an intermediate adolescent is taught, he or she has to battle with family, relationships and must possess the ability to manage his/herself. Negative consequences of academic performance have been found to associate positively with low self-esteem (Manizhel, 2016), the uncertainty of life and misery (Oladebinu et al, 2018), dearth of manpower in all aspects of the economy and politics (Aremu & Soka, 2003). Similarly, recent studies have linked social media addiction to academic performance (Teriba, & Foley-Nicpon, 2021 Thomas, & Viljoen, 2020, and Azizi et al., 2019).

Social media addiction has been defined as one form of internet addiction where individuals exhibit a compulsion to use social media to excess (Griffiths 2000, Starcevia, 2013). Others defined that social media addiction as an over-concern about social media and driven by an uncontrollable urge to log in to and use the social media (Andreassen, 2014), mental concern over the use of social networks, and the allocation of time to these networks in such a way that, it affects other social activities of the individual such as occupational and non-academic purposes and academic performance of students (Kim, Kim, Park, Kim & Choi, 2017). These definitions have pointed out that the intermediate adolescent who is addicted may not have control over his or her behavior while engaging in social media platforms. In this regard, the researchers define social media addiction as a compulsion and gross lack of control of one's behavior in the social media platforms with antecedent detrimental consequences. According to Teo (2019), social media is a composition of activities that contain socializing elements through the use of words, pictures, and voices. It was reported that in 2018, the number of internet users in the world was about 4.021 billion, and 3.196 billion people use the social network regularly worldwide (<https://www.wearesocial.com/uk/blog/2018/01/global.digitl-report-2018>). According to the world health organization (WHO), social network services have revealed the highest penetration rates among adolescents (world health organization at ages 9-19). A plethora of studies has investigated social media studies using various synonyms: social media usage (Jiang, 2021) social media use (Neto, Golz & Polega, 2015), social media (Jacito, Molina & Jungco et al., 2021), and social networking (Serenko, Jurel & Bohonis, 2021). Also, other studies focused on social networking addiction (Yu & Luo, 2021), internet addiction (Cetinkaya, 2019), and problematic social media use (Jiang, 2020). Few other studies examined social media addiction (Bilgni & Sahin & Togay, 2020).

According to Andreassen (2015), the difference between the use of social media and addiction is in the favorable consequences when online, social networking becomes uncontrollable and compulsive. However, it was observed that frequent social media usage does not necessarily indicate social media addiction (Griffiths, 2010). In this sense, such usage does not have any negative implications for individual mental health (Jelenhick, Eichhoff, & Moreno, 2013). Similarly, individuals that use social media for academic purposes may not have any negative effect on performance (Hargittal, 2009). According to DSM-5 diagnostic criteria, among these nine criteria for one year will be addicted to the internet game (American psychology association, 2013). Since internet game addiction and social media addiction are the two forms of internet addiction, these diagnostic criteria are also used as social media addiction criteria (Vander, Ejinden, Lemmes & Valkenburgh, 2016). Scholars posit that some of the symptoms of social media addiction include: mood, cognitive, physical, and emotional reactions and

interpersonal and psychological problems (Blanchino, Shrzeplorka, Senol-Durak, Durak, & Sherstyuk, 2017; Jang, Chen, Yang, Chung & Lee, 2016). Studies reveal that some of the negative consequences of social media addiction are poor sleep quality (Xaridis & Brignell, 2016), reduced academic and work performance (Leung, 2015), relationship problems (Elphinston & Noller, 2011), impaired self-esteem, and life satisfaction (Hawi, Samaha, 20117), mental health problems (Cerniglia, Graffiths, Cimino, Palo, Monalis, Sinatra, et al, 2019). Neurocognitive studies also reveal brain anatomy alterations associated with social media addiction, including reduced gray matter volume in the amygdala bilaterally (He, Turel, & Bachara, 2017). According to, D'Angel & Moreno (2019) social media addictions could lead to risky online activities. Scholars believe that, while the internet may increase and strengthen daily communication with adolescent peers, it may become a means of escape from reality for other adolescents who have difficulty in expressing themselves and constantly feel lonely (Dreier, et al., 2013). Few studies have linked social media addiction to attachment styles (D'Arienzo, Boursier, & Graffiths, 2019).

Attachment styles theorist hold that early relationship creates active internal patterns in childhood, which affect future knowledge and relationship (Bell, 2012; Ronit, 2015). Such a relationship creates a mutual emotional bond that can establish security and determine mental health (Asfichi et al., 2013; Beyranr et al, (2016). According to Mohammadi et al, (2016) attachment style is relational behavior that occurs between the individual and the caregiver. Attachment style appears to be the innate human ability to establish significant emotional and strong relationships with one's caregiver (Bell, 2012). Furthermore, the impact of early association between a baby and caregiver can be seen in a child's social-environmental development, cognitive and language development, school readiness, school success/failure, and overall adjustment in school (Red, 2004). Scholars define attachment style as a special emotional relationship that involves an exchange of comfort, care, and pleasure (Kendra, 2007), and mental representation of the activation patterns of others, and mental representation of self and self-esteem that are cited in memory (Mikulinear & Shaver, 2005). In a related study, Nweke et al (2021) define attachment as the basics adolescents form with others throughout life which appears to be the blueprint that defines future relationships with others. The researchers in the present study define attachment style as an emotional relationship between an individual and a caregiver which sets the stage for the future relationship and academic success.

According to Cassidy and Shaver (2008), there are many important links between attachment and cognition, emotion, and behavior. In this perspective, adolescence is a period in which significant changes take place concerning biological, cognitive, and social development (Bilgin et al. 2020). Therefore, attachment theory was originally conceptualized as a developmental model, in which relationship processes unfold across a person's life span, influencing individuals from the cradle to the grave (Bowlby, 1969.1982). Peluso, et al. (2004) posits the three types of attachment styles: secure, anxious-avoidant, and ambivalent. Secure attachment style refers to the type of relationship in which the individual feels comfortable with the caregiver; such a relationship provides comfort, relaxation, happiness, and peace between the two parties. The trust level is very high and the care-receiver could rely on others (public trust). Anxious-avoidance style refers to a mid-way between secure and ambivalent style. In this pattern, the caregiver and the individual are cut between, trust and distrust, empathy and self. While the ambivalent style has to do with a form of relationship in which love and affection are inconsistently given. The adolescent is not sure of security because the caregiver may withdraw or give love and affection anytime. Therefore, the adolescent may develop a tendency

to be pro self and an inability to keep and maintain a relationship. Studies have positively associated attachment style with perceived parental control (Barber, & Olsen, 1997).

Perceived parental control refers to various ways in which parents engage to ensure that their offspring are guided through various norms and cultures of their social groups. According to Sayil and Kidnap, (2010), there are two types of parental control: psychological control and behavioral control. Scholars hold that both controls have different effects on behavioral regulation, the rate of children's obedience to their parents, and the types of behavioral problems (Soenens, & Vansteenkiste, 2010). Scholars define psychological control as a type of parental control that makes the child dependent on his parents emotionally, inhibits the child's independence and self-direction ability (Pettit, Bates, & Meece, 2001). On the other hand, behavioral control is the type in which parents guide their children and show them the appropriate behavior and limit it when necessary (Barber & Harmon, 2002). In psychological control, the parent controls the child's inner world experiences often by manipulation strategies (withdrawal of love, guilt induction) and are often related to negative outcomes (Barber & Harmon, 2002). Studies have linked psychological control with internal worries, anxiety, depression, isolation, self-esteem, despair, and external problems such as aggression, anti-social behavior, and getting involved in crimes (Barber & Olsen, 1997). Furthermore, longitudinal studies provide evidence that behavioral control predicts life satisfaction, subjective well-being, increase in physical aggression and these could affect their future lives (Suldo & Valois, 2010, Joussemet et al, 2003), but psychological parental control relates to the development of insecurities between parents and child (Kurt, Sayil & Kindnaptepe, 2010).

Behavioral control refers to the opposite of psychological control (Pomerantz & Wang, 2009). Scholars hold that behavioral control is associated with positive behavioral and developmental outcomes (Barber, Olsen, & Shagle, 1994). The major challenge with behavioral control is that the adolescent may take dangerous risks and make mistakes, may feel under pressure, and behave improperly in high control (Cui et al., 2014). According to Nweke et al (2021) culture may modify the extent a parent manifests psychological control on their adolescent children. Accordingly, Cetinkaya (2019) posits that parents are motivated to guard or protect their children within the domestic rules and socio-cultural norms. Austin, (1993) argues that the commonly followed strategies (Prescription-restriction) could lead to both positive (explanation-discussion) and (disagreement-criticism) consequences. In the contemporary days, technology and internet use appear to automatically turn intermediate adolescence into a difficult time in the history of mankind. Consequently, it appears that academic institutions seem concerned about what the future holds for the new generations of adolescents concerning academic performance. It is hoped that the study on social media addiction and attachment style on academic performance: the moderating, role of perceived parental control among intermediate adolescents will contribute meaningfully to improving the state of academic performance among intermediate adolescents.

Statement to the Problem

Earlier studies aimed at curbing the challenges associated with academic performance, seem not to have yielded many results. Scholars focused on the relationship between social networking addiction and academic performance (Azizi, Sarough & Khatony, 2019), social media use, loneliness, and academic achievement: a correlational study (Neto, Golz & Polega, 2015), social media on academic performance (Jamil, Ain, Batool, Saadat, et al., 2021). Divergent roles of social media in adolescents' academic performance (Lou, Liang & Li, 2021), the impact of social media on academic performance of selected college students (Talue, Alsaad, AiRushaidan, AlHugail & Alfahhad, 2018), and social media platform and its impact

on the academic performance of senior high school students (Jacinto, Mohia, Junco, Cardano, Berbos, Vargas, Bautista, Espinosa, & Francisco, 2021).

Other studies examined Attachment styles with self-efficacy and academic performance of secondary school students (Feraghi & Abedini, 2015), the relationship between attachment styles, self-regulation, and academic achievement in students (Sayedi, Yazdanbakhsh & Karami, 2018), attachment and college academic success: a four-year longitudinal study (Kurland, & Siegel, 2020), parental attachment styles as correlates of school adjustment of primary school pupils (Ebimoboere & Udochi, 2021), attachment dimensions, academic performance and self-regulated learning of university students (Thomas & Viljoen, 2020), and connectedness and perseverance: examining Grits relation to age, academic performance, and interest, adult attachment (terbia & Foley-Nicpon, 2021). Similarly, others focused on attachment security and perceived parental psychological control as parameters of social value orientations among early adolescents (Nweke, Dike, Dike & Umeaku, 2021), parental attachment styles as correlates of school adjustments of primary school pupils (Ebimoboere, 2021), the association between attachment styles with emotion regulation among Palestinian preschoolers (Agbaria, Mohamid, & Veronesa, 2021), parental binding and adult attachment style: the relationship between four-category models (Wilhelm, Gillis, & Gordon, 2016), and relationship between perceived parental control and internet addiction: a cross-sectional study among adolescents (Etinkaya, 2019). Also, other studies focused on social media addiction among Hongkong universities students (Yu & Luo, 2021) and social media addiction: its impact, mediation, and intervention (Hou, Xiong, Yiang, Song & Wang, 2019). Yet, available literature suggests to the best of the researchers' knowledge that no other study examined the relationship between social media addiction and attachment style on academic performance: the moderating role of perceived parental control as a moderator among intermediate adolescents. This knowledge gap is the motivation for the present study.

Hypotheses:

1. Social media addiction will significantly and positively predict academic performance among intermediate adolescents of secondary school students.
2. Attachment style will significantly and positively predict academic performance among intermediate adolescents of secondary school students.
3. Perceived parental control will significantly and positively moderate the relationship between social media addiction and academic performance among intermediate adolescents of secondary school students.
4. Perceived parental control will significantly and positively moderate the relationship between attachment style and academic performance of intermediate adolescents of secondary school students.

Empirical Review: Social media addiction and academic performance

Serenko, Turel, & Bohonis (2021) reported a study on the impact of social networking site use on health-related outcomes among UK adolescents. Data were drawn from the 2015-16 sweep of the millennium cohort study. Participants for the study were 11,406 adolescents (13-15 years) old. Statistic deployed was the process macro in the SPSS. Results revealed that SNS use-time was found to be negatively associated with general health, and this effect was fully mediated through decreased sleep duration and reduced healthy eating. Females had a higher risk of being negatively affected by the extent of their SNS use, compared to males. Azizi, Soroush & Khatony (2019) reputed a study on the relationship between social networking addiction and academic performance in Iranian students of medical sciences: a cross-sectional study. Participants were 360 students. Data utilized were inferential and descriptive statistics.

Results revealed that social networking was higher in male students than females. There was a negative and significant relationship between students' addiction to social networking on academic performance. Serenko et al (2021) report appear inconsistent with the findings of Azizi et al (2019) in the area of gender difference in social media addiction on academic performance of students.

However, it appears that the participants in the two studies varied in age. Janil, Ain, Batool, Saadat et al (2021) reported a study on the impact of social media on academic performance. Participants for the study were 385 students between the ages of 15 to 25 years. Results show that younger age groups were more addicted than older students. Also spending time on social media has an overall negative effect on academic performance. Batool et al (2021) study are consistent with Azizi et al (2019) in the negative effect of social media on academic performance. Lon, Liang & li (2021) reported a study on the divergent roles of social media in adolescents' academic performance participants for the study were 560 Hong Kong, adolescents. Statistics employed were linear equation modeling (SEM). Results reveal that outside school, social media (OSSMB) negatively predicted adolescents' academic performance, whereas inside school social media behavior (ISSMB) positively predicted their performance. Also, the two dimensions of ISSMB (consuming and sharing) positively predicted academic performance. Also, ISSMB and impulsivity played multiple mediation roles in the relationship between OSSMBB and academic achievement. Similarly, Jacinto, Molina, Jungco, Cardono, Berboso, Vergas, Bantista, Espinosa, & Francisco (2021) reported a study on a social media platform and its impact on the academic performance of Senior High School students in the New Normal Learning System. Participants were 53 in a private school in the city of Marilao for 2020-2021. Results show that social media platform does not necessarily negatively affect students' academic performance. Lon et al (2021) and, Jacinto et al (2021) studies differed from other studies (Serenko, et al 2021; Azizi, et al 2019; Janil, et al 2021) in the area of the condition under which social media use would have negative consequences. Janil, Jamil, & Urooj (2021) reported research on the analytical study about the effects of social media on social interactions of students of age limits 14-21 years. Participants for the study were 380 students. Results revealed that WhatsApp, youtube, Facebook, google+, and Instagram were the most popular websites. Also, social media has a strong impact on the social interaction of both male and female students because they feel their lives are incomplete without using it. Janil, et al 2021 report appears inconsistent with previous studies in the area of identification of the most popular sites for students (Serenko, et al 2021; Azizi, et al 2019; Janil, et al 2021 & Lon et al 2021).

Attachment style and Academic Performance

Furthermore, Faraghi and Abedini (2015) reported a study on the relationship between attachment style with self-efficacy and academic performance of secondary school students in Bander Abbas. Participants for the study were 2015 male and female adolescents. The result reveals that attachment styles and secure attachment have significant and positive correlating with academic performance, and ambivalent attachment styles have a significant and negative relationship with academic performance. Sayedi, Yazdanbakhsh & Karami (2018) reported a study on the relationship between attachment styles, self-regulation, and academic achievement in students. 248 students in third-grade high school participated in the study. Participants were selected using a multistage cluster sampling method. Pearson product-moment correlation and step-wise regression statistics were used for data analysis. Results show no significant relationship between attachment styles and academic performance (Achievement).

But there was a significant relationship between self-regulation and academic achievement. Kurland & Siegel (2020) reported a study on attachment and college academic success: A four-year longitudinal study. Participants for the study were 85 students. Multiple regression was used for data analysis. Results indicate that attachment is related positively to the academic performance (GPA) of students. Ebimoboere & Udochi (2021) reported a study on parental attachment styles as correlates of school adjustment of primary school pupils in the Rivers East senatorial district. Participants for the study were 485 pupils. Statistics deployed were simple regression analysis, multiple regression and t-test, and analysis of variance. Results reveal that secure attachment and ambivalent have a negative and significant relationship with academic performance, while avoidant attachment has a positive and no significant with academic performance. Also, there is a joint positive and significant relationship between the three attachment styles and school adjustment. Thomes & Viljoen (2020) reported a study on attachment dimensions/academic performance and self-regulated learning of university students in South Africa. Participants for the study were 185 undergraduates. Results reveal that there was no significant correlation between attachment dimensions and academic performance, however, attachment dimensions correlated significantly with self-regulation.

Attachment Style and perceived Parental control

Nweke, Dike, Dike & Umeaku (2021) reported a study on attachment security and perceived parental psychological control as parameters of social value orientation among early adolescents. Participants for the study were 210 early adolescents between the years of 11-15. Statistics deployed for data analysis were correlation and multiple regression analysis Enter-Method. Results show that attachment security positively and significantly related to perceived parental psychological control (a dimension of parental control) did not predict social value orientation among early adolescents. Contrary, Agbaria, Mahamid & Veronesa (2021) reported a study on the association between attachment styles with emotion regulation among Palestinian pre-scholars. The study sample comprised 150 children from 10 public preschools in northern Palestine. Results show that permissive and authoritative parenting styles were positively associated with emotion regulation, while authoritarian and uninvolved parenting styles were negatively associated with emotion regulation. There were statistically significant positive correlations between secure attachment and emotion regulation (a positive attribute of academic performance). Wilhelm, Gills & Gordon (2016) reported a study on parental, bonding and adult attachment style: the relationship between four-category models. Participants for the study were 133 men and women. Analysis of variance was used for data analysis. Results show a relationship between optimal parenting and secure attachment among women and between neglectful parenting and preoccupied attachment among men. There was a relationship between affectionless control and preoccupied attachment for women and an inverse relationship between affectionate constraint and dismissing attachment for men.

Social media addiction and perceived parental control

Yu and Luo (2021) reported a study on social media addiction among Hong Kong university students. Its Health consequences and relationships with parents' participants for the study were 390 students from Hong Kong University. Findings reveal the severity of social media addiction and its negative consequences among Hong Kong university students. Also, parental behavior limiting children's use of SNSs was found to increase the occurrence rate of social media addiction among university students. However, Cetinkaya (2019) reported a study on the relationship between previewed parental control and internet addiction: a cross-sectional study among adolescents. Participants for the study were 356 students between the ages of 14-18 years. The statistic deployed was correlation and regression analysis. Results revealed a

positive, medium-level relationship between perceived parental control and internet addiction. Both results appear mixed.

Theoretical Framework

The theoretical framework for the study is the theory of self-efficacy by Albert Bandura (1977). According to the theory, assumptions are that an adolescent can achieve academic success if he avails himself of mastery-experience, vicarious experience, verbal persuasion, emotional support, and physiological state. According to Bandura achievement is not only task-specific but an active and conscious effort made by an adolescent in course of a given task. On the contrary, adolescents, who are addicted to social media, have been exposed to mastery learning in a different task which is entirely different from academic. As such, the individual may not be in a position to achieve an academic goal. However, the goal of social media addiction falls under academic clips. Therefore, the adolescent that is addicted to social media may be explained within the theory of self-efficacy which may not enhance academic achievement. Similarly, the type of parental control may be explained within the theory of self-efficacy. An adolescent with a perceived secure attachment style may report higher self-efficacy which is a huge ingredient in academic achievement tasks. This disposition may not be available to an adolescent with avoidant-ambivalent or insecure attachment styles. Similarly, the type of perceived parental control such as psychological parental control or behavioral may have different implications. For instance, behavioral has been associated with the early development of self-efficacy which is a positive component of academic achievement. However, psychological parental control has been associated with negative health and behavioral consequences including lower development of self-efficacy and academic performance. On the strength of capacity of the self-efficacy theory to explain the relationship between the dependent and independent variable, it was adopted as the theoretical framework for the present study.

METHOD

Participants

Ninety-nine (99) intermediate adolescents who volunteered for the study from three randomly selected public schools in Awka-capital participated in the study. The choice of public secondary school was based on the assumption that teachers in the school appear to be more qualified than those in private school. The three public schools that participated were randomly selected from a total number of 19 public schools located in Awka south using a simple random sampling (deep pick). These randomly selected public secondary schools were: Igwebuiké grammar school, Girls secondary school Awka and Ezi-Awka community secondary school, Awka. The ages of the participants ranged from 11 to 16 years, with a mean age of 14.30 years and a standard deviation of 1.65 years.

Instruments

Three instruments were used for the study: Academic performance (GPA), Social media addiction scale, Attachment styles questionnaire, and Parental authority questionnaire.

Academic performance

The academic performance was measured using promotional scores of the previous first, second, and third termly results of the 2019/2020 academic session. The percentages of these results scores were used as data for the study to test academic performance.

Social media addiction scale

The social media addiction scale (SMAS) was developed by Sahin (2018). The questionnaire is a 29-item scale the responses are scored using a 5-point Likert scale ranging from 5-strongly-agree, 4=agree, 3-undecided, 2=disagree, and 1=strongly disagree. There are no reverse score items on the scale. Sahin (2018) reported a reliability coefficient of .93 Cronbach alpha, and .81 to .86 for the sub-factors respectively. The test-retest coefficient was .94 Cronbach alpha. In the present study, a reliability coefficient of .88 Cronbach alpha was obtained, while divergent validity of -0.6 was obtained between SMA and Life satisfaction Inventory (LSI).

Attachment style questionnaire

The Attachment style questionnaire is a broad-based self-report measure developed by Feeney & Noller, (1994). The 40 items of the measure are scored using a six-point Likert scale ranging from 1 = "totally disagree" to 6 "totally agree." which targets the respondents' views of self and other, and are conceptually compatible with Bartholomew's (1990) and Hazan and Shaver's (1987) understandings of attachment. Both internal consistency, measured with Cronbach's alpha, and test-retest reliability were calculated by Feeney et al. (1994) using a sample of college-age young adults. Pilot study conducted reveal a Cronbach alpha of Secure = 0.89, Avoidant = 0.86, Anxious = 0.92. Convergent validity of 0.62 was obtained between attachment style and life satisfaction inventory.

Parental Control Scale (PCS)

The parental Control Scale (PCS) was developed by Baber (1996). The PCS is an eleven (11) item/instrument. Items 1, 2, 3, 4, & 5 measures psychological control while items 6-11 measures Behavioural Control. Baber (1996) reported an alpha coefficient of .84, while the reliability coefficient for the present sample is .75. a divergent validity of -0.43 was obtained between the psychological control dimension of the Parental Control Scale and Secure Attachment Questionnaire (SAQ), while a convergent validity of 0.62 was obtained between Behavioural Control of the Parental Control Scale and the Personal Sense of Power Scale.

Procedure

The instruments for the study require that each participant signs a consent form before completing them. Three schools were randomly selected from public secondary schools in Awka capital using a simple random sampling. From each selected secondary school junior secondary school (JSS) class 2 to senior secondary school SSS 2 were purposely selected for the study. The reason for this purposeful selection was to ensure that more participants between the ages of 11 years to 15 years are allowed to participate in the study. Incidental random sampling was used to administer the battery of questionnaires to any available student seated in a classroom, during break time. This process was repeated for four days in each of the three schools. It took an average student 25 minutes to fill the questionnaire and the data was collected for three weeks. On completion, the questionnaires were collected immediately for data processing. A total of 180 copies of the questionnaire were distributed, however, only 99 well-filled ones were accepted and used for data analysis.

Design /Statistics

The present study adopted a moderated correlation design. Statistics appropriate for the study were Pearson product-moment correlation coefficient and moderated multiple regression analysis enter method. Data generated were analyzed using statistical packages for social sciences (SPSS) version 20.0.

RESULTS

This chapter deals with the results of data analysis. The order of the presentation of the results is as follows. Table 1: Zero-order correlation coefficient and table 2: Standardized Beta coefficient result for academic performance, social media addiction, attachment styles, and parental control.

Table 1: Zero-order correlation coefficient of academic performance, social media addiction, attachment styles, and parental control

	1	2	3	4
1 Social media addiction	1			
2 Attachment styles	.35	1		
3 Parental control	.41	.60	1	
4 Academic performance	.40	.31	-.09	1

* $p < .05$, ** $p < .001$

The result of zero-order correlation coefficients reveals that the correlation between academic performance and social media addiction was $r = .40$, $p < .05$, also attachment style correlated at $r = .31$, $p < .05$, and parental control correlated at $r = -.09$, $p > .01$. The results of zero-order generally showed that social media addiction and attachment styles correlated positively with academic performance, while perceived parental control did not.

Table 2: Standardized Beta Coefficient Results for Independent Effects of Social Media Addiction, Attachment Styles on Academic Performance.

Predictor variables	Adjusted R^2	df.1 (df2)	F	β	Std. Error
Model 1 ACADP	-.18	2(96)	.14		
A. Social media addiction				-.02	1.44
B. Attachment Style				-.06	1.65
Model 2 ACADP	-.02	1(95)	.26		
A. Social media addiction				.01	1.50
B. Attachment scale				.003	1.91
C. Parental control				-.10	1.99

Dependent variables: Academic performance.

The first model (Model 1) was analyzed independently using the multiple regression analysis enter method. Thereafter, the following outcomes were obtained. Hypothesis one in table 2 showed that when enter method was applied to academic performance for the two independent predictors (social media addiction, and attachment style), the adjusted $R^2 \leq -.018$. This means that the multiple models contributed 1.8% in understanding academic performance. The ANOVA summary (F ratio) shows that the adjusted R^2 value was not significant at $F(2, 96) = .135$, $p > .05$. Specifically, the unstandardized beta values for each of the predictors factors were for social media addiction $\beta = -.22$, $p > .05$, also for attachment styles $\beta = -.69$, $p > .05$. In table 2, model 2 tested the predictive strength of social media addiction, and attachment styles when parental control is moderating. The overall model showed that adjusted R^2 was $-.023$. This means that the multiple models contributed -23% in understanding academic performance. The ANOVA summary (F ratio) shows that the adjusted R^2 value was not significant at $F(1, 95) = .26$, $p > .05$. Specifically, the unstandardized beta values for each of the predictor factors were social media addiction $\beta = .08$, $p > .05$, attachment style $\beta = .05$, $p > .05$, and parental control $\beta = -1.44$, $p > .05$.

Limitation of the Study

1. Attachment style was examined globally.
2. Participants for the study were limited to intermediate adolescents.
3. Parental control was globally assessed.

Discussion/ Conclusion

The study examined social media addiction and attachment styles on academic performance: the moderating role of parental control among intermediate adolescents. The finding of the present study on the association between social media addiction and academic performance is consistent with earlier studies (Jamil et al., 2021; Serenko et al 2021; Jenil et al 2021; Azizi et al., 2019; Serenko et al, 2019, Azizi, et al 2019, and Talaue et al 2018). These studies hold that social media addiction has a negative association with academic performance. However, other related studies came up with contrary results. These studies hold that social media addiction does not negatively relate to academic performance (Jacinto et al 2021). Similarly, Lon, et al (2021) reported conditions under which social media use negatively influences academic performance. In the report, the use of social media for outside school purposes may negatively influence academic performance, while the use of social media for inside school learning may positively influence academic performance. Consequently, hypothesis one was not confirmed among the present participants. . Thus, the findings of this present study are in affirmation of the body of knowledge, which emphasizes the negative influence of social media addiction on academic performances (Marino et al, 2017). These negative consequences include negative health problems such as anxiety, stress, and depression (Shakya & Christakis, 2017). It was reported that these negative consequences are associated with negative well-being (Baturay, 2016). Similarly, more recent findings hold that social media addiction has an overall negative effect on academic performance (Janil et al, 2021). Perhaps the negative association between social media addiction and academic performance has to do with over-exposure in some of the sites. Janil et al (2021) reported that some of the social network sites that students are addicted to were: WhatsApp, youtube, Facebook, google+, and Instagram. According to DSM IV, diagnostic criteria social media addiction comes with similar symptoms of internet game addiction (American Psychological Association, 2013). Accordingly, social media addiction comes with manifestations of compulsion to use social media to excess (Griffiths, 2000) and an uncontrollable urge to log on to social media (Anderssen & Pathesen, 2014). These states of lack of control simply imply that an addicted adolescent may not be in the right frame of mind for any meaningful academic pursuit.

Furthermore, the findings of hypothesis one may find an explanation in the theoretical framework of the present study. For instance, the theory of self-efficacy assumes that to engage in an academic task, the individual must have perceived self as being able to accomplish the demands of such task. In this view, such an adolescent must be able to visualize success after the task is conceived. According to Bandura (1977) such ability to initiate task-related activity appears to come through mastery-experience. Thus, Bandura emphasizes the role of social experience in present and future academic tasks. Now, the experience expected for an intermediate adolescent may come through practice, learning, and engagement in an academic curriculum. If peradventure, the adolescent gets addicted to prolonged use of social media, the aim of academic experience may have been defeated. The theory of self-efficacy holds that when an adolescent is addicted to social media, it may be quite difficult to master experience in an academic domain; consequently, he may experience reduced academic performance. Now it appears that the same mastery experience required to excel in academic tasks is drawn away to social media tasks. Therefore, such an intermediate adolescent may lose control of the

time and resources demanded by social media participation and this may result in an inability of the adolescent to meet up with academic task performance.

Hypothesis two was not confirmed in the present study. Earlier findings appear to be mixed in the relationship between attachment styles and academic performance. For instance, Ebimoboene & Udochi (2021) found a negative relationship between secure attachment and ambivalent style on school adjustment (a positive component of academic performance). Other studies reported no significant relationship between attachment styles and academic performance (Sayedi, et al, 2018' Thomas & Viljoen, 2020). Similarly, some scholars reported a significant relationship between attachment styles and academic performance (Faraghi & Abedini, 2015; Kurland & Siegel, 2020). Mixed results associated with the relationship between attachment styles and academic performance may be associated with cultural backgrounds in which the studies were carried out. For instance, both Ebimoboere & Udochi (2021) and Faraghi & Abedini (2015) reported a negative and significant association between attachment styles and academic performance. It appears that the present result seems consistent with the report of (Sayedi et al 2018). In the present regard, it seems that culture may not fully explain variations in the study's results since Sayedi et al (2018) were carried out in an entirely different culture from the present study. For instance, Ebimoboere & Udochi (2021) examined participants in the Nigerian culture, yet reported different outcomes from the present finding. Perhaps, such may be a result of the age of sample participants.

The theoretical explanation for the negative association between social media addiction and academic performance is that type of attachment style may enhance or diminish the development of a child's self-efficacy. For instance, according to Bowlby (1976), an early association between a caregiver and an intermediate adolescent may install the foundation of self-efficacy. This is because the early adolescent may develop trust, courage, and self-determination to engage in tasks and accomplish goals from how attached he/she is to parents. Since the most important aspect of self-efficacy is mastery experience, it seems that at the stage of early attachment the foundation is laid for the development of self-efficacy. Therefore, the theoretical assumption is that a securely attached adolescent must have acquired enough experience that is needed to excel in academic pursuit, this is because parents that practice secure attachment, encourage their children to attempt tasks to overcome fear. As the adolescent engages in new tasks the development of skills towards mastery experience is inoculated. On the contrary, an insecure, or avoidant attachment may seem to develop weak self-efficacy and may not perform well in academics. This perspective is found in the type of attachment. Insecure and ambivalent attachment styles do not enhance the development of self-efficacy in the association between the child caregivers. In this regard, it could be that most participants in the present study were more inclined toward insecure and ambivalent attachment styles.

Furthermore, the relationship between social media addiction and academic performance was positive but not significantly moderated by parental control. As a result, hypothesis three was not confirmed. Meanwhile, the present result does not appear to be in support of earlier studies on the relationship between social media addiction and perceived parental control. Accordingly, Yu & Luo, (2021) found an inverse association between parental control and social media addiction. This report emphasizes that, as parents increase the degree of their parental control; intermediate adolescents may be motivated toward increased social media addiction. Also, Hou, et al (2019) found a positive and significant association between social media addiction and perceived parental control. There appears to be a dearth of studies on the association between social media addiction and perceived parental control. However,

variations of this study with previous studies may be due to cultural differences, age, or socio-economic factors. Despite these variations, it is expected that parental control may reduce social media addiction but regrettably, this did not actualize. Now it makes sense to know that the moment an intermediate adolescent becomes very active on social media, the parents may not be of help no matter the level of parental control they wish to offer. Thus, it may take the help of professionals to extract the adolescents from such a state. Perhaps that is the reason why You & Luo (2021) reported that parental behavior increased social media addiction. This finding is consistent with the result of the present work. Furthermore, the theory of self-efficacy holds that belief in one's self-ability to engage in and accomplish an academic task result in academic success or performance. Adolescents who are addicted to social media may not see any self-will or ability to initiate academic goal-directed behavior. Already, the self-efficacy which is engaged in social media performance may have reduced the resource available to engage in an academic task, therefore, academic performance may continue to plunge. Similarly, hypothesis four was not confirmed. Empirical evidence reveals that earlier reports were mixed. For instance, Nweke et al (2021) found that attachment security (a positive component of attachment style) significantly and positively predicted social value orientation (a positive component of parental control). Agbaria et al (2021) found that permissive and authoritative parenting styles were positively associated with emotional regulation (a positive component with attachment styles). While authoritative and uninvolved parenting styles were negatively associated with attachment style. Theoretical explanation of the relationship between attachment style and academic performance as moderated by parental control may be found in the self-efficacy theory by Albert Bandura (1977). Intermediate adolescents gain experience when caregivers or parents must have provided the opportunity for them. As the intermediate interact, they gain experiences and such experiences are carried to the school tasks. At school, these adolescents fall back to the previous knowledge they acquired growing up both in the present and future tasks. Those who acquired mastery experience will report enhancement in academic tasks. Thus attachment styles and perceived parental control are components that may initiate mastery-experience that in turn predict academic performance. Finally, the present study examined social media addiction and attachment styles on academic performance: the moderating role of parental control among intermediate adolescents. It was concluded that social media addiction and attachment style did not predict academic performance among adolescents. Also, the relationship between social media addiction and academic performance was not significantly and positively moderated by parental control likewise the association between attachment styles and parental control.

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