



The Mediating Role of Social Media on the Correlation of Parental conflict and academic Performance of University Students

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ABSTRACT

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Social media encompasses discussion boards, publishing platforms, and social network sites. Facebook, YouTube, blogs, discussion forums, and other internet-based apps are a few examples of social media. The primary aim of this research was to investigate the influence of social media usage among university students on both their academic performance and parental conflict. Secondly to investigate any potential mechanisms that may underlie this link. Numerous researches have looked at the detrimental effects of conflict between parents on children's academic performance, which suggests that social media may play a mediating role in the relationship between parental conflict and university students' academic success. Quantitative research approach was used. To gather the data, the target population was 100 students of Thal University in Bhakkar. The sampling technique was simple random sampling. Data collection tool was a questionnaire which has close ended questions. The findings suggest that students' engagement with social media has become ingrained in their daily routines, consuming a significant portion of their leisure time. The extensive time spent on social media by respondents underscored its negative impact on their academic performance. The array of both advantageous and detrimental factors affecting the intellectual and spiritual growth of the younger generation has greatly expanded with the advent of mobile phones and other computer technologies.

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1.0 Introduction

Social media in the twenty-first century has become an essential component of everyone's life. Addiction to social media among younger people is a serious issue. This study sought to determine whether social media use and academic achievement were correlated. This study set out to look into how social media affects student academic performance, parental conflict, and social bonding. The findings show that the usage of social and recreational media is linked to poorer academic performance (Kalam et al., 2023). The connection between the student's academic performance and parental conflict is a complex issue that has been debated for the past several years and is, therefore, quite relevant. A number of studies have pinpointed social media as one of the variables in the same relationship that may affect the students' mental well-being. This research article is designed to determine whether social media serves as an intermediate factor that links parental conflict to the academic performance of university students (Getahun, 2023).

Studies show that the quality of relations with the parents correlates with academic achievements through the formation of appreciation, emotional representation, and understanding of ideological values. Research clearly demonstrates the benefits of effective communication between parents and children, as such family communication reduces negative stress to a significant degree and positively affects academic outcomes. More importantly, a positive relationship between parents and children has been proven to build a student's self-efficacy, which in turn reduces frustration and is an essential factor for academic achievement (Li et al., 2023). As well, researchers are now convinced that parents' involvement in education is certainly one of the most influential aspects of academic success. Research has shown a linear and positive relationship between parental involvement in school activities, like attending parent-teacher conferences, PTA meetings, classroom visits, and volunteering for schools and their children's reading and math performance. High expectations and continual support for children to learn, and reading activities at home, and, as a result of this, parents' engagement with their children during the pre-school period has been found to play a key role (Osabinyi, 2023).

Social media, which is a new medium, has added to the link between parental conflict and academic performance. Social media overspending is correlated with stress, and this has been known to negatively affect academic performance. In addition, social media usage has been linked to upward social comparison, envy and despondence, which can also impede academic success. The link between the adversity of parental conflict and the academic prosperity of university students is a matter that is going to be of paramount importance in the field of educational psychology. Studies of late have considered social media as a mediator, bringing about a change in the course of events (Sudarsono et al., 2023).

Social media's role in university students, lifestyles and its influence on contacts between parental conflict and academic performance need to be studied. This study will center on parental conflict's impact on academic achievement by testing the role of social media usage while controlling for the mediation effect. The results of the research will be used for a better explanation of the intricate interweaving of social media usage, parental conflict and academic performance among university students (Zhao, 2023).

Objectives of the Study

- To conduct a study to probe the role of social media in the relationship between parental conflict and academic results.
- To investigate any potential mechanisms that underlie between parental conflict and academic performance.

2.0 Literature Review

2.1 Social Media

Social media is constantly evolving, it is challenging to give it a definitive definition, supporting the claim that "there is no single recognized definition for social media yet several scholars have described it in different ways over the years. An alternative method to characterize the internet is as a "very popular, extremely rapid, and broad means of communication that has proven to be highly effective and is also utilized by billions of people for sharing and obtaining content concerning individuals, companies, knowledge, pleasure, and know-how"(Saqib & Amin, 2024). All of these descriptions have one thing in common: social media involves individuals interacting with each other online. Because more mobile devices can now run social network applications, social media has been more widely used and has extended into new domains. The term "mobile social networking" refers to the practice of using mobile phones running Android for social networking.

Jin et al. (2023) adolescents who experience loneliness may believe they are socially awkward and turn to online platforms to avoid in-person encounters. However, their overindulgence in these online contacts may result in an addiction to social networking sites (SNSs). Additionally, it has been noted that a strong sense of family cohesion and positive parent-child relationships frequently produce a warm, harmonious, and safe home setting in which adolescents can develop adaptive social skills and learn how to control negative emotions through imitation, both of which reduce feelings of hopelessness and depression. However, teenagers may experience loneliness as a result of unfavorable household circumstances such as parental strife. According to an investigation into the motivations behind social media use (Lau, 2017), academic performance suffered when social networking sites were exclusively used for social and nonacademic objectives showed a negative correlation between university students' usage of social media and other non-academic websites and their performance on three-semester tests and the cumulative final exam, which are measures of their academic achievement.

Ezung et al. (2023) explore that social networking sites like Facebook, Twitter, Google+, and LinkedIn have grown in popularity throughout the world. Social media platforms have a big impact on people's lives. Found that using social networking platforms promotes meaningful and fruitful learning and that social patterns within a social networking environment seem to boost social engagement. Apart from social media, messaging apps like WhatsApp, Telegram, Instagram, Viber, IMO, and Discord have gained popularity and are rivals to social media platforms. A comparison of WhatsApp, Telegram, and Viber revealed WhatsApp to be the greatest instant messaging service. Social media is becoming a powerful tool for building relationships and promoting social cohesion. Examined how social media functions as the primary means of

communication for facilitating the sharing of information in real time for the purpose of fostering social bonds and bridging. Accordingly, studies have been conducted on how social networking influences relationships and bridging media pleasure to satisfy social and recreational demands.

According to a study by Goet & Management (2022), there is a significant correlation between social media usage and students' satisfaction levels, as well as their academic performance. Therefore, it is imperative to address the excessive use of social media among students to promote their overall well-being and academic success. It has been demonstrated that learner growth is made easier by social groups that are created on Facebook. Nonetheless, there are a few exceptional instances when the data show a positive correlation between Facebook and Twitter and suggest that their combination could enhance education. Learners' academic performance is impacted when they spend more time on social media for purposes other than studying. Students who never used social media scored lower than those who said they would never use it. Nonetheless, there are a few universal advantages for social media users. Research professors and students in their faculties have found that social media can foster involvement, collaboration, and communication.

2.2 Parental Conflict

Lim et al. (2023) scrutinized the academic effect of parental conflict on the grades of the 500 university students in Singapore. The outcome was that the higher the level of conflict between parents, the more students achieved poorly academically, and this relationship had an indirect role in the sense that students used social media. The authors propose that for most students, social media provides an escape mechanism to keep them company when they are unbearable emotional tornado of stress and turmoil caused by parental conflict, but it can also lead to procrastination and less time spent on homework.

Zhao et al. (2023) carried out the study of the mediation effect of social media on the relationship between parents' conflicts and academic performance in 300 Chinese students in a university. Their research results showed to the fact that social media usage was a main factor in the research. It was able to explain the negative correlation between parents' conflict and students' academic performance. Social media people suggest is a kind of diversion that disrupts students' focus and yields to academic failure.

According to Nangia (2023), children may have social issues and overall less effective development due to parents' fighting, poor communication, emotional warmth, and inter-parental conflict (Their Investigation). They investigate the impact of communication, emotional warmth, and interparental conflict on children's social well-being through a literature review. To look into whether the parenting style could be a factor influencing the children's social outcomes and inter-parental disputes, the study employed mediation and fixed-effects regressions. Positive parenting styles like showing emotional warmth, caring for and acknowledging kids and having productive dialogues have been proven to be the real signs of their children's social competency. Inappropriate parenting methods, including, too much severe punishment and, in the worst case inconsistent parenting, have, however, be associated with children' poor social outcomes.

Swerbenski (2023) pointed to the importance of providing families with high inter-parental

conflict levels with the means of sustaining efficient parenting techniques as a vital part of the process. This literature review highlights the negative role of interparental conflicts on children's mental health, emotional and behavioural problems, and social behaviour. The role of interparental conflict as a major risk factor that can undermine parent child bonding and children's emotional security within the family walls is emphasized. The literature gives many causes, among which there are certain direct and indirect effects, for this interconnection. The phrase direct effects refer to the situation where children's health is damaged by breaking relationships between them and their parents and making them feel insecure inside the family unit. On one side, indirect impact are connected with the way parental disagreement changes the parents' behaviour towards kids, and results in more problems for them on the other side.

They underlined how crucial it is to resolve disputes between parents in order to support good parenting techniques and enhance the social outcomes of children.

Tulubus et al. (2023) stated that disagreements would inevitably arise in family relationships and that children's exposure to inter-parental conflict is a crucial part of their development. Couples may differ in the degree, frequency, and nature of these arguments, and children raised in homes where there is a high level of interpersonal conflict and discord are more likely to experience detrimental effects on their mental health as well as future health problems. Since 1930, academics have provided evidence of the possible negative effects of marital strife and conflict on children's mental health. IPC is linked to a wide range of challenges for kids and teenagers, as cross-sectional and longitudinal research has shown. This emphasizes the need for intervention programs to support healthy family dynamics, lessen family stress, and support mental health in adolescence. A study that looked at the dimensionality of inter-parental conflict in 394 purposefully sampled adolescents confirmed that it is a substantial risk factor for aggressive behavior and poor mental health in teenagers. The entire scale of inter-parental conflict and all of its aspects showed a substantial positive link with aggression, but the study also discovered a significant negative correlation between inter-parental conflict and teenagers' mental health. Furthermore, only the characteristics of frequency and intensity of interparental conflict individually correlated with aggression, whereas all other aspects were collectively connected with aggression.

Wang et al. (2023) assert that prior research has examined the connection between parental conflict and teenage addiction to social networking sites (SNSs) and that the results indicate a positive correlation between the two. The processes behind this relationship have not yet been thoroughly investigated, though. Parental disagreement may significantly affect an individual's mental and physical state, which may influence future adjustment behavior, according to the emotional security theory. Research supports this notion by demonstrating that one of the best indicators of dangerous teenage behaviors, such as addiction to social networking sites, is the relationship between parents. In particular, internalizing and externalizing issues in adolescents are positively correlated with unfavorable family environments, such as parental conflict. Studies have also demonstrated that teenagers develop positively when they grow up in a supportive family setting. It is critical to understand how parental conflict might increase the risk of social networking

site addiction to prevent and treat teenage addiction. The aim of finding the medial mechanisms behind agreement-disagreement processes between parents and social networking addiction relationships, will be explored. The result showed the mediation processes were in sequence from parental conflict to SNS addiction, then via fundamental self-assessment and loneliness, hence, they were affected by two factors (i.e., parental conflict and SNS addiction). Accordingly, the results have a preventive and interventional goal as well as give a reason for why parental conflict might raise the risk that the teen will become addicted to SNS.

Yılmaz & Pamuk (2023) specifically examined the recent studies that have pointed out the problems related to the use of technology between teenagers and their parents. Research found that if parents use too much of various digital games and social media among teens, it will be harmful for effective and acceptable communication between teens and parents. We have discovered that the highest independence and the addiction to social media and games have a positive and statistically meaningful relationship with the parent adolescent conflict. There was also an association between addictions to games and social media and a higher score of adolescent-parent conflict. The outcomes of our research are in line with the same viewpoints that were evidenced by the other studies pointing towards the adverse consequences of using technology, including psychological discontentment, sadness, depression, and low self-esteem, which can contribute to the mental health crisis among adolescents. Teens who are incessantly glued to their digital devices may bicker with their parents about such things as rules, compete with their siblings, or have a time when everything gets decided by the parent all alone. The father's constant yelling at her for not getting good grades and the mother's threat to keep her from going to her friends' parties are some of the examples that can worsen the relationship between youth and their parents. Thus, one ought to understand the issues surrounding teenage mental health and how the use of technology may cause conflict among teens and parents. We need to investigate how technology brings about changes in the interactions between teenagers and their parents, in addition to the fact that Turkey, is the only place where this is very popular among youngsters. Technology does not only facilitate communication channels but, unfortunately, might influence the quality of social interactions between adolescents and their parents, which is a determinant factor of the teens' mental health. Hence, a future study should be undertaken to find the reasons behind teenagers' poor relationships with their parents, who are often associated with some kinds of tech use, and provide scientific solutions and suggestions.

2.3 Academic performance

Academic achievement is not only about the student's capacity to learn, store and apply knowledge, skills, and expertise to their particular field, but also about how they handle their academic assignments, such as grades and tests that they take, all the way to their graduation. The students' academic success in a certain sense is an indicator of how big of an impact their learning choices have on their future prospects, and it can greatly influence the students' social, professional, and educational opportunities in the future (Alneyadi et al., 2023).

Oposing to the popular notion that intelligence quotient (IQ), studying capabilities, and motivation are the only academic success determining factors, Wei et al. (2024) showed that

internal factors including socioeconomic level, parental participation, and cultural background also play a role in academic performance. The study highlights those successful treatments that address internal and environmental factors can improve students' academic performance and help them succeed in their academic endeavors. Empirical evidence indicates that social media usage negatively impacts pupils' academic achievement. Students who spend more time on social media are more likely to do poorly academically since they are using that time to communicate and make friends on social media rather than reading books, which will undoubtedly have a detrimental impact on their performance.

Assefa et al. (2023) argue that there is evidence suggesting that students who dedicate a significant portion of their time to social media engagement tend to achieve better academic results. This is attributed to their ability to share and generate ideas and concepts pertinent to their studies through these platforms. Despite primarily serving academic purposes, these students also utilize social media for entertainment. Junejo & Lashari (2022) claimed that bad performance results from overindulging in social media contacts. Students that are overly involved experience cognitive drain, which lowers academic performance. Overuse of social media causes students to have social media fatigue. Their attention is diverted by Facebook updates and messages during class, and using mobile networking sites might be harmful. Social media addiction is more common among college students, jeopardising their ability to achieve academic success. Among those who had used social media, Facebook users outperformed non-users and users of all other platforms in terms of academic performance. It was shown that the primary cause of student distraction was Facebook.

Swart (2023) published in *Computing and Communication*, it was highlighted that addiction stands out as a prominent negative consequence of social media usage. Constantly monitoring updates on platforms like Facebook, Twitter, and LinkedIn can lead to addictive behaviors. This addiction can have detrimental effects on various aspects of life such as academic performance, engagement in sports, real-life communication, and avoidance of reality. Students, in particular, may find themselves struggling academically due to the distractions posed by social media. Trying to multitask by simultaneously using these platforms while studying has been associated with lower academic scores. The allure of platforms like YouTube, Facebook, and Twitter significantly hampers their ability to concentrate on the tasks at hand, leading to diminished focus and productivity. Chowdri (2024) online networking technologies play a significant role in the lives of active users and have a range of consequences on individuals, including academic achievement. Overuse of social media causes a condition known as social media fatigue, which in turn affects academic performance both negatively and positively. Additionally, the usage of multimedia in the classroom may cause students to experience working memory overflow, which may hinder their ability to learn deeply.

3.0 Methodology

Quantitative research used to assess academic use of artificial intelligence tools among university students. Quantitative research is a systematic empirical inquiry of observable

phenomena through numerical data collection, statistical analysis and mathematical models. It attempts to quantify and measure relationships, patterns, and trends in a sample or population to produce repeatable and objective results (Ghanad, 2023).

3.1 Universe

Universe is entire set or population of subjects or elements that are focus on the study (West et al., 2022). Thal University Bhakkar was the universe of this research.

3.2 Target Population

The term "target population" describes a particular group or collection of people, things, or occasions in which a researcher has an interest in researching and to whom they want to apply their conclusions in general (Pandey et al., 2021). The target population of this study was students of Thal University Bhakkar.

3.3 Sampling

A subgroup of people (a sample) selected from a broader group (a population) is called a sample (Adeoye et al., 2023).

3.4 Sample Size

Sample size indicates to number of individual units selected from a greater number of participants to be included in a study (Rehman, 2023). The researcher was collected data from both male and female students. From the above population of Thal University Bhakkar a sample of 100 students was selected.

3.5 Sampling Technique

The method or strategy used to choose a subset of people from a broader group to conduct research is known as a sampling methodology (Obilor, 2023). The researcher was adopted the simple random sampling for the purpose of data collection from target population

3.6 Data Collection Tool

Data collection tool is an instrument or method used to gather information, facts or observations from a specific source or target population for research (Sukmwati, 2023). The researcher was collected data by using the survey type method with help of questionnaire which includes closed ended questioner.

4.0 Data Analysis

4.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	.602 ^a	.370	.296	4.11562

The table above indicates the correlation value denoted by R. Based on the R square value; it suggests that an increase of one unit in an independent variable corresponds to a similar increase of one unit in that same independent variable. The R square value for this table is 0.370, indicating that approximately 37% of the variance in the independent variable of social media can be accounted for by the dependent variable of parental conflict. The adjusted R square is used to adjust the sample results for population implications. It reveals that the sample results have a positive but slight impact on the population, as indicated by the notable difference between the R

square and the adjusted R square.

4.1.2 Anova^s

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	85.121	1	85.111	5.753	.037 ^b
	Residual	179.129	10	17.914		
	Total	264.250	11			

An Anova table is employed to assess how well the model fits the data. A well-fitted model is indicated when there is a strong association between the dependent and independent variables, and the F value exceeds 10. Additionally, the significance threshold should be below 0.05. In the preceding table, the F value is 5.753, which falls short of the 10 benchmarks, and the significance value is 0.03, below the 0.05 threshold. If the F value is below 10 but the significance value is accurate, the model will still be deemed adequately fitted based on the significance value. For optimal fitting of the model to the data, both values must meet the criteria precisely.

4.1.3 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.348	7.843		.319	.767
	Social media	.666	.263	.600	2.371	.049

This method evaluates the significance of the relationship between the independent and dependent variables. The sign and magnitude of B is crucial indicators. Hence, establishing a connection between the independent variable (social media) and the dependent variable (parental conflict) is advantageous. Moreover, the significance level of 0.03, which is below the 0.05 threshold, is notable. Consequently, there exists a statistically significant positive association between talk show influence and political consciousness.

4.2 Analysis between Social media and academic performance

4.2.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	.395 ^a	.151	.135	6.18413

The table above shows the correlation value denoted by R. Based on the R square value, an increase of one unit in an independent variable leads to a corresponding increase of one unit in that same independent variable. The R square value for this table is 0.151, indicating that approximately 15.1% of the variance in the dependent variable, parental conflict, can be explained by the independent variable of social media. The adjusted R square is used to adjust the sample findings for implications on the population. With minimal difference between the adjusted R

square and R square, it suggests that the outcomes observed in the sampled population positively and significantly influence the population as a whole.

4.2.2 Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	582.556	1	621.019	12.675	.001 ^b
	Residual	3676.102	98	37.932		
	Total	4258.658	99			

An Anova table is employed well-fitted model is indicated when there is a strong correlation between the independent and dependent variables, meeting the criteria of a significance threshold below 0.05 and an F value exceeding 10. In the provided table, the F value is 12.675, surpassing the threshold of 10, and the significance value is 0.001, below the 0.05 barrier. This signifies that the model fits the data optimally.

4.2.3 Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.599	3.121		2.528	.013
	Social media	.439	.113	.379	4.053	.000

This process is conducted to assess the significance of relationship between the dependent and independent variables. The sign and magnitude of B are critical factors in this evaluation. The table below reveals a positive association between the independent variable of talk show influence and the dependent variable of political involvement. Additionally, the significance value meets the requirement of 0.05, being less than 0.000. Thus, it can be concluded that there exists a statistically significant positive correlation between talk show impact and political engagement.

4.2.4 Correlation

		Parental Conflict	Academic performance	Social media
Parental Conflict	Pearson Correlation	1		
	Significance(2-tailed)			
	N	12		
Academic performance	Pearson Correlation	.532	1	
	Significance (2-tailed)	.209		
	N	12	100	
Social media	Pearson Correlation	.453*	.532**	1
	Significance (2-tailed)	.039	.000	
	N	12	100	100

The correlation analysis table presented above indicates a favorable relationship between political awareness and political participation. The correlation coefficient's value of 0.532 falls below the 0.80 threshold, indicating a moderate correlation. Thus, the absence of multicollinearity in the data is confirmed. Similarly, the correlation study table demonstrates a positive relationship between political awareness and talk show influence, with a correlation coefficient of 0.453. Again, this value is below the 0.80 threshold, suggesting a moderate correlation. The significance of these correlations is indicated by asterisks, with p-values below the 0.05 threshold, signifying statistical significance. Moreover, the absence of multicollinearity in the data is reaffirmed. Furthermore, the correlation analysis reveals a positive relationship between talk show influence and political participation, with a correlation coefficient of 0.532. This value also falls below the 0.80 threshold, indicating a moderate correlation. The significance of this relationship is underscored by asterisks, with p-values as low as 0.01, indicating statistical significance. Once again, multicollinearity is shown to be absent in the data.

4.2.5 Regression Analysis - Model Summary

Model	Adjusted R	Std. Error of R	R Square	Std. Error of the Estimate
	.602	.370	.296	4.11562

The correlation coefficient (R) of 0.602 suggests a moderate positive correlation between social media usage and parental conflict. This indicates that as social media usage increases, parental conflict tends to increase as well, albeit moderately. The coefficient of determination (R^2) is 0.296, signifying that approximately 29.6% of the variability in parental conflict can be explained by variations in social media usage. However, when considering the number of predictors in the model, the adjusted R-squared value of 0.370 provides a more accurate estimate of the model's goodness of fit. This adjustment suggests that the model explains around 37.0% of the variance in parental conflict after accounting for the number of predictors involved. Additionally, the standard error of the estimate, which is 4.11562, indicates the average deviation of actual values of parental conflict from the predicted values by approximately 4.12 units.

4.2.6 Regression Analysis – ANOVA

ANOVA	Sum of Squares	Df	Mean Square	F	Sig.
Regression	85.121	10	85.111	5.753	0.03
Residual	179.129		17.914		
Total	264.250				

The ANOVA table is a thorough evaluator of the regression model as it compares the variation being explained by the regression model to the variation that is unexplained. The second section, considering the regression, is made up of the sum of squares (SS), which is the squared difference between the predicted values and the expected values for the dependent variable, and the degrees of freedom (Df), which is the number of independent parameters in the model. MS means the variance of the regression model, and the F-value tests the overall significance of the regression model by comparing the MSR and MSE. In the current sample, the large F-value, which

is 5.753 and has a significance level of 0.03, is around 95% significant. This either means that there is a high probability that the noted relationship between social media usage and household conflicts is not due to chance. Additionally, the regression residuals part presents the unexplained variance, and the model total incorporates the total variance of the dependent variable.

5.0 Discussion and Conclusion

The results showed comprehensive analysis of the relationship between social media usage and parental conflict, as well as the impact of social media on academic performance. The model summary indicates a moderate positive correlation ($R = 0.602$) between social media usage and parental conflict, suggesting that as social media usage increases, parental conflict tends to increase as well. The R-squared value of 0.370 suggests that approximately 37% of the variance in parental conflict can be explained by variations in social media usage. The ANOVA table further supports the statistical significance of the regression model, with an F-value of 5.753 and a significance level of 0.03, which is below the 0.05 threshold. This indicates that the observed relationship between social media usage and parental conflict is unlikely to be due to chance. The coefficients table reveals a positive and statistically significant ($p = 0.049$) relationship between social media and parental conflict, with a B-value of 0.666. This might indicate a one-unit extent of social media usage, which epitomizes a 0.666-unit escalation of parental conflict. Concerning social media usage's impact on academic performance, the model summary shows that there is a moderately positive correlation ($R = 0.395$) between social media usage and academic performance. The R-squared value of 0.151 means that about 15.1% of the variance in academic achievement can be put down to variations in time that the students spend on social media platforms.

The ANOVA table results show the model for academic performance has an F-value of 12.675 and a significance value of 0.001, which is below the 0.05 criterion. This shows that the social media regression model is a good fit for the data and that the relationship between social media users and academic accomplishments is statistically significant. The social media column in the table coefficients of the academic performance model displays a positive and statistically significant ($p < 0.001$) coefficient of 0.439, that is, social media has a positive and significant impact on academic performance. This connotes that being a unit up in social media use will cause you to score 0.439 units higher in academic achievements. Correlation analysis as well, which shows a moderate positive correlation between two variables of (1) parental conflict and (2) academic achievement, provides statistical support to the main findings with $r = 0.453$, $p = 0.05$, and $r = 0.532$, $p = 0.01$. This might show that social media serves as a factor in bringing out that parental conflict is minimal, but it still contributes to academic performance.

5.1 Conclusion

The analysis suggests that social media use is a cause of both a rise in parental conflict and a decline in academic performance. It is very typical for the higher amount of social media activity to correlate with the higher number of parental conflict cases and lower academic achievements. Yet, it should be noted that correlation does not mean causation, and it is not exclusively about the specific reasons influencing this relationship. A mixed positive relationship is observed between social media usage and parental disagreements, and parental disagreements are explained by up to

37% of the variance seen in social media usage. This function is essentially one of the most important and statistically significant. The overall relationship between social media utilisation and educational success is positive but weak, studying the total variance that is explained by changes in social media usage. The results show the average to be around 15.1 percent. This relationship is also highly significant, as reported by the statistics. This is where the correlation analysis adds further credence to the data: a moderately positive relationship is seen between social media usage and both parental conflicts and the level of academic performance. Consequently, these outcomes relate to the multi-faceted and comprehensive interconnection of social media utilisation and factors of an individual that make up the whole of the person's life, such as family dynamics and academic performance. The diverse and complex nature of these relationships makes it necessary to conduct further research on the fundamental mechanisms and potential mediators that play a role in these causal pathways.

Hina Gul: Problem Identification and Theoretical Framework

Muhammad Ali Zia: Data Analysis, Supervision and Drafting

Dr. Abdul Rasheed: Literature Search, Methodology, and Drafting

Conflict of Interests/Disclosures

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