

# Innovation in Investigating the Effect of Adverse Dependency on Academic Performance and Mental Well-being Through A Mixed Methods Approach

**Abbas Saeed**

*Department of Management Science*

*UIT University*

[abadsaeed@gmail.com](mailto:abadsaeed@gmail.com)

## Abstract

*This study investigates the complex elements of hindering reliance and its significant ramifications for both scholastic execution and mental prosperity in understudies. Utilizing a blended techniques research plan, the examination uncovers convincing relationships, revealing insight into the huge effect of unfavorable reliance on elevated pressure and nervousness levels among understudies. On the other hand, the review highlights the positive impact of decreased negative reliance on scholastic execution and psychological well-being, supporting for designated mediations. The investigation gives valuable insights on all aspects of understudy dependence restriction and provides an in-depth comprehension of its recommendations. The results highlight the essential requirement for comprehensive systems of emotional support to conquer the challenges presented by uncomfortable dependence and ultimately foster an atmosphere conducive to academic achievement and mental health. This report serves as an essential tool for educators, politicians, and Munderstudies' overall flow of events. The results reaffirm the remarkable relationship between psychological dependency, academic achievement, and mental wellness. The assessment supports the academic discussion on government assistance for understudies but also offering practical suggestions to institutions seeking to offer a positive and encouraging environment for learning.*

**Keywords:** *Adverse Dependence, Academic Performance, Mental well-being, Mixed Method Approach, Innovation.*

## Introduction

The distinct scenario of understudy interactions presents an essential perspective on learning outcomes and mental wellness: dealing with restricting dependence, too much dependence on outside factors (Baker & Roberts, 2019; Morgan & Wright, 2018). Consider of it as a thread affecting the intricate situations of learning and immense strength as it spirals around the understudy's life (Evans & Carter, 2016). Participants who rely heavily on companions, creativity, or assumptions about culture are engaging in negative dependence, which leads to a bewildering network of challenges (Brown & Anderson, 2018; Özdemir et al., 2014). This study begins on a journey that investigates the connection among negative trust and both the domains of academic achievement and mental health (Fisher & Taylor, 2020). It's attempting to find your way with the complexities associated with being an understudy, where seeking for assistance and developing as a person have critical intersections (Garcia & Rodriguez, 2017). This research attempts to offer insight on the understated although significant variables that effect the understudy's consciousness of the delicate stability of outside sustenance and self-sufficiency. The impartial of this drive is to untangle the deposits of adverse dependence and recognize the method it affects students' scholastic achievement and overall health. This will consent students gain a

more awareness of the multifaceted challenges weaved through their experiences as substitute.

### **Scope of the study**

The complex significances of adverse dependence on understudies' educational achievement and psychological health will be exhaustively examined in this research. Several types of negative dependency will be investigated, for example but not imperfect to dependency on friends, innovation, and norms about culture (Baker & Roberts, 2019; Johnson & Clark, 2017; Özdemir et al., 2014). The grade is going to investigate the reasons and consequences of troublesome dependence, stressing how it seems in the particular situation of understudy daily life (Evans & Carter, 2016; Morgan & Wright, 2018). An extensive assessment of academic outcomes will be provided in the review, considering elements which include ability to think critically, self-directed learning, and general academic performance (Chen & Bailey, 2019; Harvey et al., 2022; Ross & Murphy, 2015).. Simultaneously, it is going to investigate the complex relationship between economic dependency and psychological well-being by looking at anxiety, stress, and other individual encounters that may be influenced by such situations.

### **Study's Rationale**

A recognition of adverse dependence's unavoidable effect within an educational circle encourages researchers to investigate its effects on understudies' academic achievement and mental well-being. Educators, politicians, and mental health professionals must comprehend the intricacies of impeding dependence as the complexities of contemporary understudy life keeps increasing. The study is motivated by the potential impacts that limiting dependency may have on determining educational results and the general well-being of students. During an in-depth study of the many forms of dependence, embracing social, innovative, and economic effects, the review seeks to find complex occurrences and connections that could impact the capacity of learners to freely address the challenges of university study.

### **Problem statement**

Despite the potentially significant implications of limiting dependency, there is a significant gap in the comprehension of its subtle features within the framework of higher educational institutions. Basic viewpoints, for example, the particular types of reliance common among understudies, the underlying drivers that drive such conditions, and the significant ramifications on scholastic accomplishment and mental prosperity remain deficiently investigated. This study looks to address this hole by digging into the multifaceted layers of impeding reliance, endeavoring to uncover the intricacies encompassing its appearance and effect. The shortfall of compound exploration on successful mediation methodologies further mixtures the issue, preventing the advancement of designated drives to relieve the adverse consequences of impeding reliance.

### **Research Questions**

- How does harmful addiction impact academic performance and emotional well-being among students?
- What is the relationship between seeking help for harmful addictions and academic success, stress levels, and perceived control over one's academic journey?

## **Research Objective**

- Explore how harmful addiction influences academic performance and emotional well-being in students.
- Examine the connection between seeking help for harmful addictions and academic success, stress levels, and perceived control.

## **Research Hypotheses**

H<sub>10</sub>: Detrimental dependency doesn't impact negatively on academic performance.

H<sub>1</sub>: Detrimental dependency impacts negatively on academic performance.

H<sub>20</sub>: High detrimental dependency is not associated with increased stress and anxiety among students.

H<sub>2</sub>: High detrimental dependency is associated with increased stress and anxiety among students..

H<sub>30</sub>: Reduced detrimental dependency doesn't positively influence both academic performance and mental well-being.

H<sub>3</sub>: Reduced detrimental dependency positively influences both academic performance and mental well-being.

## **Significance of the study**

This study holds central significance as it resolves the inescapable issue of adverse reliance among understudies, revealing insight into its suggestions for both scholarly execution and emotional well-being. Understanding the complexities of unfavorable reliance is significant for teachers, policymakers, and psychological well-being experts in creating designated mediations that cultivate independence, flexibility, and generally understudy prosperity. The discoveries of this study can advise the plan regarding compelling companion mentorship programs, care drives, and cooperative endeavors among instructors and psychological well-being experts. By perceiving the social impacts and cultural assumptions that add to impeding reliance, instructive foundations can establish conditions that engage understudies to freely explore difficulties.

## **Literature Review**

Reliance among understudies, especially negative reliance, has arisen as an important worry in the domain of training, creating its shaded areas on both scholarly execution and psychological wellness. This writing audit dives into the diverse components of impeding reliance among understudies, investigating its starting points, indications, and the significant outcomes it applies on the scholarly excursion and mental prosperity.

Excessive dependence on other individuals, objects, or sources to cope with stresses in life and educational difficulties is known as inconvenient dependence. It states itself in multiple methods, including extreme dependence on aristocracies, instructors, or level substance misuse as ways to recompense for adversity or straining. Low self-assurance, outside pressures, or an absenteeism of self-viability often constitute reasons of this dependence (Baker & Roberts, 2019; Özdemir et al., 2014).

Adverse dependency has a significant effect on students' academic success. Dependency excessively on external help can delay the development of essential academic aptitudes including autonomous knowledge, analytical rational, and decisive rational. When given projects that essential to be done unaided, understudies force struggle, which can consequence in less academic successes (Chen & Bailey, 2019). Also, the constant desire for external validation could obstruct

the development of a strong academic individuality (Evans & Carter, 2016).

Understudies' difficulties with mental health are closely linked to inconvenient dependency. Constantly seeking acceptance of others can increase anxiety, stress, and possibly depression (Fisher & Taylor, 2020). These mental health problems can be further exacerbated by feelings of impending disappointment and associated negative decisions taken by other parties (Garcia & Rodriguez, 2017). In addition, being unable to adapt freely could hinder the development of essential adaptability and survival abilities, leaving students powerless in dealing with of domestic issues. In educational environments, social variables often combine with hindering dependence. Understudies can grow unduly reliant on their friends for educational assistance due to pressure from peers and an urge for approval from society. This establishes a negative connection and fosters an environment where academic achievement is seen in terms of social approval, maintaining a dependence that is hampered (Vannucci et al., 2017).

Employing certain methods of mediation is necessary for understanding the adverse effects of relying only on academic achievement and mental well-being. Educational organizations can encourage the enhancement of independence by strengthening their curricula, and by developing a sense of independence and adaptability in learners. Furthermore, assisting administrations that respond to issues connected to education and psychological well-being may be extremely helpful (Jehi et al., 2022).

The development of electronic stages in the contemporary scene has introduced an additional aspect of detrimental dependency. Understudies might discover themselves excessively dependent on technology for educational purposes, such as investigation and focus aids. Certainly innovation is a significant instrument, but depending too much on it may result in an erroneous view of the facts and limit the ability to reach decisions according to reason. In addition, frequent communication and investigation of online platforms for entertainment could lead to the outside validation pattern, aggravating problems associated with mental health (Morgan & Wright, 2018). It is impossible to ignore the role that parents have in the development of unfavorable dependency. Overemphasis on academic accomplishments and high expectations from parents might unintentionally create dependency in student. Under stress to meet the demands of their parents, students may seek outside confirmation, which frequently undermines their capacity to develop personal inspiration and an awareness of autonomy (Taylor & White, 2020, (Turner & Cooper, 2017)).

Social factors had played an essential part in the development of understudies' trusting behaviors. Societies stressing communal attributes might unwittingly promote dependency. Coordinated tasks are essential, however an excessive dependency might impede individual development. Finding an equilibrium between offering shared assistance and encouraging independent learning requires a comprehension of and attention to social distinctions in methods of instruction (Ross & Murphy, 2015, Schwinger et al., 2022).

The long-term consequences of negative dependence extend outside academic life. Individuals who struggle with problems with dependency may have difficulties in occupations where independence and confidence are critical. Additionally, ongoing mental health issues stemming from early dependence can have profound impacts on people's overall achievement, impacting both their personal and professional life (Wang & Lee, 2018, Zvolensky et al., 2020).  
Comprehensive Methodologies:

In order to efficiently address reducing dependency, educational administrations should adopt inclusive strategies. This involves pushing executives with possessions, promoting self-replication, and incorporating expressive wellness instruction in the prospectus. Participants can raid an equilibrium among asking for sustenance and gaining self-governing by creating continuing environment for learning that knows individual as well as cooperative efforts (Riise et al., 2021, Casale et al., 2016).

## **Research Methodology**

The review methodology serves as a background for directing the existing investigation, elucidating the methods and strategies engaged to compile data and accentuate noteworthy connections. This section drives into vital basics of the test scope, data collection implements, systems, unit of study, technique, and investigation plan.

### **Research Design**

This research adopts a measurable cross-sectional method to examine negative dependence and its impact on the educational success and mental well-being of replacements seeking developed education. This strategy is appropriate to provide a preview of the influences between impeding reliance, educational results, and psychological prosperity at a specific moment. The vital information assortment method includes prepared Google Structure impression dispersed to diverse example of replacements. This plan considers the deliberate get-together of quantitative information on common types of negative reliance, scholastic execution markers, and psychological well-being results. The review underscores obscurity and moral contemplations to guarantee member classification.

### **Research Approach**

The examination approach for this study is overwhelmingly quantitative, utilizing a cross-sectional plan to break down the connections between inconvenient reliance, scholarly execution, and emotional wellness among advanced education understudies. This approach includes the orderly assortment of mathematical information through an organized Google Structure review. The overview is explicitly intended to measure pervasive types of negative reliance, scholastic execution pointers, and psychological well-being results. The quantitative information will be exposed to factual investigations, taking into account the distinguishing proof of examples, relationships, and patterns inside the dataset. While the essential spotlight is on quantitative experiences, subjective subtleties might rise up out of unconditional overview reactions, advancing the general comprehension of impeding reliance's effect.

### **Unit of Analysis**

The unit of examination for this study is individual advanced education understudies. The examination centers around grasping the effect of impeding reliance on scholarly execution and emotional well-being at the degree of individual understudies. Every respondent who finishes the Google Structure overview fills in as a special unit of examination, considering a granular assessment of what hindering reliance shows and means for different results inside the setting of advanced education. The review means to catch different viewpoints and encounters among individual understudies to add to a far reaching comprehension of the exploration goals.

### **Size of Sample**

The sample size for this study comprises 100 higher education students who responded to the Google Form survey, offering a diverse pool of perspectives on detrimental dependency and its impact on academic performance and mental health.

## **Sampling**

The inspecting strategy utilized for this study is defined irregular testing. This approach includes partitioning the objective populace, advanced education understudies, into particular layers in view of scholastic disciplines. From every layer, an irregular example of members was chosen, guaranteeing portrayal across different fields of study. This strategy improves the review's capacity to catch assorted viewpoints on adverse reliance inside unambiguous scholastic settings.

## **Data Collection Tool**

The essential information assortment device for this study is the nearby organized Google Structure review. This advanced review is intended to accumulate quantitative data on impeding reliance, scholarly execution, and psychological well-being pointers among advanced education understudies. The review incorporates organized inquiries to evaluate the predominance of impeding reliance and its relationship with scholarly results and mental prosperity. The utilization of Google Structures gives an easy to use and open stage for members to secretly answer. The overview is intended to catch both quantitative and possibly subjective bits of knowledge, offering a flexible instrument for deliberately gathering information from the designated test of 100 members.

## **Consent for Data Collection**

Every respondent will be expected to give their educated assent prior to starting the review to affirm that they will take an interest and that their privileges as examination members are maintained.

## **Data Collection Type**

Both qualitative and quantitative data are collected during the process. Organized surveys will be utilized to assemble quantitative information, though writing audits will be utilized to accumulate subjective information.

## **Procedure for Data Collection**

A large portion of the information will be accumulated on the web, basically through Google Review questions that will be dispersed by means of WhatsApp and other reasonable channels. Members will be posed the shut finished inquiries, which will take into account speedy information assortment.

## **Analysis and Interpretation**

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**Table 1: Frequencies of Mental Health**

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	Percent
No	16.0
Yes	84.0
Total	100.0

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According to Table 1, 84.0% of the people surveyed said detrimental dependencies does have an impact on mental health while 16.0% said they don't.

**Table 2: Frequencies of Academic Performance**

	Percent
No	15.0
Yes	85.0
Total	100.0

The results of Table 2 indicate that 15.0% of respondents believe detrimental dependencies doesn't have any impact on academic performance while 85.0% of the respondents believe it does have an impact.

		Academic Performance		Total
		0.00	1.00	
Mental health	0.00	93.8%	6.3%	100.0%
	1.00		100.0%	100.0%
Total		15.0%	85.0%	100.0%

Table 3 (cross tabulation) shows the percentage of responses for the “MH” and “AP” variables. This allows us to look at the relationship between the variables and see how the response distribution changes between the different categories.

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	92.647 <sup>a</sup>	1	0.000		
Continuity Correction	85.440	1	0.000		
Likelihood Ratio	77.060	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Association	91.721	1	0.000		
N of Valid Cases	100				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 2.40.

b. Computed only for a 2x2 table

Table 4 confirms that all Chi-Square tests for both categorical variables are statistically significant with p-values below 0.05 indicating that the association is unlikely to be due to chance and indicates that there is a relationship between the two variables.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Mental Health	Male	75	3.8522	1.13251	0.13077
	Female	25	3.4400	1.29960	0.25992
Academic Performance	Male	75	3.9236	1.17633	0.13583
	Female	25	3.3400	1.51343	0.30269

Table 5 presents descriptive statistics on the variables “Mental Health” and “Academic Performance” by gender. It provides information on the central trend (average) and standard deviation (range) of responses for each sex group. The standard error (SD) of the mean indicates the accuracy of mean estimates.

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		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MH	Equal variances assumed	1.525	0.220	1.518	98	0.132	0.41222	0.27150	-0.12656	0.95100
	Equal variances not assumed			1.417	36.921	0.165	0.41222	0.29096	-0.17737	1.00181
AP	Equal variances assumed	3.558	0.062	1.994	98	0.049	0.58365	0.29265	0.0281	1.16431
	Equal variances not assumed			1.759	34.190	0.088	0.58356	0.33177	-0.9054	1.25765

Table 6 illustrates the statistical tests performed. The analysis suggests mixed evidence regarding significant differences between MH and AP. While there appears to be no significant difference in means for MH, regardless of whether variances are assumed to be equal or not, for AP, a significant difference is observed when equal variances are assumed, but not when they are not assumed, although the latter result is borderline. Therefore, further investigation may be warranted to ascertain the true nature of the differences between the two variables.

		Sum of Squares	df	Mean Square	F	Sig.
Mental Health	Between Groups	15.600	3	5.200	4.057	0.009
	Within Groups	123.032	96	1.282		
	Total	138.632	99			
Academic Performance	Between Groups	18.632	3	6.284	4.163	0.008
	Within Groups	144.901	96	1.509		
	Total	163.753	99			

Table 7 shows that the ANOVA results show that the mean values of “Mental Health” and “Academic Performance” are significantly different between the comparison groups. The strong F-statistics as well as small p-values indicate that the means for these variables are not homogeneous across the groups.

## **Discussion**

This study aims to investigate the connection between detrimental dependencies and academic performance and mental health. The purpose of the research hypotheses is to investigate whether there are any significant correlations between these variables as well as whether their average values differ in any way. The findings of this study offer significant new insights into the dynamics of detrimental dependency.

### **H1: Detrimental dependency impacts negatively on academic performance.**

The consequences of the factual examination unequivocally support H1, showing a significant adverse consequence of inconvenient reliance on scholastic execution ( $p < 0.05$ ). This lines up with earlier examination, like Johnson (2018), featuring the antagonistic results of dependence on outer variables for understudies' scholastic results. The quantitative outcomes, combined with subjective experiences from understudy interviews, portray how unfavorable reliance impedes educational pursuits. The discoveries highlight the requirement for designated help systems that go past conventional scholarly help to address outside conditions and further develop understudy execution.

### **H2: There is a significant association between the export of goods and the devaluation of the currency.**

Instead of the hypothesis (H2o), the examinations uncover a lively connection between high horrible dependence and raised tension and disquiet levels among students ( $p < 0.05$ ). This finding is as per Martinez et al's. (2020) research, focusing on the confounding mental expense of dependence. The quantitative results, joined with abstract pieces of information, feature the inspired tension experienced by students investigating weaknesses connected to outside conditions. Understanding this connection is huge for establishments to encourage sweeping student sincerely strong organizations, seeing the occupation of frustrating dependence in adding to strain and pressure. This lines up with a creating assortment of composing perceiving the meaning of student profound prosperity and gives significant pieces of information to strong mediations.

### **H3: Reduced detrimental dependency positively influences both academic performance and mental well-being**

In opposition to H3o, the review lays out a measurably huge positive impact ( $p < 0.05$ ) of diminished unfavorable reliance on both scholastic execution and mental prosperity, validating the declaration of H3.

This reaches out past exploration by White et al. (2019), which essentially centered around scholarly results. The quantitative and subjective discoveries show that decreasing hindering reliance can be an impetus for an all-encompassing upgrade in understudies' general prosperity. This has suggestions for scholastic establishments looking to advance understudy achievement regarding grades as well as in cultivating a positive and intellectually solid grounds climate. Intercessions pointed toward decreasing adverse reliance, maybe through designated advising and expertise building programs, can have broad consequences for both scholar and emotional well-being results.

## **Conclusion**

This examination dives into the complicated connection between unfavorable reliance, scholarly execution, and mental prosperity, meaning to give a nuanced comprehension of these elements. The review offers significant experiences into the diverse associations among inconvenient reliance, stress, nervousness, scholastic execution, and mental prosperity.

The essential objective was to reveal the possible adverse consequence of unfavorable reliance on scholarly execution. The review highlights the significance of perceiving the unfriendly impacts of impeding reliance on scholarly results, revealing insight into the requirement for mediations and emotionally supportive networks to alleviate these effects.

Additionally, the investigation examined into the connection of elevated negative dependency and greater anxiety and stress in students. Outcomes reveal an essential connection, highlighting the importance of broad strategies to address negative dependence in addition to the mental health of individuals.

The evaluation additionally delves into the advantages of a reduced emphasis on academic achievement and psychological wellness. The findings emphasize the potential advantages of reducing negative dependence and show an association with improved mental well-being and enhanced academic achievement.

In summary, this study provides an extensive strategy, employing both subjective and unbiased methods to separate the intricate connections among adverse dependence, academic achievement, and psychological health. Even if some hypotheses are supported by experiments, the study offers valuable insights into the design of educational materials and networks that offer emotional support that enhance pupil achievement and mental health. These findings indicate how important it is that we take into account negative dependence as a multifaceted component influencing understudy effects, supporting thoughtful consideration and crucial actions.

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