The Mediating Role of Attachment in Extended Technology Use: Insights from Pakistani College Students' Social Networking Site Usage

Rakhshinda Ahmed
Deputy Director QEC, HANDS-IDS Karachi
dr.rakhshinda.khurram@gmail.com

Marium Ata
Electrical Engineering department, Usman University of technology
mata@uit.edu

Abstract

Teachers are discussing the use of social media like Facebook and Myspace in schools. A study was conducted to identify the factors influencing college students' use of social networking sites. The modified DTAM framework was used to measure college students' Facebook use. The study hypothesized that psychological distress could moderate the effects of attachment, attitude towards use, perceived ease of use, and intention to use on actual usage. We conducted a survey of 500 college students from Karachi and found that perceived enjoyment and usefulness have a positive impact on perceived ease of use, leading to attachment and a positive attitude towards Facebook use. Attachment, attitude towards use, and perceived ease of use also have a direct positive impact on actual usage. Perceived usefulness has a positive effect on attachment, attitude towards use, and intention to use, while perceived enjoyment has a positive effect on intention to use. The role of psychological distress remains inconclusive. In conclusion, our study provides empirical evidence to support the claim that the state of attachment impacts actual usage, and that the DTAM framework is viable for explaining actual usage of Facebook among Pakistani college students. We also discuss the implications, limitations, and potential expansions of our study.

Keywords: *perceived usefulness, perceived ease of use, psychological distress, personal enjoyment, attitude towards use, intention to use, and actual usage.*

Introduction

Social networking sites have become an essential part of daily life in many parts of the world. By using these services, people can connect with others who share their interests, create personal profiles, and stay in touch with their old social networks (Boyd & Ellison, 2007). As of September 2014, Facebook has 864 million active users, which is an increase of 19 percent from the previous year (Facebook, 2014). On this platform, most users are students, and almost all of them have a profile (Cheung, Chiu, & Lee, 2010). According to a report, 80.24 percent of university students believe that using Facebook is an important part of their school's social culture (Thompson and Lougheed, 2012).

Today, Facebook is widely accepted as one of the best ways to share personal information, meet new people, pass the time, and have fun (Pempek et al., 2009). These online services enable users to create a profile and connect with people they know. They can also view other people's profiles and interact with them (Boyd & Ellison, 2007). Additionally, users can post pictures and status updates, join interest groups created by their schools, and participate in other social networking activities. Facebook is driven by two basic human needs: the desire to belong and the desire to be seen by others. The former is linked to a deep-seated need to connect with others and be socially accepted, while the latter is linked to a constant effort to manage one's public image (Nadkarni and Hofmann, 2012). People's self-esteem is closely tied to their need for inclusion in a particular social group, which makes it easier for them to integrate. According to Kim and Lee (2011), using Facebook enhances one's sense of belonging, which, in turn, boosts one's self-worth. Research also suggests that Facebook profiles may reveal a person's public identity, which seems to be shaped and driven by the desire to present oneself in the best possible light (Tong et al., 2008; Walther et al., 2008; Gosling et al., 2007).

Many educators are enthusiastic about social networking sites (SNSs) because they are essential in the lives of students of all ages. According to many, social networking applications have many of the desirable features of good 'official' educational technology, such as enabling peer feedback and matching learning environments like those found in schools, colleges, and local communities (Mason 2006). Because they are collaborative and encourage active engagement from users, they're thought to ‘mirror much of what we have learned about effective learning models,' according to the authors" (Maloney 2007, 26).

Gap analysis

Various models have been developed to understand the process of technology adoption. One such model is the Technology Adoption Model (TAM), which has been used in several

studies, including one by Venkatesh and Davis (2000) that experimentally confirmed its effectiveness. TAM has been useful to researchers studying new technology adoption. This study uses a modified version of TAM, called the Dhammic Technology Attachment Model (DTAM), which incorporates an attachment condition to explain Actual Usage of Facebook by CEGEP students. The study proposes the use of a structural equation model to analyze various factors that determine CEGEP students' Actual Usage of social media. Attachment condition is an additional factor that is used to determine if it explains Actual Usage in general.

Research objective

This study aims to confidently identify the factors that influence the use of social networking sites (SNS) by college students. To achieve this, the researchers used a modified version of the Dhammic Technology Attachment (DTAM) for Facebook use, proposed by Teo and Jarupunphol (2015). The modified version included Perceived Enjoyment and Usefulness, which led to Perceived Ease of Use. This resulted in attachment and the formation of a strong attitude towards use, which eventually led to the intention to use and actual usage. The study also confidently suggests that the impact of attachment, attitude towards use, perceived ease of use, and intention to use, is moderated by psychological distress. Higher psychological distress would result in a confidently decreased effect of these factors on actual usage.

Literature Review

Adult and young Internet users use social networking sites (SNSs) (Junco, 2012a; Junco 2015). Social networking sites (SNSs) allow students to exchange talents and seek help. Teachers benefit because they make it easier to remain in touch with students outside of class (Mazer et al., 2007). On Facebook, Twitter, and Instagram, teachers may write about their classes and debate various issues with pupils. Faculty and students can communicate more easily with these devices.

Facebook (FB) dominates European and American social media (Junco, 2015). Facebook has 2.32 billion monthly active users on December 31, 2018 (Facebook, 2019). Facebook allows consumers to add friends, upload images, and connect through personal messaging (comments on photos, status updates, and wall postings) and other apps, changing how they engage. Facebook changed how people interact (Bicen & Cavus, 2011). Kaya and Bicen (2016) advise students utilise Facebook to engage with each other and their professors. It may be used for after-school consultations with children or to form study groups where students can discuss coursework or project ideas (Kaya & Bicen, 2016). Research suggests that Facebook improves student-teacher communication and interaction. Because of resource

constraints, parents and guardians have a big impact on kids' outcomes (Syed et al., 2021). Facebook has been the most studied medium for information transfer and classroom teaching, according to Manca and Ranieri (2013). Researchers reviewed over two dozen empirical studies on Facebook for learning and found five major educational uses. These are examples: 1) promote class discussions and collaborative learning; 2) content development; 3) sharing educational resources; 4) extracurricular resource distribution; and 5) support for students' self-managed learning practices. Faculty use of Facebook for personal or educational purposes was investigated Researchers Moran, Seamen, and Kane (2011) found that 77% of instructors used social media, with 60% using it in the classroom. Researchers found that 57% of higher education professors used Facebook monthly for personal use. At 8.4%, more people than Twitter users stated they have used Facebook to teach others. According to studies, utilising Facebook for teaching and learning may boost student engagement. It can be used for communication.

Four studies found that Facebook improved learning results. Studies on language, writing, and knowledge obtained were among these. In contrast, Manca and Ranieri (2013) observed the opposite. Research by Kaya and Bicen found that students who spent more time on Facebook were more academically engaged (2016a). However, Facebook use has been linked to a decrease in students' attentiveness, especially when they're engaged or happy. Lambi (2016) found that students' academic performance is linked to their Facebook use. He also found that Facebook improved students' course understanding and performance.

Tech Attachments

Human interactions and relationships create knowledge, according to social constructivism. Thus, communities, including social media ones, shape our experiences and learning. In education, technological uptake and integration are crucial. The widely utilized Technology Acceptance Model (TAM) helps education workers forecast technology utilization. According to the TAM, users' behavioral intentions are based on their perceived ease of use and usefulness, which are impacted by their attitudes and technological value assessments. To explain context-specific attachments, researchers added external factors to the TAM. According to the Technology Adoption Model (TAM), individuals utilize technology based on its perceived ease of use and usefulness. To explain instructional technology, it has worked well in education. Attitude, perceived utility, perceived ease of use, system accessibility, and intention to use are TAM constructs. It helps explain how people utilize technology.

External variable attachment (DTAM)

From Bowlby's 1958 study on children's relationship came attachment theory. Researchers in developmental and social psychology have examined how attachment affects children and teens' relationships. Interpersonal and transactional accounting need attachment. It affects sexual relationships and social and professional decision-making and self-efficacy (Fraley & Shaver, 2000). (Wright & Perrone, 2010; Schneider, 1991 summary). The majority of attachment research has focused on interpersonal interactions. Some literature on information systems (Choi, 2014) and marketing (Malär et al., 2011) has limited early study on this subject. A novel attachment theory-based method to person-to-object interaction has been investigated. This new attachment approach enables interesting new research opportunities. To analyse Facebook usage, Teo and Jar-Punggol suggested integrating Buddhist attachment to the Technology Acceptance Model (TAM). Emotional attachment to Facebook may alter users' adoption and use. Not studied until recently, attachment is fundamental to the TAM framework and warrants study. To improve generalizability and validity, this study evaluated the original DTAM on Thai people and sought actual correlations between attachment and indigenous TAM components.

In recent decades, attachment theory has shed light on numerous behavioural and societal issues. Child attachment study by Bowlby in 1958 led to attachment theory. Social and developmental psychology research have examined attachment and interpersonal interactions. The attachment system accounts for interpersonal relationships and transactions. Attachment influences romantic relationship behaviour (Fraley & Shaver, 2000) and social and career decision-making self-efficacy (Wright & Perrone, 2010; Schneider, 1991). Most attachment research is person-to-person. Although attachment theory is influential, few studies have explored attachment in person-to-object interactions. Information systems (IS) and marketing dominated early writing on this topic (Choi, 2014; Malar et al., 2011). Attachment thinking transformation provides new research options. Teo and Jarupunphol (2015) recommended integrating Upadana, the Buddhist condition of attachment, to the TAM to analyse Facebook usage via this person-to-object operationalization of attachment. Teo and Jarupunphol (2015) emphasise attachment, which Facebook usage research ignores. Teo and Jarupunphol (2015) say so. According to attachment theory, Facebook user interactions are person-to-object, resulting in feelings of attachment. The Facebook perspective incorporates attachment theory. Facebook attachment may result from these characteristics, especially if users like and utilise the network. The site's induced link may alter Facebook users' conduct and use. To forecast intents and usage, attachment research is important due to the hypothesized links between

these variables. Attachment to technology uptake in school has been neglected. We add to this modest but growing body of research by experimenting with Facebook attachment using TAM. It enables us supply new field data. Study uses Teo and Jarupunphol (2015) approach. That study confirmed DTAM in Thailand. Responder, technology, and culture moderate Schepers and Wetzels (2007). For generalizability and validity, each new model must be evaluated with a variety of respondents and settings. The DTAM is shown to Montreal CEGEP students. This study supports the TAM by finding actual links between attachment and indigenous ideas. Attachment needs more research, say Teo and Jarupunphol (2015). Thus, DTAM generalizability and validity increase when tested with a sample other than Thai university students. The TAM did not support two traditional links (intentions and use, attitude and use) according to Teo and Jarupunphol (2015). Testing the model with new data may indicate if the sample's findings are unique or if established connections are generalizable.

Research Methodology

We evaluated a Sampling Assessment by randomly selecting 1000 individuals, out of which 500 data points were collected from Karachi residents who were our target audience. The objective of our study was to examine how different factors affect students' careers and their Actual Usage. We chose the sample based on the audience's convenience and level of preparation, and we used the most practical sampling method. Only those participants who were willing to share their experiences were included. We guarantee that the information given will be used solely for academic research purposes. In the form of a questionnaire, we defined our study goals, and we provided guidelines for completion. Our research data will be made public in the future. For this study, we designed a questionnaire that included questions from the current knowledge corpus. We employed a five-point Likert scale to evaluate the role of attachment in Real Usage, based on the study of Pakistani college students. The observers assessed their agreement with the claims on a scale where 1 represented strong agreement and 5 represented strong disagreement. Participants were requested to rate Actual Usage on a five-year Likert scale in relation to Perceived Usefulness (PU) (Boyd, 2008), Perceived Ease (PE) (Tsovaltzi et al., 2014), Perceived Ease of Use (PEU) (Roger, 2003), Attitude Towards Use (ATU) (Manca & Ranieri, 2016), Attachment (AM) (Roger, 2003), Intention to Use (ITU) (Turkle 2011), and Psychological Distress (PD) (Chang & Lee, 2013). This survey was contributed by Paul Bazelais, Tenzin Doleck, and Timothy Teo (2017). We used the Likert scale consisting of five points and questions generated from dependent and independent variables to analyze the research.

Data Analysis

Table 1
Descriptive Statistic

Variables and Factors	Questions		Descriptive Stats		Confirmatory F.actor Analysis		
			Mean	St. Dev	OuterLoading	t-Stats	P-Values
Actual Usage	1	How frequently do you use Facebook to communicate withfriends?	0.662	0.038	0.724	19.970	0.000
	2	How frequently do you use Facebook to share your viewswith friends?	0.792	0.015	0.592	61.154	0.000
Perceive Usefulness	1	Using Facebook improves my performance in connectingwith friends.	0.738	0.020	0.539	41.738	0.000
	2	Using Facebook improves my productivity in connecting withfriends.	0.718	0.021	0.719	35.368	0.000
	3	Using Facebook enhances my effectiveness in connectingwith friends	0.737	0.017	0.737	38.686	0.000
	4	Using Facebook makes it easier to connect with friends.	0.891	0.021	0.593	47.732	0.000
Perceive Ease of Use	1	Using Facebook is easy for me.	0.612	0.063	0.718	5.208	0.000
	2	I find it easy to use Facebook to connect with friends.	0.724	0.021	0.525	30.038	0.000
	3	It is easy for me to become skillful at using Facebook toconnect with friends.	0.737	0.035	0.837	19.958	0.000
	4	Using Facebook is a flexible way for me to interact with myfriends.	0.731	0.015	0.730	57.239	0.000
Perceive Enjoyment	1	The process of knowledge sharing in the Facebook group isenjoyable.	0.711	0.027	0.611	28.924	0.000
	2	I have fun sharing knowledge in the Facebook group.	0.707	0.025	0.607	39.265	0.000
	3	I enjoy sharing my knowledge with others in Facebook group	0.758	0.015	0.758	58.134	0.000
	4	It feels good to help other members by sharing my knowledgein Facebook group	0.930	0.020	0.830	40.764	0.000
	5	My knowledge sharing with other students is personallyrewarding	0.723	0.023	0.723	25.940	0.000
	6	Sharing my knowledge with others in the Facebook groupgives me pleasure.	0.730	0.025	0.732	26.307	0.000
Attitude towards Use	1	Using Facebook is a wise idea.	0.849	0.019	0.850	43.705	0.000
	2	Using Facebook is beneficial.	0.883	0.014	0.884	62.809	0.000
	3	I feel positive to use Facebook.	0.882	0.011	0.882	78.660	0.000
Attachment	1	I am upset if I am not able to connect to Facebook.	0.883	0.011	0.882	80.973	0.000
	2	I am distressed if Facebook is discontinued.	0.866	0.012	0.865	77.074	0.000
	3	It is difficult to imagine life without Facebook.	0.778	0.026	0.778	20.276	0.000
	4	I am annoyed if Facebook changes the way it looks.	0.876	0.017	0.875	42.295	0.000
	5	It makes me uncomfortable if I cannot connect to Facebook.	0.761	0.015	0.861	57.938	0.000
Intention toUse	1	I intend to use Facebook frequently to connect with friends infuture.	0.755	0.016	0.856	54.032	0.000
	2	I intend to use Facebook on a regular basis to connect withfriends in future.	0.744	0.013	0.843	45.960	0.000
	3	I intend to use Facebook as often as appropriate to connectwith friends.	0.780	0.018	0.780	42.675	0.000

	1	During the past 30 days, about how often did you feel.	0.197	0.321	0.062	0.194	0.846
	2	The last six questions asked about feelings that might have	0.569	0.188	0.554	2.943	0.003
Psychological Distress		occurred during the past 30 days. Taking them altogether, didthese feelings occur More often in the past 30 days than is usual for you, about the same as usual, or less often thanusual?					
	3	During the past 30 days, how often have physical healthproblems been the main cause of these feelings?	0.219	0.156	0.354	1.604	**0.051**
	4	Not counting the days, you reported in response to Q3, how many days in the past30 were you able to do only half or less of what you would normally have been able to do, because ofthese feelings?	-0.087	0.484	-0.172	0.454	**0.535**
	5	During the past 30 days, how many times did you see a doctoror other health professional about these feelings?	0.016	0.336	-0.039	0.116	**0.808**
	6	During the past 30 days, how often have physical healthproblems been the main cause of these feelings?	-0.135	0.404	-0.232	0.575	**0.465**
	7	During the past 30 days, how often have physical healthproblems been the main cause of these feelings?	-0.231	0.391	-0.342	0.875	**0.482**
	8	Not counting the days, you reported in response to Q3, how many days in the past30 were you able to do only half or less of what you would normally have been able to do, because of these feelings?	-0.155	0.394	-0.252	0.639	**0.423**
	0	During the past 30 days, how many times did you see a doctoror other health professional about these feelings?	0.536	0.214	0.613	2.866	**0.004**

CFA is a multivariate statistical technique that's used to figure out how precisely variables, such the number of structures, are evaluated. Examinations of corroborated factors (CFA). Over time, confirmatory factor analysis has become a popular analytical method in many behavioural and social scientific fields. It belongs to the family of structural equation modelling techniques that use theoretical models that have already been built to investigate causal relationships between latent and observable variables. The main benefit of CFA is that it helps scientists bridge the gap that is often seen between theory and observation. The mean and standard deviation for each construct are summarised in the tables that come before it. Organising There are three constructions in supply chain management and performance management; four components are in sourcing and delivering performance; six components are in manufacturing, sustainability, and organisation strategies; and five components are in human resource strategies. The average of all constructions appears to be greater than three, as seen in the above table, suggesting that most replies agree or strongly agree with each

construct's assertions. This is supported by the standard deviation as well.

Modelling structural equations

In order to assess the research hypothesis and ascertain the direct and indirect impacts of each construct under study, we also utilised the structural equation model, or SEM. SEM was used as the initial tactic in a number of recovery theories and processes (Barron & Kenny, 1986). We looked at the structural connection between the endogenous and external parts. There will be a variety of analyses offered, such as multivariate and factor analysis. The bootstrapping strategy, which has been demonstrated to be suitable for both small and large samples and has no direct effect, is ensured by the employment of this model (Hayes, 2013). To take into account all direct and indirect impacts, a technique called bootstrapping has been developed. Bolger and Shrout (2002).

Results and Findings

Composite Reliability

The term "reliability" refers to the findings of a questionnaire. The questioner will repeat the questionnaire for comparable target demographics at any time. This demonstrates that the survey is very reproducible and consistent. A strategic distance from unethical research is the primary indicator of uneventful characteristics. Thus, evaluating the quest and inquiry via different research and testing processes, as well as collaboration with other researchers, tends to improve it. Additionally, the exploration's confidence and legality are discussed.

The dependability of measuring devices has been evaluated using composite reliability. All measurements exceeded the commonly used threshold value of 0.70. This is the recognized radiation range. The degree of consistency between several parameters may be used to quantify reliability. (Hair, 2010). The composite reliability table below.

Table 2

	Composite Reliability
Attachment	0.930
Attitude Towards Use	0.905
Intention to Use	0.867
Psychological Distress	0.223
Perceive Ease	0.902
Perceive Ease of Use	0.801
Perceive Ease	0.893
Actual Usage	0.816

Factor loadings significant

The table of descriptive statistics includes the loadings used in confirmatory factor analysis (CFA). Constructions with loadings larger than.5 are considered to have significant loading variables, whilst constructions with loadings less than.5 are considered to have minor loading variables and should be omitted from the table.

Convergent Validity

Convergence validity refers to the degree to which at least two measures of a single concept agree with one another (Carmines and Zeller, 1979). Each factor's convergent validity was determined by examining the variance mined for each component (Fornell and Larcker, 1981). If the variance extracted is larger than 0.5, convergent validity has been proven, and the conclusion reached is that the loadings are adequate; on the other hand, if the variance extracted is less than 0.5, Fornell and Larcker conclude that the loadings are ineffective for the research (1981).

The following table summarizes the outcome.

Table 3

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Attachment	0.806	0.894	0.830	0.708
Attitude Towards Use	0.854	0.792	0.915	0.741
Intention to Use	0.809	0.789	0.797	0.644
Psychological Distress	0.696	0.405	0.123	0.126
Perceive Ease	0.769	0.768	0.892	0.526
Perceive Ease of Use	0.773	0.725	0.771	0.610
Perceive Ease	0.740	0.744	0.863	0.606
Actual Usage	0.662	0.548	0.766	0.670

Discriminant validity

Discriminatory validity may be characterized as a structure's capacity to distinguish itself from other structures (Carmines and Zeller, 1979). When buildings have an AVE load larger than 0.5, the discrimination findings are favorable, indicating that buildings account for at least 50% of the variance (Chin, 1998). The validity of diagonal items is established when their values are considerably greater than those of off-diagonal components in parallel lines and columns. Discriminant validity tests are used to determine whether or not unrelated ideas or measurements are indeed unconnected.

Heterotrait-Monotrait Ratio (HTMT)

Table 4

	1	2	3	4	5	6	7	8	9	10	11
Am											
am * usage	0.345										
Atu	0.459	0.053									
atu * usage	0.044	0.456	0.148								
Itu	0.834	0.204	0.822	0.067							
itu * usage	0.217	0.718	0.076	0.653	0.082						
Pd	0.357	0.235	0.207	0.101	0.375	0.278					
pe	0.224	0.248	0.688	0.045	0.502	0.118	0.190				
peu	0.504	0.277	0.643	0.060	0.698	0.126	0.312	0.789			
peu * usage	0.050	0.406	0.040	0.495	0.070	0.521	0.073	0.117	0.049		
pu	0.362	0.251	0.708	0.073	0.576	0.180	0.220	0.611	0.802	0.050	
use	0.640	0.100	0.627	0.083	0.778	0.067	0.277	0.642	0.758	0.085	0.672

Model fit measures

The fitness of a model is measured in SEM-PLS using multiple metrics, including the standardized root-mean-square residual (SRMR), and the exact model fits, such as d ULS and d G, as well as the Normed Fit Index (NFI) (Chi-square). The accompanying tables give the model fit measures, which include the measured value for both the saturated and estimated models.

Table 5

	Saturated Model	Estimated Model
SRMR	0.150	0.154
d_ULS	14.168	17.188
d_G	2.195	2.569
Chi-Square	7040.175	6610.717
NFI	0.484	0.479

Hypothesis Testing

Bootstrapping is a critical step in PLS-SEM since it ensures the consistency of factor estimations. The first example's sub-tests, including replacements, are collected and utilized throughout this technique (Hair, Matthews, Matthews, & Sarstedt, 2017). Bootstrapping

offers information on the stability of an estimated coefficient. Numerous duplicates of the original sample are drawn and replaced with fresh samples throughout this phase (Hair et al. 2016). Additionally, after the operation is complete, SmartPLS shows the t-values for the structural model estimation obtained by the bootstrapping approach. All of the hypothesis's path coefficients have been computed, and the findings are summarized in the table below. The presence of a t-value larger than 1.96 (p.005) indicates that the connection is statistically significant with a 95% confidence interval (0.05). The link between measurable and latent variables demonstrates if they are statistically significant.

Table 6

	Est	T Statistics (|O/STDEV|)	P Values
am -> itu	0.493	18.359	0.000
am -> use	0.211	3.788	0.000
am * usage -> use	0.022	0.338	0.735
atu -> itu	0.394	9.045	0.000
atu -> use	0.220	3.593	0.000
atu * usage -> use	-0.047	0.533	0.594
itu -> use	0.099	1.251	0.211
itu * usage -> use	0.052	0.594	0.553
pd -> use	0.138	1.438	0.151
pe -> itu	0.060	1.704	0.089
pe -> peu	0.281	6.216	0.000
peu -> am	0.285	5.925	0.000
peu -> atu	0.280	5.041	0.000
peu -> use	0.232	5.150	0.000
peu * usage -> use	0.016	0.308	0.758
pu -> am	0.156	3.225	0.001
pu -> atu	0.348	6.420	0.000
pu -> itu	0.082	2.229	0.026
pu -> peu	0.464	12.049	0.000

This study shows that the perceived enjoyment and usefulness have a positive effect on perceived ease of use, which affects attachment and attitude towards use. Attachment, attitude towards use and perceived ease of use increase actual usage. Perceived usefulness has a positive effect on attachment, attitude towards use and intention to use. Perceived enjoyment positively affects the intention to use. The results support the validity of the Technology

Acceptance Model (TAM) in explaining users' acceptance of technology. Emotional attachment (EA) affects Facebook usage, making it easy to use and helpful. EA is a realistic construct for predicting technology acceptance and understanding how a particular technology is used in education.

Hypothesis assessment summary

Table 7

Hypothesis	**Result**
There is a significant relationship between Perceive Usefulness (PU) and Intention to Use (ITU).	ACCEPT
There is a significant relationship between Perceive Usefulness (PU) and Attitude towards use (ATU).	ACCEPT
There is a significant relationship between Perceive Usefulness (PU) and Attachment (AM).	ACCEPT
There is a significant relationship between Perceive Usefulness (PU) and Perceive ease of Use (PEU).	ACCEPT
There is a significant relationship between Perceive ease (PE) and Intention to Use (ITU).	REJECT
There is a significant relationship between Perceive ease (PE) and Perceive ease of Use (PEU).	ACCEPT
There is a significant relationship between Perceive ease of use (PEU) and Attitude towards Use (ATU).	ACCEPT
There is a significant relationship between Perceive ease of use (PEU) and Actual Usage (USE).	ACCEPT
There is a significant relationship between Perceive ease of use (PEU) and Attachment (AM).	ACCEPT
There is a significant relationship between Attitude towards Use (ATU) and Intention to Use (ITU).	ACCEPT
There is a significant relationship between Attitude towards Use (ATU) and Actual Usage (USE).	ACCEPT
There is a significant relationship between Attachment (AM) and Intention to Use (ITU).	ACCEPT
There is a significant relationship between Attachment (AM) and Actual Usage (USE).	ACCEPT
There is a significant relationship between Intention to Use (ITU) and Actual Usage (USE).	REJECT
There is a significant relationship between Psychological Distress (PD) and Actual Usage (USE).	ACCEPT
The relationship between Intention to Uses (ITU) and Actual Usage (USE) is significantly affected by USAGE.	REJECT
The relationship between perceive ease of use (PEU) and Actual Usage (USE) is significantly affected by USAGE.	ACCEPT
The relationship between perceive attitudes towards uses (ATU) and Actual Usage (USE) are significantly affectedby USAGE.	REJECT
The relationship between perceive Attachment (AM) and Actual Usage (USE) is significantly affected by USAGE.	ACCEPT

Discussion and Conclusion

The research sought to understand mobile device usage determinants. Attachment in the Technology Acceptance Model (TAM) and its effects on usage components were examined. The study used attachment theory and valued attachment. The hypothesised model featured connection to the original TAM, which educational technology literature has neglected. Data validated the study model's conclusions. The model accounted much of ITU and USE variance. A novel fit index for PLS-SEM, SRMR, was utilised to evaluate the measurement model and structural model, and the model fit well. The study supports Teo and Jarupunphol (2015). Testing confirmed all 19 possibilities. The current investigation supports the TAM's

conventional links' causal linking flows through its original perspective. Two connections not in the original TAM were not supported by the DTAM. The respondents' Facebook use may have lowered their support for PEU-USAGE. There wasn't enough evidence to connect PEU and USE. PEU was more important in non-Western studies. Western and non-Western samples differ significantly due to cultural, technological, or economic differences. Unlike the CEGEP sample, the Teo and Jarupunphol (2015) non-Western sample supported the link between the two. Most TAM meta-analyses have reduced or omitted ATU's role in USE-ATU links. Most meta-analyses show that behavioural goals moderate all attitudes on usage. Previous experience, organisational support, task structure, and system quality all affect system use. A range of samples must be studied. The second research question differed greatly from the first. We found no evidence to support Teo and Jarupunphol (2015)'s PU-AM connection. AM affected USE and ITU, although the effects were small. AM is an intermediate variable with little direct influence on USE and ITU. The findings imply that Facebook generated link may affect Facebook behaviour and use. AMment, a new additive, should be studied by TAM researchers. Schepers and Wetzels (2007) found that respondent type, technology type, and cultural context moderate technology adoption. Cross-cultural research may provide diverse outcomes. The study suggests using the TAM in cross-cultural research.

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