Iranian Journal of Educational Sociology

Journal Website

Article history:
Received 31 March 2024
Revised 18 July 2024
Accepted 28 July 2024
Published online 28 October 2024

Iranian Journal of Educational Sociology

Volume 7, Issue 4, pp 74-82

Quarterly
Iranian Journal of Educational Sociology

E-ISSN: 2645-3460

Predicting Social Well-Being Based on Parenting Styles and Internet Addiction in Students

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A r t i c l e I n f o

Article type:
Original Research

How to cite this article:
Borghei Movahed L, Zeinalizadeh B. (2024). Predicting Social Well-Being Based on Parenting Styles and Internet Addiction in Students. *Iranian Journal of Educational Sociology*, *7*(4), 74-82.
http://dx.doi.org/10.61838/kman.ijes.7.4.8

A B S T R A C T

Purpose: The current research aimed to predict social well-being based on parenting styles and internet addiction in students.

Method: The research was of correlational type, and the statistical population of the present study included all high school students in Tehran in the academic year 2022-2023. The sample size was determined to be 150 using the Tabachnik and Fidell formula (2007). The data collection instruments in this study included the Young Parenting Inventory (1999), the Internet Addiction Test by Young (1982), and the Social Well-Being Scale by Keyes (1998). The research hypotheses were examined using multiple regression analysis.

Findings: The findings indicate that based on the coefficient of determination (R^2), it can be said that the predictor variables can explain 59% of the variance of students' social well-being, and among the predictor variables, parenting styles of emotional deprivation, emotional inhibition ($p < 0.01$), abandonment and mistrust ($p < 0.05$), as well as internet addiction ($p < 0.01$) entered the regression equation of social well-being in students with negative coefficients and beta coefficients of 0.226, 0.204, 0.166, 0.164, and 0.381.

Conclusion: The use of parenting styles of emotional deprivation, emotional inhibition, abandonment, and mistrust by parents, as well as internet addiction by students, will have a negative impact on their social well-being.

Keywords: *social well-being, parenting styles, internet addiction, students.*

1. Introduction

The relationships among individuals with each other and with social institutions, and in recent decades, the mutual effects of these relationships on individuals' physical and psychological well-being have been the focus of researchers and scholars. In recent years, the role of social relationships in physical and psychological well-being, health behaviors, and mortality of individuals has increasingly been emphasized by researchers, and the mechanisms of the impact of social relationships on human health have been sought. The importance of social well-being is such that individuals who have social well-being can better deal with problems arising from their social roles (Babanejad et al., 2020; Faghiharam, 2019; McDonnell et al., 2024; Qudsi & Asadzadeh, 2017; Yang & Seyed Alitabar, 2024). Social well-being is considered part of the pillars of health status and can also be a function of it. For this reason, individuals with social well-being can more successfully cope with problems arising from the fulfillment of their social roles (Artelaris, 2017). The health of society members, especially young people, is considered one of the important indicators of community development. However, social well-being, as a factor for evaluating and understanding an individual's social performance and its impact on social development, is influenced by various factors and has been examined from various perspectives in different studies. Studies conducted have introduced factors affecting social well-being in a scattered, different, and sometimes contradictory manner (Deng et al., 2019). Considering that one of the ways to improve the level of social well-being is to examine the level of this indicator in society and identify the factors that have influenced the increase in individuals' social well-being, the investigation of variables related to the subject is crucial, and one of these variables is parenting styles. Parenting style refers to the way children are raised or brought up; in other words, parenting style refers to a set of attitudes (thoughts, emotions, and readiness in raising children), actions, and behaviors that parents specifically engage in for the growth, establishment of communication, education, satisfaction of needs, care, and overall upbringing of their children (Gouveia et al., 2016; Wang et al., 2018)

According to Diana Baumrind (1986), there are three patterns and styles of parenting: authoritative, authoritarian, and permissive (indulgent). In authoritative parenting, parents have high expectations for their children, encourage independence and self-reliance, and are consistently responsive (Jiun et al., 2016). In this style, the nature of the parent-child interaction and recognizing children's agency are fundamental features of the parenting process. These parents encourage their teenagers to be independent while also imposing logical restrictions and controls with reasonable explanations. Authoritarian parents are less intimate but impose much greater control. They do not engage in discussions with their teenagers about family rules, regulations, and standards. Authoritarian parents try to shape and control their children's behaviors and attitudes according to a specific set of difficult criteria, often using punishment to control their activities and behaviors. In permissive parenting, parents are very warm but do not have expectations. They are lenient and passive, believing that to demonstrate love for their children, they should give them what they want. Permissive parents, although they encourage independence, are less focused on guiding their teenagers and show less response to their misconduct. In this style, parents pay little attention to their children or provide little support and guidance, sometimes ignoring their needs altogether (Haji Adineh et al., 2024; Kord et al., 2024).

One of the other related variables is internet addiction. Internet addiction or behavioral dependence on the internet, regardless of whether we consider it a disease, psychological injury, or social problem, is a chronic, widespread, and recurring phenomenon that is associated with serious physical, financial, family, social, and mental damages. The most common term is "internet addiction," which creates a type of behavioral dependency on the internet. The American Psychiatric Association defines internet addiction as a pattern of internet use that disrupts functioning and is accompanied by internal distress over two months and has presented seven criteria for diagnosis (at least three criteria over two months): tolerance, withdrawal symptoms, spending more time on the internet than intended, persistent desire to control behavior, spending significant time on internet-related activities, diminishing social, occupational, and recreational activities due to internet use, and continued use despite being aware of its negative effects (Patrik & Joyce, 2018; Qudsi & Asadzadeh, 2017). Internet addiction is a new phenomenon that many general practitioners are unaware of. It seems that the root of this behavior is an escape from personal problems. The diverse sections of the internet provide an opportunity to escape emotional problems such as depression, stress, anxiety, or communication difficulties with others. Confronting internet addiction, like any other addiction, is a challenge. Internet addiction, heroin, cigarettes, alcohol, and all types of

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E-ISSN: 2645-3460

addictions have fundamental similarities, and quitting any addiction is not easy and painless (Patrik & Joyce, 2018).

Holmes believes that an individual who uses the internet for more than 19 hours per week is addicted to the internet (Jane Hack and Jay Yee, 2006). Research conducted on internet addiction reports contradictory results (Li et al., 2019; Yayan et al., 2017). Studies indicate that excessive and harmful use of the internet reduces the mental health of students. Internet addiction is a global phenomenon with prevalence rates ranging from 5% to 25% of the student population in countries like the United States, China, Korea, England, Australia, Taiwan, Japan, Eastern and Western European countries. On the other hand, equipping students with social well-being makes them resilient to challenges and enables them to easily adapt to changing life conditions and technological advancements through methods approved by their families and communities, allowing them to have a useful role in society. Therefore, increasing social well-being reduces social harm. Additionally, the results of this research can increase the sensitivity and concern of authorities towards the social well-being of young people, and relevant organizations can take effective steps towards preserving and enhancing social well-being, ultimately leading to better individual performance in society through suitable cultural, social, and economic interventions, to reduce social abnormalities and problems and improve relationships by correcting behavioral patterns (Ataei Qaracheh et al., 2019). Based on this information, this study aims to answer the question of whether social well-being can be predicted in high school students based on parenting styles and internet addiction.

2. Methods and Materials

2.1. Study Design and Participants

This study is considered applied research based on its purpose and type. The study is descriptive (non-experimental) research in terms of its data collection method, and it is classified as correlational research because it focuses on examining the relationship between variables. The target population of this research included all high school students in Tehran in the academic year 2022-2023. To estimate the sample size, the suggested formula by Tabachnick and Fidell (2007) was used, and according to their formula, the minimum sample size in correlational studies was calculated as $N \geq 50+8M$, where N is the sample size, and M is the number of independent variables. Based on Pallant's formula, the sample size was determined to be 106 individuals, but due to sample attrition, 150 individuals were selected in a clustered multi-stage manner. For the implementation of the research, after obtaining consent from the participants and providing the necessary information on how to respond to the questionnaires, the research objective was first explained to the participants. Then, the desired questionnaires were distributed for completion, and participants were asked to read the questions carefully, choose answers based on their characteristics, and try to leave no questions unanswered as much as possible.

2.2. Measures

Social Well-Being Scale: The Social Well-Being Scale was designed by Keyes (1998) based on his theoretical model of the construct of social well-being. It is commonly used as a general scale in social health psychology to determine the level of social health and well-being. This questionnaire is a paper-and-pencil self-report scale and consists of 33 items. Responses are based on a 5-point Likert scale: completely agree, agree, neutral, disagree, completely disagree, with scores of 1, 2, 3, 4, and 0 assigned to each option respectively. The minimum and maximum scores are 33 and 165, respectively. It is worth mentioning that items 1, 2, 5, 6, 7, 9, 12, 33, 10, 23, 24, 25, 26, 27, 29, 32, 14, 15, 19, 21 are scored in reverse. Keyes used the Cronbach's alpha coefficient to assess the reliability of the questionnaire, which resulted in a Cronbach's alpha coefficient of 0.75 for the total questionnaire, indicating an acceptable level of reliability. In Iran, Hashemi, Hekmati, Vahidi, and Babapour (2014) conducted a study to determine the psychometric properties of the short form of this questionnaire, and the results regarding the questionnaire's reliability showed a Cronbach's alpha of 0.81 (Mahdian et al., 2021). The reliability of social well-being in the present research was 0.86, and its validity was confirmed based on the supervisor's opinion.

Young Parenting Inventory: One important instrument for identifying the developmental roots of schemas that may be related to early maladaptive schemas is the Young Parenting Inventory (1999). The items in this questionnaire reflect aspects of the childhood environment; however, it is possible that a child may experience an environment related to a particular schema but never form a specific schema in their mind, which may be due to factors such as their temperament inhibiting the formation of a specific schema, or otherwise one of the parents or significant others in the individual's life compensating for the deficient environment.

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Each of the 72 items is scored on two six-point Likert scales (father and mother): "completely incorrect," "completely correct," "mostly incorrect," "slightly incorrect," "almost correct," and "mostly correct," which reflects the way each item describes participants' parents. The Emotional Deprivation scale is scored in reverse, showing "1" as "completely incorrect" and "6" as "completely correct." Higher scores on this scale indicate that parents have acted in ways that likely create the relevant core beliefs. The first comprehensive study on the psychometric properties of this questionnaire was conducted by Smith, Joiner, Young, and Telch (1995). The reliability coefficients of this questionnaire ranged from 0.83 to 0.96 in a clinical population. Additionally, among non-clinical samples, the test-retest reliability coefficients of this questionnaire ranged from 0.50 to 0.82. In Iran, a study to assess the psychometric properties of the Young Parenting Inventory and develop a precise instrument for measuring parenting styles was conducted by Amir Sardari and Khademi (2016). Psychometric characteristics of this questionnaire after factor analysis showed a Cronbach's alpha ranging from 0.70 to 0.91 (Zabeti & Jafari, 2018).

Internet Addiction Test: This scale consists of 20 items that have been prepared and validated by Young et al. (1996). The questionnaire is a single-component questionnaire. The reliability of an instrument is the degree of stability in measuring what it is intended to measure, meaning how much the measuring instrument provides consistent results under the same conditions. In Atashpour's study (2005), positive and negative correlations were observed among the subscales of the internet addiction test, indicating the convergent and divergent validity of this questionnaire. Furthermore, the reliability of the questionnaire was calculated using the Cronbach's alpha measure. Usually, the range of Cronbach's alpha reliability coefficient is from zero (0), indicating instability, to a positive one (1+), indicating complete reliability, and the closer the obtained value is to a positive one, the higher the reliability of the questionnaire becomes (Qudsi & Asadzadeh, 2017; Zhou et al., 2012). The Cronbach's alpha for the internet addiction test is 0.78.

2.3. Data Analysis

Descriptive and inferential methods were used for data analysis. Descriptive statistics were used to describe the data, utilizing frequency tables. Measures of central tendency and dispersion were also used for a better description of the data. In addition, inferential statistics included the use of multiple regression analysis. The normal distribution of data was evaluated using skewness and kurtosis indices. In addition, the assumptions of regression analysis, such as the nonlinearity of predictor (independent) variables, were assessed based on tests for variance inflation factor and tolerance coefficient. The nonlinearity of errors was determined using the Durbin-Watson test, while the normality of error distribution was evaluated using histograms or P-P plots. Finally, the linear correlation between criteria and predictors was measured using the Pearson correlation test. Research hypotheses were then examined using multiple regression analysis, and the statistical analysis was carried out using SPSS 26.

3. Findings and Results

In this study, 48.7% of the evaluated students were boys and 51.3% were girls. Examination of the results shows that 32% of the students were in the age range of 13 to 14 years, 23.3% were in the age range of 15 to 16 years, and 44.7% were in the age range of 17 to 18 years. Additionally, 38% of the students were in the first year of high school, 20.7% were in the second year, and 41.3% were in the third year.

After reviewing 41 papers on mega sports events in the last five years, the opportunities to host a super sports event in Qatar were identified. Moreover, a semi-structured interview was conducted with experts in sports events. Table 1 shows the demographic data of the interviewees.

Table 1

Values related to descriptive indices of variables

Dependent Variable	Minimum	Maximum	Mean	Standard Deviation
Social Well-Being	50	132	99.10	16.71
Internet Addiction	27	93	50.96	19.91
Emotional Deprivation	5	30	11.83	6.19
Abandonment	4	20	8.96	4.07
Mistrust	4	14	5.64	2.69

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E-ISSN: 2645-3460

Vulnerability to Harm or Illness	4	24	16.01	4.16
Dependence	3	18	7.16	4.39
Defectiveness	4	24	8.06	5.42
Failure	4	20	6.58	4.23
Subjugation	4	24	7.79	5.03
Self-Sacrifice	4	20	9.63	3.62
Unrelenting Standards	7	37	20.46	7.32
Entitlement	4	19	10.20	4.25
Self-Control	4	20	6.66	3.59
Enmeshment / Undeveloped Self	4	23	11.76	4.28
Negativity	4	24	10.52	5.08
Emotional Inhibition	4	21	11.54	3.71
Punitiveness	4	24	9.48	5.50
Approval-Seeking	4	24	14.14	5.64

The results of Table 1 show that the mean total score of social well-being in the evaluated students is 99.10, with a minimum score of 50 and a maximum score of 132. Additionally, the mean score of students' internet addiction is 50.96, with a minimum score of 27 and a maximum score of 93. The average scores for parenting style are as follows: Emotional Deprivation (11.83), Abandonment / Instability (8.96), Mistrust / Abuse (5.64), Vulnerability to Harm or Illness (16.01), Dependence / Incompetence (7.16), Defectiveness / Shame (8.06), Failure (6.58), Subjugation (7.79), Self-Sacrifice (9.63), Unrelenting Standards (20.46), Entitlement / Grandiosity (10.20), Self-Control / Self-Discipline (6.66), Enmeshment / Undeveloped Self (11.6), Negativity / Pessimism (10.52), Emotional Inhibition (11.54), Punitiveness (9.48), and Approval-Seeking / Recognition-Seeking (14.14).

Table 2

The correlation between parenting styles and internet addiction with social well-being of students

Statistical Indices	Parenting Styles					
	Emotional Deprivation	Abandonment	Mistrust	Vulnerability	Dependence	Defectiveness
Pearson Correlation	-0.473**	-0.427**	-0.384**	-0.144	-0.352**	-0.447**
Significance	0.001	0.001	0.001	0.079	0.001	0.001
	Parenting Styles					
	Failure	Subjugation	Self-Sacrifice	Unrelenting Standards	Entitlement	Self-Control
Pearson Correlation	-0.376**	-0.352**	-0.213**	-0.454**	-0.354**	-0.270**
Significance	0.001	0.001	0.001	0.001	0.001	0.001
	Parenting Styles					
	Enmeshment	Negativity	Emotional Inhibition	Punitiveness	Approval-Seeking	Internet Addiction
Pearson Correlation	-0.200**	-0.368**	-0.447**	-0.470**	-0.238**	-0.506**
Significance	0.001	0.001	0.001	0.001	0.001	0.001

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

The results of Table 2 indicate that there is a significant negative correlation between all parenting styles of students other than the Vulnerability parenting style with social well-being with a confidence level of 99. Additionally, there is a significant negative correlation between internet addiction and social well-being, with a confidence level of 99.

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Table 3

Explained variance of the impact of parenting styles and internet addiction on social well-being in students

Model	Correlation	R^2	Adjusted R^2	Std. Error of the Estimate	Durbin-Watson
1	0.768	0.590	0.533	11.42	2.05

The examination of the results in Table 3 regarding the amount of explained variance of the impact of parenting styles and internet addiction on students' social well-being shows that the coefficient of determination or the amount of explained variance or, in other words, the amount of predicted behavior of the criterion variable by predictor variables is 0.59. Since this value represents the quality and accuracy of prediction, the ultimate goal of any causal study will be to enhance this index. Considering the three values of 0.19, 0.33, and 0.67, which respectively indicate weak, moderate, and strong values of R2 presented by Chin in 1998, the explained variance of this research is quite strong, and these variables can explain a significant amount of social well-being variance in students.

However, a significant amount of the criterion variable variance is not predicted by the independent variables of the study, indicating that the remaining variance is associated with other factors not considered or unknown in this section of the research. In other words, the remaining variance is related to variables that contribute to social well-being variance, but this section of the study does not focus on them.

Table 4

Analysis of variance of the impact of parenting styles and internet addiction on social well-being in students

Model	Source	Sum of Squares	df	Mean Square	Fisher's value (F)	Significance (sig)
1	Regression	24541.21	18	1363.40	10.45	0.001
	Residual	170859.07	131	130.45		
	Total	41630.29	149			

Based on the significance of F or the Fisher index at a confidence level of 99% in Table 4, it can be stated that the dependent variable is predicted fairly well by the predictor (independent) variables ($p<0.01$).

Table 5

Regression coefficients for predicting social well-being in students based on parenting styles and internet addiction

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Social Well-Being	-0.611	0.229	-0.226	-2.66	0.009
Internet Addiction	-0.683	0.311	-0.166	-2.19	0.030
Emotional Deprivation	-0.912	0.426	-0.164	-2.14	0.034
Abandonment	-0.265	0.275	-0.066	-0.963	0.337
Mistrust	-0.146	0.367	-0.038	-0.397	0.692
Vulnerability to Harm or Illness	-0.109	0.327	-0.037	-0.332	0.740
Dependence	-0.172	0.379	-0.044	-0.455	0.650
Defectiveness	0.655	0.351	0.197	1.86	0.064
Failure	-0.142	0.337	-0.031	-0.422	0.674
Subjugation	-0.323	0.185	-0.142	-1.74	0.084
Self-Sacrifice	0.525	0.326	0.134	1.60	0.110
Unrelenting Standards	0.447	0.375	0.069	1.19	0.235
Entitlement	-0.426	0.258	-0.109	-1.64	0.102

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E-ISSN: 2645-3460

Self-Control	-0.139	0.273	-0.042	-0.509	0.611
Enmeshment	-0.916	0.300	-0.204	-3.05	0.003
Negativity	-0.165	0.263	-0.054	-0.630	0.530
Emotional Inhibition	-0.275	0.213	0.093	-1.28	0.200
Internet Addiction	-0.320	0.055	-0.381	-5.80	0.001

As seen in Table 5, among the independent variables evaluated, parenting styles of Emotional Deprivation and Emotional Inhibition ($p<0.01$), Abandonment and Mistrust ($p<0.05$) as well as internet addiction ($p<0.01$) entered the regression equation of social well-being in students with negative coefficients and beta coefficients of 0.226, 0.204, 0.166, 0.164, and 0.381, respectively. Therefore, the research hypothesis regarding the predictive role of parenting styles and internet addiction on the psychological well-being of students is confirmed. The regression coefficient and its sign indicate the intensity and direction of the effect of a predictor (independent) variable on the dependent variable. That means if we create a one-unit change in the predictor (independent) variables, the direction of regression coefficients will change by the amount of beta in the criterion variable (social well-being).

4. Discussion and Conclusion

This study aimed to predict social well-being in students based on parenting styles and internet addiction. The correlation analysis results showed a significant negative correlation with 99% confidence between most parenting styles, except for the "Vulnerability to Harm or Illness" parenting style, and social well-being in students. Additionally, there was a significant negative correlation with 99% confidence between internet addiction and social well-being in students. Regression analysis results indicated that predictor variables can predict approximately 59% of the variance in social well-being in students, and among the 17 dimensions of parenting styles, emotional deprivation, emotional inhibition, abandonment, and mistrust entered the regression equation of social well-being in students with negative coefficients. Furthermore, the variable of internet addiction also entered the regression equation of psychological well-being in students with a negative coefficient. These findings align with the prior research results (Ergün et al., 2023; Oliveira et al., 2022; Tung et al., 2022; Ugwu et al., 2023; Zhang et al., 2022; Zhou et al., 2022) regarding the relationship between internet addiction and social well-being.

Research results have shown that the presence of parenting styles of emotional deprivation, emotional inhibition, indifference, and abandonment can lead to a reduction in internet addiction in adolescence and adulthood. Therefore, early problems and damages can have profound effects on individuals' development in emotional issues, mental health consequences, and ultimately, their social well-being. Although the research results indicate the positive impact of some early parenting styles, such as self-sacrifice, on social well-being in students, internet addiction also had a negative effect on the psychological well-being of students.

Early problems and damages can have profound effects on children's emotional development, emotional issues, and mental health consequences. Therefore, understanding the influencing factors on social well-being and their predicting levels helps in adopting a preventive approach and promoting social well-being, and to some extent, in determining the direction of treatment and facilitating the progression of the treatment process.

In explaining the above results, it can be said that the living conditions of individuals in childhood, especially the lack of attention from parents to the mental and emotional well-being of children and the lack of appropriate relationships and parenting styles, can create emotional, motivational, and psychological issues for children during their growth, especially in adolescence. It can be acknowledged that parenting styles can lead to the creation and expansion of models within an individual's cognitive organization, and the use of parenting methods such as emotional deprivation and emotional inhibition can affect the primary processes of emotional regulation, resulting in difficulties in emotional regulation and the use of maladaptive emotion regulation strategies. It is necessary to mention that predicting social well-being in adulthood can be influenced by many factors, and the lack of influence of some dimensions of parenting styles based on the Young parenting model may be due to this complexity, as individuals' responses in many of these dimensions may not reflect the reality of individuals' lives, especially in terms of emotional issues in childhood. Nevertheless, the research results showed that parenting styles were able to explain a part of students' social well-being, and this variable, along

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E-ISSN: 2645-3460

with internet addiction, can have an impact on individuals' social well-being.

Research has shown that parenting styles are considered a crucial determinant of individuals' personality and social well-being in adulthood. Since parenting styles, greatly influenced by the family environment and individual growth conditions, have a significant impact on an individual's social well-being, to the extent that appropriate family functioning leads to the growth of their psychological assets and social well-being, as well as their prediction. Therefore, utilizing the correct parenting styles results in reducing signs of psychological damage in children during adulthood and enables them to have tolerance and sufficient capacity to cope with stress resulting from life's pressures and use positive strategies to address them. The combination of these factors can lead to individuals having better performance in their interactions with society. Therefore, improving understanding and acceptance of others, accepting and valuing the individual as a social partner, and participation and belief in positive social change can result in enhancing the quality of their relationships with others and consequently improving social well-being in these individuals. Therefore, given that the psychological and social behavioral foundations of children and their sense of safety and emotional satisfaction in the early years of childhood lay the groundwork, the first social environment for a person is the family, where each individual's personality is established, and the family is responsible for two important things: building the individual as a human being and transferring human heritage to the next generation.

Additionally, internet addiction and unhealthy and excessive use of the internet have long-term negative effects on an individual's functioning in various areas of life, disrupting normal life and having adverse consequences for the individual and their surroundings. Li et al. (2016) state that excessive and pathological internet use reduces the mental health of students. Furthermore, studies show that individuals addicted to the internet lack necessary social skills and have lower levels of mental and social well-being (Li et al., 2019).

Therefore, the undesirable consequences of the excessive use of the internet and the creation of negative outcomes generally refer to the lack of initial social well-being. Since adolescence is a critical period in terms of vulnerability to addiction, there is a greater chance that the pattern of excessive internet use prevails in adolescents than in adults. Also, stressful life events have been associated with behavioral patterns. It is assumed that individuals resort to using the internet in stressful situations for emotional regulation, excitement, and social compensation.

Every research, from selecting a topic to conducting the study, analyzing the data, and drawing conclusions, has its limitations. This study was conducted only on high school students in Tehran, which may limit its generalizability. The limited previous research considering the simultaneous role of parenting styles and internet addiction, time constraints, and the need to conduct the study within a specific period are among the other limitations. One of the other limitations of this study is that it is cross-sectional and self-reporting in nature. Given the importance of increasing sample size for generalizability of research results, it is suggested that researchers use software to determine sample size instead of traditional formulas like the Morgan formula or the Kerjesi and Morgan table. The sample size should be determined based on the maximum effect size and the parameters available in the population, as well as the standards in these software programs. Moreover, a larger sample should be chosen.

Considering the results of this study, it can be said that disorganized attachment style and family functioning, emotional deprivation and isolation, abandonment, and mistrust in the family, and high levels of conflict between children and parents lead to serious psychological and social problems, disrupting the individual's normal life. In addition, these children tend to gravitate towards the internet and engage in addictive and inappropriate internet use, exhibiting lower levels of cognitive flexibility and cognitive emotion regulation.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

Acknowledgments

We hereby thank all participants for agreeing to record the interview and participate in the research.

Declaration of Interest

The authors report no conflict of interest.

Funding

According to the authors, this article has no financial support.

Ethical Considerations

All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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Iranian Journal of Educational Sociology
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