

Original Article**Structural Modeling of Dependence on Social Networks in Students with the Lack of Involvement of Parents According to the Mediating Role of Resilience**Azam Bakhtyari Renani ^{*1}, Nafiseh Sadrarhami ²

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Received: 2021/06/22**Accepted:** 2021/10/22**Abstract**

The present study aimed to provide the structural modeling of students' dependence on social networks without parents' involvement according to the mediating role of resilience. The research was correlational in terms of the type of design and had a structural equation method, and its statistical population consisted of all female (1145) and male (1249) adolescents in Zarrin Shahr in the academic year of 2021-2022. Using the convenience sampling method, 200 students were selected and asked to answer the questionnaire about dependence on social networks by Haghayegh, Kajbaf, Nikbakht, et al. (2016), Connor-Davidson Resilience Scale (CD-RIS) (2003), and the parents' educational involvement questionnaire by Grolnick et al. (2000). Research data were analyzed using AMOS software and structural equation modeling (SEM). The tested models were confirmed in resilience, involvement at school, home, and cognitive and personal components. Furthermore, there were significant negative relationships between all dimensions of educational involvement and dependence on social networks. Based on the above-mentioned findings, adolescents belonging to families with less educational involvement were more exposed to being dependent on social networks, and resilience, as a learned skill that was affected by familial factors and could also affect them, could decrease or increase this vulnerability.

Keywords

Resilience, Lack of family involvement, Dependence on social networks.

Introduction

The Internet is an inseparable part of human lives in the present era and the number of its users is increasing daily, and it is being used in various fields such as education, training, scientific activities, personal and social interactions [1]. Various studies indicate that about 0.80 of adolescents in England, America, and Asia use the Internet [2].

Being present in this new media gives many opportunities to its users, and the more these opportunities and people's satisfaction increase, the more people will be attracted to this new phenomenon. It has affected all aspects of individual's lives, especially children and adolescents, and almost all people use this phenomenon [3]. The use of the Internet is accompanied by consequences, including the phenomenon of addiction to social networks [4].

According to the fifth edition of the American Psychiatry Association (2013), addiction to social networks means the wrong and excessive use of the Internet, leading to dysfunction with inappropriate characteristics and internal dissatisfaction for two months. The following seven criteria are necessary to diagnose dependence on social networks: Tolerance, detoxification symptoms, time spent using the Internet more than the person initially intended, constant desire

to control behavior, spending a lot of time on Internet-related affairs, reducing social, occupational, and recreational activities, and continued use of the Internet despite knowing about its negative results. Finally, there should be at least three criteria in the user within two months [5].

Students are vulnerable groups in this field and they constitute the most influential class of society, and the government spends a lot on their education every year. The students' active presence in the virtual space has many advantages in addition to its flaws and it wastes a large capital. In this regard, researchers and virtual space experts have conducted numerous studies worldwide such as Jia, Li, and Wang (2017) who reported that addiction to virtual space causes physical and mental problems and psychological and social dysfunctions for users. The results of research by Oren, Dalbork, Tepko, and Kotlo (2019) indicated that Internet addiction was the main cause of academic and occupational problems and life disorders. Rajesh and Rangai (2020) and Biolcati (2018) introduced an excessive tendency to virtual space as the most important factor for users' loneliness and social isolation.

Recent research on students' addiction to social networks indicates the increasing trend of this phenomenon among high school students which is higher in males than in females [6]. Intrapersonal and family factors can jointly play a significant role in explaining addictive behaviors. Resilience is a new construct in this field [7].

Resilience is a process, ability, or outcome of successful adaptation to threatening conditions [8]. It refers to a person's ability to establish biological-psychological balance in coping with risky situations. Resilience dominates those who are exposed to risk but has the power to reduce the negative effects and consequences of the risk and obtain its positive consequences. Resilience is like a shield that protects people against difficult conditions [9].

Resilience means the ability to successfully face stressful situations from the perspective of Garmezy and Masten (2015). Waller (2013) also introduces this positive feature as a person's positive adaptation in response to adverse circumstances. He believes that competence, order, self-determination, optimism, and patience are personal characteristics of resilient people. Such individuals have great skills to solve their problems, can increase their self-esteem, and identify their strengths with a sense of purposiveness in their lives.

Studies by Zerbetto Galera and Ruiz (2017) indicated that there was a negative and significant relationship between Internet addiction and resilience. Nam (2018) concluded that resilience was a suitable predictor of Internet addiction among students. The studies by researchers such as Bagheri Sheykhangafshe (2021), Yaqoubi, Bahremandnia (2021), and Mikaeili and Yousefi (2020) indicated that Internet addiction decreased mental health, flexibility, and resilience.

Students spend most of their time with their families and consider their parents' behavior as the most important model and index. According to Bandura's opinion, learning means setting goals and a person's perception of progress based on primary modeling, especially in the family. Family and the current performance in this system are components related to addiction to social networks. In McMaster's model, the family function based on the structural approach means that every family has a structure that will be known in real conditions [10]. The performance of each family affects the way by which the family members deal with personal and social issues. Family communication, emotional responsiveness, and emotional intercourse affect adolescents' tendencies toward addiction in determining family function efficiency. When parents have a conflicting attitude toward the disciplinary principles of their children, they use negative parenting strategies, do not supervise their children sufficiently, and emphasize physical punishment, and thus they increase the risk of externalizing disorders for their children [11-12]

The results of research by Argon & Kıyıcı (2012) indicated that parental involvement in education affected student progress, learning, and success. They also found that when the parents have low participation in children's education and learning, it causes problems such as behavioral disorders, disciplinary problems, academic failure, low motivation, loneliness, and insecurity in

students, low performance in teachers, and increases the use of alternative family strategies such as virtual space by adolescents. In this regard, Li, Garland, and Howard (2014) provided a literature review on Internet addiction and relevant family relationships and reported that adolescents with Internet addiction were less satisfied with relationships with parents and reported many interpersonal children-parent conflicts and a lower level of trust in their relationships with parents.

Research objectives

Main objective

- Structural modeling of dependence on social networks with the lack of involvement of parents according to the mediating role of resilience

Minor objectives

- Prediction of dependence on social networks in students based on lack of parent involvement.
- Prediction of dependence on social networks in students based on resilience.
- Investigating the relationship between lack of family involvement and resilience in student

Research hypotheses

General hypothesis

-Structural modeling of dependence on social networks with the lack of involvement of parents according to the mediating role of resilience has fitness.

Sub-hypotheses

- Dependence on social networks based on lack of parental involvement in a student is predictable.
- Dependence on social networks based on resilience in a student is predictable.
- Lack of parent involvement has a significant relationship with the resilience of students.

Research background

In this regard, some research related to the subject is mentioned. Teymorzade (2022) conducted research titled "identifying the predictive role of academic self-regulation on internet addiction to help to design effective preventive interventions with the mediating role of academic resilience". The results showed that academic resilience has a mediating role in the relationship between academic self-regulation and internet addiction. Also, academic self-regulation and resilience have a negative and significant relationship with internet addiction with coefficients (of -0.38 and -0.25), respectively. Sadri Damirchi (2019) conducted research titled "Role of perceived family resilience and emotion regulation in the prediction of internet addiction of students". The findings of this study highlighted the importance of family resilience and emotion regulation. Noory Khaje Ghiasi (2018) conducted research as "The relationship between internet addiction and family functioning and spiritual intelligence with the mediating role of difficulty in emotion regulation in adolescents". The findings of this research indicated that there is a significant and negative correlation between internet addiction and family functioning, and there is a significant positive relationship between internet addiction and spiritual intelligence and difficulty in emotion regulation. In a study on the "relationship between family functioning and use of the internet among students", Asgar Poor (2015) concluded that there is no significant relationship between these two constructs. The family can indirectly monitor the use of the internet through self-control and emotional intelligence in their children. Anierobi & Ezennaka (2019) conducted research titled "Predicting students' self-confidence, academic involvement, and tendency towards high-risk behaviors based on parents' academic involvement". The results of the regression analysis showed that parents who ignore the level of participation and involvement in personal activities in all dimensions, including academic involvement, have taken an effective step in reducing their

children's self-confidence, and with this behavior, they have reduced the level of involvement in their children's education and push them to use alternative strategies. In a study titled "family functions of adults with internet addiction", Şenormancı, Şenormancı, Güçlü, Konkan (2014) showed that adults with internet addiction had lower family functions. They also showed that people with internet addiction had problems in all family functions (behavioral control emotional responsiveness, problem-solving, relationships, roles, and the total score of family functioning) and their family functioning are disturbed. In a study titled "family functioning and prevalence of internet addiction in Chinese adolescents, Wang, Zhou, Lu, Wu, Deng & Hong (2011) showed adolescents with internet addiction have had more reports on interpersonal conflicts between themselves and their parents, and their parents with each other. Therefore, in this group of families, there has been a higher report of internet addiction among children.

Finally, the review of research findings shows the lack of attention of related professionals in this field which can cause irrecoverable damage to the education body in the situation where we are forced to use cyberspace in education. According to this and regarding the limitations of domestic and foreign research that only emphasizes the individual dimensions of virtual space not the family dimensions of virtual spaces, the dimension of theorizing and using educational planning theories at the level of formulating academic goals and perspectives and at the same time, the positive and negative challenges related to other psychological constructs in the field of learning have not been studied, and most researchers have emphasized on the phenomenon of internet addiction as an individual psychological problem and not learning problem and the influence of social factors, so the present study aimed to explore whether there is a relationship between lack of family involvement and dependence on social networks regarding the mediating role of resilience in adolescents of Zarrin shahr.

Research Methodology

This research is applied research in terms of purpose and it is descriptive in terms of information collection and belongs to structural equation correlation. The statistical population includes all male (1249) and female (1145) students with dependence on the social network in Zarrin Shahr. Considering the research design and studied population and because we need a large size of the current sample and random sampling is practical, the convenience sampling method is used. According to the research design (structural equation modeling), 231 students with dependence on social networks will be chosen and after holding a briefing session and explaining the research objectives to the students, they were asked to answer the Dependence on Social Networks Questionnaire (which has an optimal cut-off point based on Rock's curve in identifying people with a dependence on social networks), Achievement Goals Scale by Midgley et al. (2000), and Academic Involvement of Parent Questionnaires by Grolnick, Karwowski, Dunlap, and Harry (2000). Of the total questionnaires, 200 questionnaires that answered the questions completely, were returned. Based on the cut-off point of the dependence on social networks questionnaire, 200 students were identified with dependence on social networks and were selected as the final sample. The inclusion criteria for the study included informed consent to participate in the research process and confirmation of dependence on social networks based on Haghayegh questionnaire (2015) and studying at the second secondary level, and the exclusion criterion for the study was the failure to fully answer the questions of the questionnaires. Then, the obtained data were analyzed using version 22 of AMOS software at two levels of descriptive statistics (frequency, percentage, mean and standard deviation) and inferential statistics (structural equation modeling).

In this study, the following scales were used to collect relevant data.

Questionnaire of dependence on social networks: A questionnaire by Haghayegh et al. (2015) was used to study the dependence on social networks. This questionnaire contains 18 questions, which

include the options of rarely, sometimes, most of the time, and almost always. Scores 1 to 4 are considered for each option, respectively. Finally, the sum of the scores is estimated as a total score. Cronbach's alpha coefficient was used to measure the reliability of the questionnaire. Cronbach's alpha coefficient of the questionnaire was equal to 0.84 and the diagnostic validity of the questionnaire was determined between two groups using an independent t-test, and the results showed that there is a significant difference between the two groups. The optimal cut-off point was calculated using the ROC curve and a score of 39 was obtained based on sensitivity and specificity indices [13]. The reliability coefficient of the questionnaire in the present study was reported as 0.79 using Cronbach's alpha coefficient.

Resilience Questionnaire: This scale contains 25 questions which are designed by Connor and Davidson to measure the level of resistance against pressures and threats. The designers of this scale believe that resilient people can be distinguished from non-resilient people through this scale, and it is applicable in all research and clinical situations. This questionnaire is based on a 5-point Likert scale and includes the subscales of spirituality, control, secure relationships, competence, and trust in personal instincts. In this way, score 1 stands for totally false, and score 5 stands for always true. The scoring range for this questionnaire is 25-125. Mohammadi (2005) confirmed the reliability of this scale. Mohammadi implemented this questionnaire on 248 people and reported its reliability as 0.89 by internal consistency and its validity as 0.87 by factor analysis. Blanket-Sales reported Cronbach's alpha of 0.90 by performing this scale on 511 people [14]. In the present study, the reliability of the scale is 0.82 using Cronbach's alpha.

Questionnaire of educational involvement of parents: The reliability of this scale has been explored by Grolnick (2000) based on the results of previous studies which Grolnick formulated based on factor analysis in three categories. It considers the measurement of parent involvement in four dimensions including involvement in academic activities at home, involvement in school activities, cognitive involvement, and personal involvement and it has 39 questions. 15 questions relate to involvement at school (my parents participate in parent-teacher associations), 8 questions relate to involvement at home (my parents help me do homework), 7 questions relate to cognitive involvement (my parents talk to me about routine events) and 9 questions relate to personal involvement (my parents ask me how I do activities at school). Respondents rate each item on a scale (every week = 1 to never = 5). This questionnaire was standardized for high school students in 2015 in the research of Tale Pasand, Rahimian Boger, and Karimi. In this study, Cronbach's alpha is obtained at 87.88 for the school dimension, 75.81 for the home dimension, 67.68 for the cognitive dimension, and 66.75 for the personal dimension. In this study, using Cronbach's alpha method, the validity of the instrument for the subscales of parent involvement at school, parent involvement at home, personal involvement of the parent, and cognitive involvement of the parent were obtained as 0.66, 0.84, 0.66, and 0.78, respectively.

Research Findings

The results of the demographic analysis of the sample group showed that 105 persons (52.5% of the respondents in this research) reported that their father has a freelance job and 95 persons (47.5%) reported that their father is an employee. Also, 165 persons (82.5% of the respondents) stated that their mothers are housewives and 35 persons reported that their mothers have a job. In addition, 16 persons (0.08% of the respondents in this research) reported that their fathers have a diploma or associate degree, 152 persons (76%) reported that their fathers have a bachelor's degree, and 32 persons (16%) reported their fathers to have a master degree or higher, and 5 persons (0.02% of the respondents in this research) reported that their mothers have a diploma or associate degree, 137 persons (68.5%) reported that their mothers have a bachelor degree and 58 persons (29%) reported that their mothers have a master degree or higher. Finally, 23 persons (6.6% of the respondents in this research), reported their social class as high, 309 persons (88.3%) as middle class, and 18 persons (5.1%) as low. In the inferential findings section, a structural

model has been evaluated, in which it has been assumed that resilience plays a mediating role in the relationship between dependence on social networks and the academic involvement of the family. Therefore, firstly, the correlation matrix of these variables is presented in Table 1.

Table 1. Correlation matrix of research variables

Dependence on social networks	Total involvement	Cognitive involvement	Personal involvement	Home Involvement	School involvement	Secure relationship	control	Spirituality
								1
							1	**0.58
						1	-0.077	-0.52**
					1	**0.36	0.46**	0.67**
				1	0/73**	**0.33	0.35**	0.60**
			1	0/79**	0/64**	**0.36	0.33**	0.56**
		1	0/76**	0/87**	0/71**	**0.34	0.29**	0.54**
	1	0/91**	0/84**	0/92**	0.90**	**0.39	0.42**	0.67**
1	**0.55	**0.49	**0.43	**0.51	**0.52	**0.54	**0.50	**0.56

The findings of Table 1 show that there is a significant relationship between spirituality and dependence on social networks ($r=-0.56$), between control and dependence on social networks ($r=-0.50$), between secure relationships and dependence on social networks ($r=0.54$) at the level of 0.01, between involvement in school activities and dependence on social networks ($r=-0.52$), between involvement in academic activities at home and dependence on networks social ($r=-0.51$), between involvement in personal activities and dependence on social networks ($r=-0.43$), between involvement in cognitive activities and dependence on social networks ($r=-0.49$), and between academic involvement of parents with dependence on social networks ($r=-0.55$) at the level of 0.05.

Table 2. Fit indices of the measurement model

Fitness index	Acceptable range	Value
Chi-square	-	494.1
Chi-square ratio to degrees of freedom (χ^2/DF)	Less than 3	2.906
(CFI) Comparative Fit Index	More than 0.90	0.97
Incremental Fit Index (IFI)	More than 0.90	0.977
Goodness Index of Fit (GFI)	More than 0.90	0.992
Root Mean Square Error of Approximation (RMSEA)	Less than 0.08	0.0248
Standardized Root Mean Squared Residual (SRMR)	Less than 0.08	0.75

The fit indices of the measurement model presented in Table 2 show the appropriate fit of this model. Absolute and comparative fit indices were used to determine the fitness of the hypothesized model. Absolute indices determine how the model fits without comparing it to the baseline model, which is the independence model. These indices include Chi-square, Chi-square ratio to the degree of freedom, SRMR, and RMSEA. Comparative indices compare the fitness of the hypothetical model to the baseline model which CFI and IFI among them.

In sum, it can be said that visible variables have the necessary ability to measure their

corresponding latent variables. Now the proposed model is examined. In this model, resilience in the role of mediator, lack of family academic involvement in the role of the independent variable, and dependence on social networks in the role of the dependent variable are given. Also, regression coefficients are given above the arrows, and error values are shown with the symbol e.

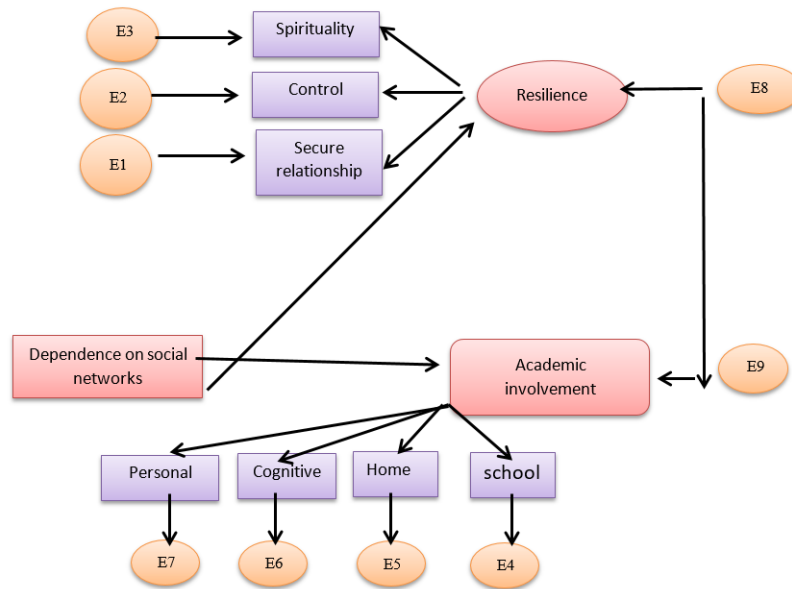


Figure 1. Fitted model of mediating role of resilience in the relationship between dependence on social network and family academic involvement of family

In the following, path analysis has been used to examine the mediating role of resilience in the relationship between dependence on social networks and family academic involvement. According to Figure 1-4 and the fitted proposed structural model, the regression coefficients of resilience to dependence on social networks and family academic involvement have been reported as -0.22 and 0.91, respectively. All these coefficients are significant at the $P < 0.01$ level. Standardized total, direct, and indirect effect coefficients are given in table 2. The coefficients that are significant at the $P < 0.05$ level are marked with one star and the coefficients that are significant at the $P < 0.01$ level are marked with two stars.

Table 3. Standardized total, direct, and indirect coefficients of mediating role of resilience in the relationship between dependence on social networks and family academic involvement

Regression Paths	Total Effect	Direct Effect	Indirect Effect
Dependence on social networks-resilience	-0.223**	-0.223**	0
Dependence on social networks-family academic involvement	-0.434**	-0.230**	-0.204**
Resilience- family academic involvement	0.915**	0.915**	0

According to Table 3, there is only a direct path between family academic involvement and dependence on social networks with a coefficient of -0.23. Also, there is only a direct path between academic involvement and resilience with a regression coefficient of 0.91. However, the total effect between dependence on social networks and family academic involvement is equal to -0.434, of which -0.230 is the direct effect and -0.204 of this effect belongs to the indirect effect and the mediating role of resilience. According to the obtained results, it is stated that resilience has been able to play a good mediating role in the relationship between family academic

involvement and dependence on social networks. Therefore, the general hypothesis of the research based on the relationship between dependence on social networks and family academic involvement was confirmed regarding the mediating role of resilience.

Conclusions

Among the findings of the present study, dependence on social networks in students is predictable based on the lack of family involvement. This finding agrees with findings of Danesh, Zahedi Mazandarani, and Habibi Kariznoi (2015); Imani and Shirali Nia (2015); Zhang, Qin, and Ren (2018); Şenormancı, Şenormancı, Güçlü, Konkan (2014). Şenormancı, Şenormancı, Güçlü, Konkan (2014) in a study titled “family functions of adults with internet addiction” showed that adults with internet addiction had lower family functions. They also showed that people with internet addiction had problems in all family functions (behavioral control emotional responsiveness, problem-solving, relationships, roles, and the total score of family functioning) and their family functioning are disturbed. In this situation, rather than learning problem-oriented strategies for facing personal and social problems, adolescents will be involved in impulsive and momentary emotions that distract them from the problem instead of solving it. In this way, with the substitution of social networks, the family network as an original unit has been challenged, the face-to-face communication and deep human interactions among the family members will decrease, and the distance between family members from each other will be a decisive reason for not solving family problems and intensifying those problems. At last, the tendency of family members to social networks increases day by day. On the other hand, based on Hui & Triandis’ approach (1986), in the collectivist family system, parents share in their children’s affairs and are involved in all their children’s issues, including choosing friends, education, job, place of residence, marriage, etc. Therefore, in this situation, the individual identity of the children is not strengthened and the level of personal independence of the children is reduced for acquiring an individual identity. So, rather than pursuing individual goals, the adolescent will worry about losing group approval and inevitably becoming homogenized with their rules and regulations. And if they don’t succeed in getting group approval, they will feel embarrassed and ashamed. In this regard, Imani and Shirali Nia (2015) in their research titled “Family Functions and Internet Addiction” showed that there is a significant negative relationship between communication, emotional companionship, emotional intercourse, role, and behavioral control components, and internet addiction. They concluded that family functions play important role in internet addiction. Also, Danesh, Zahedi Mazandarani, and Habibi Kariznoi (2014) in research titled “The Relationship Between Family Functioning and Internet Addiction in Female Students” showed that internet addiction in students increases with the increase of unhealthy family functioning. Also, the results of this research showed that with the increase in unhealthy problem-solving in the family, the increase of unhealthy roles and responsibilities in the family, the increase of unhealthy emotional intercourse in the family, and the increase of unhealthy emotional responsiveness in the family, internet addiction also increases in students. Taking advantage of social networks, Hans Gasser chose the term “distance parent” to show to what extent the use of mobile phones and social networks overshadows the monitoring of individual and social learning of their children. This strategy leads to decreasing in the level of parental authority and changing in the relationship between parents and children, and it questions the parent’s control over the child [15]. But the family is a system in which the members influence each other and are influenced by each other. Interactions create patterns, based on how, when and with whom to communicate and the functioning of the family is done through communication patterns. But inefficacy refers to unhelpful patterns and stressful interactions and deficits in behavioral and learning skills, including avoidance goals or dependence on social networks. Therefore, adolescents with problem-solving dysfunction in the family have less tolerance for dealing with social and environmental risks compared to others. This category of adolescents, who have a

lower power to say no and weaker communication skills, cannot easily reduce the social pressure caused by their friends and peers, and they cannot cope with their unreasonable demands. They are weak in identifying emotions and cannot avoid excessive use of the Internet by planning and tolerating the conditions. In this regard, Zhang, Y., Qin, X., Ren, P. (2018) in a study titled "Adolescents' academic engagement regarding the mediating role of Internet addiction and resilience" showed that the negative effect of internet addiction on the subsequent academic progress of adolescents was caused by academic involvement and dissatisfaction at the individual level [16]. Students with internet addiction reported a lower level of resilience and their academic involvement has also decreased. According to these researchers, family members are not responsible by expressing an unhealthy role and do not show a positive and active role in dealing with personal and family issues, these people feel weak, socially inferior, and humiliated due to the lack of healthy and active communication in the family system and they find virtual space as a means to reveal their true self to compensate inferiority complex caused by the weak role in the family. At the same time, self-disclosure allows people to share their information in virtual space easily, others are also encouraged to provide their information to them and this creates trust they feel comfortable in the virtual world and are encouraged to provide more information to others. Therefore, the person with the reinforcement that gets from the disclosure of personal information in virtual space gradually uses this space to release emotions. On the other hand, the amount of self-disclosure has caused people to stay away from real situations and feel that the virtual world is better than the real world for transferring information or emotions. Because in the virtual world, a person feels less pressure and is less socially humiliated. Therefore, the more self-disclosure a person has, the more she /he feels social pressure, which provides a better context for staying away from the real world. Among the main reasons for self-disclosure severity and reliance on virtual spaces, it can be referred to as the lack of parental supervision. Because those who have high-quality parental supervision are less affected by social pressures and those who tolerate little social anxiety turn to the real world for their emotional release and social relationships, instead of looking for their desires in the virtual world and the internet. One of the basic circles for releasing emotions is the family and in low-functioning people, it moves from the family to the outside world, especially social networks [17].

Another finding of this research is that dependence on social networks is predictable in students based on resilience. This finding agrees with findings of Zhang, Y., Qin, X., and Ren, P. (2018). In the explanation of the above research findings, it should be acknowledged that one of the main factors of dependence on social networks is the experience of stress by the individual. Stress is the body's general response to pressure or pain situations that the body needs to deal with. Many adolescents are in the transition period and the range of virtual and online communication can show their social competence as one of the contexts of social communication and reduce the stress caused by puberty, family tension, social and interpersonal failures, academic and learning problems, etc. The importance of the above stressors as risk factors for addiction to social networks has been confirmed in numerous studies, but the main point is that the negative way of dealing with these problems increases the risk of high-risk behaviors such as dependence on social networks. In this regard, Zhang, Y., Qin, X., Ren, P. (2018) in a study titled "Adolescents' academic engagement regarding the mediating role of Internet addiction and resilience" showed that the negative effect of internet addiction on the subsequent academic progress of adolescents was caused by academic involvement and dissatisfaction at the individual level. In addition, the norm of success in class moderated the relationship between academic dissatisfaction and resilience, students with internet addiction reported a lower level of resilience and their academic participation has also decreased. Therefore, stress and lack of coping skills with it put the adolescent in a situation to use the most immediate strategy to reduce stress. And based on the above research, it means avoiding all future situations, and this strategy is completely consistent with the avoidance goals of this group of individuals. In fact, on the other hand, the

desire to gain acceptance from others and avoid rejection is known as one of the basic human motivations. Accordingly, Horney, Maslow, and Rogers believe that being rejected by society reduces the feeling of health and empowerment of the individual and breaks interpersonal interactions, which results in the feeling of inability to manage emotions in relationships. People who have high self-management skills are more lenient in the face of rejection or non-acceptance of others and keep their calm in dealing with problems. But, some others consider the insensitivity of the important people in their lives to a small extent or even imagination of it as a deliberate rejection on their part, because their thinking schemas are negative and intentional. They have prejudices and strong reactions, which doubles their behavioral and internal problems. This group turns to online and informal relationships that are free of judgment and mutual perceptions to escape from non-acceptance and face-to-face interpersonal issues. But resilience means a person's capacity to respond and even flourish in situations full of pressure and positive or negative stress. The academic performance of learners is not easy and there are always problems. Unpleasant events may happen in academic life, which requires students to benefit from some features and characteristics such as resilience. This psychological construct is a feature that makes learners resistant to facing the problems and challenges of the educational environment. In this regard, Zhang, Y., Qin, X., Ren, P. (2018) in another study titled "The mediating Role of Scientific Interaction in Virtual Space in the Relationship between Academic Involvement and Internet Addiction" showed that the negative effect of internet addiction on the subsequent academic progress of adolescents was caused by academic involvement and dissatisfaction at the individual level. In addition, the norm of success in class moderated the relationship between academic dissatisfaction and resilience.

Eventually, the final finding of the research showed that lack of family involvement has a significant relationship with student resilience [18-22]. In the explanation of the above findings, it should be acknowledged that if the communication and emotional patterns of parents are not sufficient and appropriate for adolescents, it is not unlikely that the adolescent has not acquired the necessary coping skills by avoiding activities that require extensive effort turn to activities that have the least real social role and has gone into their solitude to face the least personal and social responsibility. This trend offers a strong and effective explanation, which is that the lack of proper supervision or the lack of confirmation of the adolescents will lead to a negative self-image in them. This negative image increases the adolescent's focus on his/her mistakes and, finally, leads to continuous overthinking. Now, due to having negative self-images, this person constantly needs external confirmations to maintain self-worth. This vicious cycle continues and over-thinking continues more intensely, forcing the person to use negative strategies such as avoiding activities that are based on personal empowerment. They suffer from high anxiety due to excessive worry about their mistakes, which is often caused by the fear of others' evaluations and they actively use negative strategies with high evaluations and expectations or escape the situation, or they use strategies based on fraud, they use the destruction of others and so on; and since these individuals are constantly seeking to fulfill and confirm unrealistic expectations of themselves, they experience some kind of psychological helplessness, their anxiety increases, and in most cases, they resort to ineffective strategies such as high-risk sexual behaviors, Internet and drug addiction, delinquent behaviors, and so on (Weiner & Carton). According to Anierobi & Ezennaka (2019), parents who ignore participation and involvement in personal activities in all dimensions, including academic involvement, take an effective step in reducing their children's self-confidence and with this behavior, they reduce their children's academic involvement and lead to use alternative strategies. Cooley, Martin, Papworth, and Guinness (2016) in a study titled "the role of parents' academic involvement in interpersonal relationships and students' resilience" showed that there was a positive significant relationship between interpersonal relations and resilience and this agrees with the above explanation. In fact, according to Cooley, Martin, Papworth, and Guinness (2016), adolescents with high-risk behaviors have grown up in stressful

families, and they are uncertain about their behaviors and are suffering. Children learn personal and social skills from the family in any style; therefore, if they evaluate the functioning of the family positively, they obtain a positive and broad view of compatibility in various aspects and use problem-focused strategies based on appropriate internal and external conditions in dealing with issues conditions. Because in this type of family, teenagers believe that their parents are aware of their personal experiences, their understanding of various phenomena, and their sense of control. It is the feeling of being and being understood in the group that equips the teenager with self-regulation reactions, including the use of positive coping strategies, and as a protective factor, explains the lack of tendency towards virtual spaces [23].

Suggestions

To increase the generalizability of the results, it is suggested that this research is done in other cities and cultures. Also, educational courses should be considered for parents to include primary prevention measures by improving their media and cyber knowledge and increasing awareness of their effective role in the occurrence of high-risk behaviors. And at the end, it is suggested that specialists and school counselors take action to increase their cyber information by using the latest science and information and push this knowledge to lower grades in this regard, they exchange information with other academic groups to prevent occurring more serious problems or prevent intensifying arisen problems.

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